

**INFLUENCE OF MANAGEMENT FUNCTIONS ON THE IMPLEMENTATION
OF EARLY CHILDHOOD EDUCATION PROGRAMMES IN ELDORET WEST
UASIN GISHU COUNTY.**

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DECLARATION

I hereby declare that this thesis is my original work and has not been presented for a Degree in any other University.

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DEDICATION

This thesis is dedicated to my loving husband, Tom Mitei, who encouraged me to work hard and our children Daisy Mitei, Alex Kipkemboi, Argvins Kiptoo and Adrian Kiplagat who supported me in the completions of this thesis so as to ensure it has become a reality.

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ABSTRACT

This study set out to establish influence of management functions on the implementations of early childhood education policies in Eldoret west, Uasin Gishu County. The objectives of the study were, to assess influence of training on implementation of ECDE, to establish how staffing influence implementation of ECDE, to determine influence of planning on implementation of ECDE and to identify effect of coordination on implementation of ECDE. The study was informed by Max Webers' bureaucratic theory which states the five principle roles of Planning, Organizing, Commanding, Coordinating and Controlling of management are crucial in the implementation of the policy. The study was motivated by the fact that there has been an outcry from stakeholders on the management and implementations of ECDE Policy. There are gaps that need to be filled for efficiency and effectiveness of ECDE's. The target population included 185 ECDE trained teachers and 236 Parents/Guardians. The sample size was 55 ECDE teachers and 70 guardians because this represents 30% of each category in all 139 ECD centers in Eldoret west, Uasin Gishu County. Random sampling technique was used to select teachers while systematic Random Technique was used to select guardians. Data for this study was collected using questionnaires administered personally by the researcher. In addition, observation and interview schedules were also used. Descriptive methods were employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions. Findings show that training, staffing, planning and co-ordination had a positive influence on implementation of early childhood education in ECDE centers. The recommendations are that ECDC's should acquire knowledge through training of all stake holders that will enhance effective policy implementations and ensure holistic development of ECD learners.

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LIST OF ABBREVIATIONS

CARICOM	Caribbean Community
DEO	District Education Officer
ECD	Early Childhood Education
ECDCs	Early Childhood Development Communities
ECDE	Early Childhood Development and Education
IDB	International Development Bank
KCE	Kenya Certificate of Education
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACECE	National Centre for Early Childhood Education
NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non-Governmental Organization
NIH	National Institute of Health
PMSG	Project Management Support Group
PRSP	Poverty Reduction Strategy Program

SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Educational Fund
USAID	United States Aids International Development

OPERATIONAL DEFINITION OF TERMS

COORDINATION is the process of bringing different elements of (a complex activity or organization) into a relationship that will ensure efficiency or harmony.

EARLY CHILDHOOD EDUCATION is a branch of education theory which relates to the teaching of young children (informally or formally) up until the age of about eight.

IMPLEMENTATION is the realization of an application or execution of a plan, idea, model, design, specification, standard, algorithm or policy.

INFLUENCE is the capacity or power of persons or things to be a compelling force on or produce effects on actions, behavior, opinions of others.

MANAGEMENT is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively.

PLANNING is the process of thinking about and organizing the activities required to achieve a desired goal.

POLICY is a deliberate system of principle to guide decisions and achieve rational outcomes.

STAFFING is the process of acquiring, deploying and retaining a workforce of sufficient quality and quantity to create positive impacts on the organization's effectiveness.

TRAINING is teaching or developing in oneself or others any skills or knowledge that relate to specific useful competencies. It has

specific goals of improving one's capability, capacity, productivity and performance.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents background information of the study. It outlines statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, justification of the study, limitation and delimitation of the study, assumption of the study, theoretical framework and conceptual framework of the study.

1.2 Background of the Study

There is a broad consensus among researchers, practitioners, and policymakers that the quality of early childhood services and ultimately the outcomes for children and families depend on well-established Management Functions (USAID, 2011). From an Educational perspective, good-quality Management Functions in early childhood institutions are seen as indispensable for the educational attainment of the children, and for the foundation of lifelong learning, as ECDE has a crucial role to play in laying the foundations for improved competences of future citizens, enabling to create a more skilled workforce capable of contributing and adjusting to technological change. There is clear evidence that high-quality ECDE management leads to significantly better attainment in international tests on basic skills (European Commission, 2011).

A number of early childhood scholars and early childhood associations emphasize that developing a strong sense of management identity in early childhood educators is important in the face of the recent political (especially in the new constitution in Kenya) and policy changes that would inevitably impact the early childhood profession and function (Murundu, 2012, Roselyne, 2013, Ndani, 2011).

Although reporting has often focused on inputs and outputs, a range of indicators for assessing ECD quality for Credit in Education Development Center includes areas such as teacher/caregiver preparation and support, curricula, environments, learning resources, policy, and system performance is available (Carr-Hill, 2006; Consultative Group, 2001; Kagan & Britto, 2005) and should be considered when managing ECD program.

According to World Bank Report (2010), the levels of access to and participation in early childhood programs in the developing world are low to very low. The overall rate of participation across the developing world is only about 33% of the relevant age group (World Bank, 2010), with Latin America and the Caribbean generally at the higher end. For those children who do participate, programming tends to serve elite, often urban, communities. Gender disparity is lower in pre-primary programs than in higher levels of schooling, but these situation likely results from the predominance of higher income children served (UNESCO, 2007).

Although increasing numbers of countries now mandate pre-primary schooling, governments capacity to provide such services is limited, and the programs are often offered by non-governmental (in many cases private, for-profit) providers, little is known on the level of school management effort to facilitate implementation of ECDE. For

example, according to USAID, (2010) many programs are poorly managed, and those with an explicit educational focus often offer excessively academic content that is developmentally inappropriate for the children enrolled in the programs. Even where programs are of good quality, trained teachers and administrators are notably lacking and turnover among those who have been trained and prepared to run programs is very high. Government oversight of programming is patchy and inconsistent. In some cases, states structure, oversee, and provide programming, but in many others, the government's role is limited at most to licensing the operation of centers offering programs for children (USAID, 2011).

The management and coordination of the provision of early childhood care and education services in Kenya is under the Ministry of Education. The overall management and coordination of ECD programs at the National level is the responsibility of an inter-sectorial committee called the Project Management Support Group (PMSG). PMSG is chaired by the Senior Deputy Director of Primary Education of the MOEST and consists of high-level representatives from the MOEST, Teachers Service Commission (TSC), Ministry of Finance, Ministry of Health and Kenyatta University. Its main functions are to formulate policies and to give the Government guidance on ECD-related matters (UNESCO, 2005).

ECDE in Kenya are not being managed properly (Muyoka *et al*, 2012). To strengthen the development and management of ECDE, there is need to develop and enforce relevant policy framework which the Ministry of Education has adequately done. Moreover, there is evidence, as earlier stated, that this policy framework is not effectively implemented by

ECDC's (Muyoka *et al*, 2012). The ECDE policy framework is a key milestone in development of ECDE in Kenya. Various stakeholders have remained anxious to good management in the implementation of ECDE in Kenya and thus, there was a need to carry out the research. Nonetheless, studies on Management Functions and successful implementation of ECDE policies in Kenya are scarce and wanting.

In addition, studies (Najmi and Kehoe, 2000; Zhang *et al*, .,2000; Sun, 2001; Sila and Ebrahimpour, 2002) had shown that most centers lacked the necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children.

According to Ngome (2002), most public centers supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, others that were iron-sheet walled and roofed. In such classrooms, temperatures went very high or very low, ventilation was inadequate, dust was a problem and children were easily distracted. Most of these classrooms were also congested (Gakii, 2003 & Ng'asike, 2004). Further, findings of the Ministry of Education Science and Technology (MOEST, 1999) had revealed that on average, preschools even within primary school compounds were worse off than their lower primary counterparts; in terms of provision and appropriateness of facilities.

Research findings in Kenyan ECD centers have revealed some prevalent unfavorable conditions for teacher motivation (Gakii, 2003 & Ng'asike, 2004; Waithaka, 2003 and Makoti, 2005). To enable ECD communities to prioritize the areas that require urgent intervention in ensuring the conditions necessary for optimal development of children,

there was a need to establish the Management Functions that enhance successful implementation of ECDE policies. This was the gap that this study was set to fill.

1.3 Statement of the Problem

There has been a large outcry from stakeholders on the management and implementations of ECDE (Ndani, 2011). It is from this outcry that the research needs to be carried out because this missing link in educational development seriously needs to be filled (Karanja & Githinji, 2009).

To strengthen the development and management of ECDE, there is need to develop and enforce relevant policy framework which the Ministry of Education has done (MOEST, 2010). However, there is evidence, as earlier stated, that this policy framework is not effectively implemented by ECDCs. According to UNESCO (2005) gaps still exist in the management and implementations of ECDE in Kenya which included the Government's inability to regulate and control the establishment and operations of pre-primary education in the country.

Despite a plethora of Educational Management Studies at the formal or compulsory school settings (Gakii, 2003; Ng'asike, 2004; Ngome, 2002, Waithaka, 2003 and Makoti, 2005) there is an evident scarcity in scholarly literature about Educational Management Functions in the Early Childhood Education domain in emerging economies like Kenya.

The paucity of research on management in early childhood contexts is surprising in light of the rise in governmental attention to early childhood programs and changes in early

childhood policy (Ndani and Kimani, 2010). Therefore, this study will assess effect of Training, Staffing, Planning and Coordination on implementation of ECDE policies.

1.4 Purpose of the Study

The purpose of the study was to assess influences of Management Functions on implementation of Early Childhood Education programs in ECD centers in Eldoret west, Uasin Gishu County Eldoret West.

1.4.1 Specific Objectives

- i. To assess influence of training on implementation of early Childhood Education Programs.
- ii. To establish how staffing influence implementation of early Childhood Education Programs.
- iii. To determine influence of planning on implementation of early Childhood Education Programs.
- iv. To identify effect of coordination on implementation of early Childhood Education Programs.

1.5 Research Questions

1. How does training influence implementation of early Childhood Education programs?
2. Does staffing enhance implementation of early Childhood Education programs?

3. What is the influence of planning on implementation of early Childhood Education programs?
4. What is the influence of coordination on implementation of early Childhood Education programs?

1.6 Significance of the Study

The findings of this study were useful in: Providing suggestions and recommendations to the Ministry of Education that contribute to the improvement of ECDE. This study also contributes to the existing body of knowledge on the management of children in pre-schools.

1.7 Justification of the Study

The study on assessment of implementations of Early Childhood Development Education Eldoret west, Uasin Gishu County, was necessary because it addressed issues in line with the Vision 2030 which focused on quality education through training and research. The Vision 2030 aims at reducing dropout rates at basic education levels. The above study aimed at ensuring that children enjoy learning through manipulation of materials and activities which supported total development of the child. This was supported by the millennium goals strategy which says that there should be revision of pre service primary teacher curriculum to prepare teachers on appropriate methodology for Teaching Early Childhood Development Education and lower primary. Though there are similar studies existing, the above study was different since it addressed emerging issues such as change in technology and gender issues.

1.8 Limitation and Delimitations of the Study

1.8.1 Limitations

- (i) Language constraints hindered some guardians from filing questionnaires in English language.
- (ii) Some of the respondents feared giving information regarding their working stations due to victimization from their seniors. The researcher overcame this by assuring the respondents that the study was purely for academic purposes and the information given would be treated with utmost confidentiality.

1.8.2 Scope and Delimitations

The scope of the study covered ECDE centres in Eldoret west, Uasin Gishu County. Eldoret west comprises of nine zones and within it have a total of 139 registered ECDE Centres. Data was collected from teachers and guardians. The study examined the relationship between Management Functions and Implementation of ECDE policies in Eldoret West, Uasin Gishu county, Kenya.

1.9 Assumptions of the Study

The study assumed that there was co-operation from the ECDE teachers and guardians, and that they were willing to respond appropriately. This study was based on the assumptions that the respondents provided the information as requested. In addition, it was assumed that all the teachers in the research school understood what they were asked about their learners and that all the information provided was correct.

1.10 Theoretical Framework

The study was based on Max Weber's Bureaucratic theory. Weber postulated that western civilization was shifting from Wert rational or value oriented thinking, affective action (action derived from emotions), and traditional action derived from past precedent to Zweckrational or technocratic thinking. He believed that civilization was changing to seek technically optimal results at the expense of emotional or humanistic content.

Weber then developed a set of principles for an ideal bureaucracy as follows: fixed and official jurisdictional areas, a firmly ordered hierarchy of super and subordination, management based on written records, thorough and expert training, official activity taking priority over other activities and that management of a given organization follows stable, knowable rules. The bureaucracy was envisioned as a large machine for attaining its goals in the most efficient manner possible.

Weber was cautious of bureaucracy when he observed that the more fully realized the more bureaucracy depersonalizes itself, the more completely it succeeds in achieving the exclusion of love, hatred, and every purely personal, especially irrational and incalculable, feeling from execution of official tasks. Hence, Weber predicted a completely impersonal organization with little human level interaction between its members. Fayol's five principle roles Plan, Organize, Command, Co-ordinate, and Control of management are still actively functional today.

The concept of giving appropriate authority with responsibility is also widely commented on and is well functional. Unfortunately, his principles of unity of command

and unity of direction are consistently violated in matrix management, the structure of choice for many of today's companies. This function is applicable to strategic plan implementation since it is concerned with the distribution of a given volume of employed resources such as manpower, time, finance and machinery in its implementation. The quantity of these resources determines their relative rewards and the effectiveness of implementing the strategic plan as put forward by Koutsoyiannis (2003).

The function helps to determine the volume of the actual employment of the available resources. In strategic planning the production function can be applied to describe the laws of proportion that is the transformation of factor inputs into products (output). In strategic planning the production function can help identify physical constraints the institution must deal with to be able to achieve effective Implementation from whatever input combination it employs. Mankiw (2004) says that this function is useful in the analysis of problems of degree substitution between various factors of strategic plan implementation. Production function enables managers to choose among the technically feasible alternative methods of implementing their plans. This is because output initially grows at an increasing rate as variable inputs are increased. Beyond a certain level the output grows at a diminishing rate with increase in the variable input.

From Max Weber set of principles, it relates to the study as it brings about the issue of staffing where roles of both the authority and the support staff are clearly indicated. There is the issue of training which brings in the need for teachers to gain more knowledge and expertise in order to implement the curriculum fully. There is also the

need to follow stable knowable rules which enables stakeholders to understand the part to play effectively.

1.11 Conceptual Framework

Conceptual framework tries to find how the independent variable affects implementation of ECDE policy. When the staff is well trained, it is able to gain skills, knowledge and expertise that are of essence in ECDE policy implementation. Staffing level enables good teacher pupil ratio which enables the targeted pupils to be reached and handled as expected thus proper curriculum implementation. Proper planning ensures availability of expected environments which are child friendly and will motivate the children to learn well. Coordination ensures proper linkages and good communication systems between stakeholders who will understand their roles and implement them effectively.

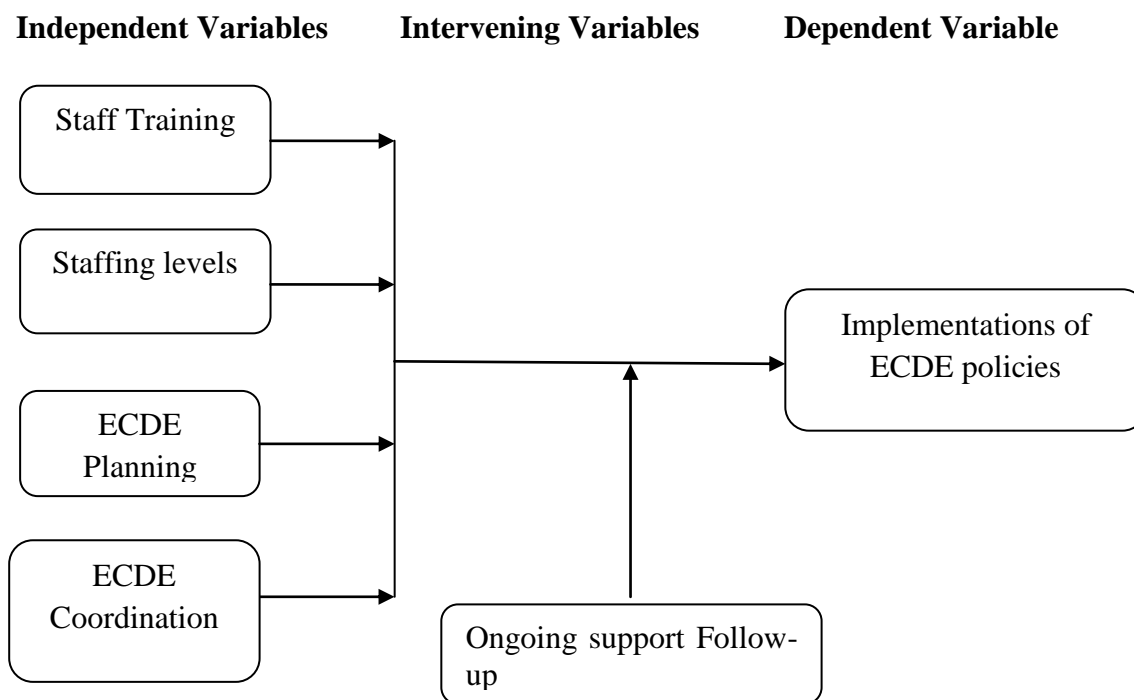


Figure 1 **Conceptual Framework.**

Source: (Researcher, 2012)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter intends to acquaint the reader with existing studies carried out in the area of Management Functions and how they influenced the Implementation of Early Childhood Education. The chapter highlights the global, regional and national trend in relationship between Management Functions and the implementation of Early Childhood Education. The chapter also highlighted theories and conceptual framework of the study.

2.1 Concept of Management Functions.

Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Koontz, 2000). In its expanded form, this basic definition means several things. First, as managers, people carry out the managerial functions of planning, organizing, staffing, leading, and controlling. Second, management applies to any kind of organization. Third, management applies to managers at all organizational levels. Fourth, the aim of all managers is the same, to create surplus. Finally, managing is concerned with productivity this implies effectiveness and efficiency.

Thus, management refers to the development of bureaucracy that derives its importance from the need for strategic planning, co-ordination, directing and controlling of large and

complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence, and effectiveness in the following key areas: problem solving, administration, human resource management, and organizational leadership (Wehrich, 2000).

(Wehrich, 2000) in his study of management goals asserted that Management Functions are those functions determined to be the most efficient, practical, and cost-effective measures identified to guide a particular activity or to address a particular problem. Management Functions are a method for ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance (Wehrich, 2000). Quality management, also called total quality management, evolved from many different Management Functions and improvement processes.

Good Management Functions are not specific to managing people, but rather are related to improving the quality of goods and services that are produced in order to satisfy customer demands. Good Management Functions permeate the entire organization as it is being implemented. It has its roots in the quality movement that has made Japan such a strong force in the world economy. The Japanese philosophy of quality initially emphasized product and performance and only later shifted concern to customer satisfaction (Sergesketter, 2003).

Youngless (2000), in his study of management policies argued that rather than trying to inspect the quality of products and services after they have been completed, good Management Function instills a philosophy of doing the job correctly the first time. It all

sounds simple, but implementing the process requires an organizational culture and climate that are often alien and intimidating. Changes that must occur in the organization are so significant that it takes time and patience to complete the process. Just as the process does not occur overnight, the results may not be seen for a long period of time. Some experts say that it takes up to ten years to fully realize the results of implementing quality management.

According to Bank (2002), Management Functions refer to management methods used to enhance quality and productivity in organizations, particularly businesses. It is a comprehensive system approach that work horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and clients/customers (Barnard, 2009).

Management Functions have been investigated extensively (Najmi and Kehoe, 2000; Zhang *et al*, 2000; Sun, 2001; Sila and Ebrahimpour, 2002; Kaynak 2003). Although a plethora of functions have been described, similarities among functions can be discerned. The distinct generic functions proposed in a large set of articles are: top management commitment and support, organization for quality, employee training, employee participation, supplier quality management, customer focus, continuous support, and improvement of quality system, information and analysis, and statistical quality techniques used.

Issues of Educational Quality, rather than mass production, need to move to the forefront of the educational agenda of policy makers at this level of education. Considering this huge public and private investment in university education, there is an urgent need to

evaluate how effectively this investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified tutors and other resources in place, and the quality of teaching and learning (UNESCO, 2003).

2.2 Concept of Early Childhood Education.

Sutton Burgess in his study argued that Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life (Sutton, 2001).

Early Childhood Education is beneficial for children ages 3, 4 and 5. It's also often referred to as preschool, pre-kindergarten, day care, nursery school or Early Education. No matter the name, each serves the same purpose: to prepare young children for their transition into elementary school. Sending your preschool-age child to one of these Early Childhood Education programs can make a positive impact on her and give her a head start toward a bright future (Sutton, 2001)..

Sutton, (2001), in his study of education among young children found out that attending a quality Early Childhood Education Program can benefit one's child's health as well. Approximately 60 to 70 percent of preschool-age children attend an Early Childhood Program or Child Care Program out of the home, according to the American Academy of Pediatrics. Studies show that being provided with quality care in those programs can positively influence child's learning and development. In addition, the child's socio-

emotional development is less likely to be adversely affected, with a decreased chance of needing behavioral or mental health care once she enters primary school.

Children aren't the only ones that benefit from Early Childhood Education programs, states the National Institutes of Health. These programs can have economic benefits as well. A study conducted by the National Institute of Health (NHI), tracked low-income families whose children received intensive Early Childhood Education, while their parents received parenting skills training, social services and job skills training. The results showed that these children went further with their education, had a higher income and better health insurance coverage than those who didn't receive Early Childhood Education. These children were also less likely to abuse alcohol or be arrested and incarcerated for a felony (Sutton, 2001).

Early Childhood Education (ECE) provision is becoming a growing priority, and has received increased policy attention, in many countries during the past years. Equitable access to quality Early Childhood Education is increasingly viewed by policy makers as a way of strengthening the foundations of lifelong learning for all children and supporting the educational and social needs of families. While countries are increasingly determined to increase the provision of ECE, these policy developments are often motivated by economic and political goals (Urban, 2009).

While the contribution of ECE towards broader social, Economic and Educational goals is being recognized (OECD 2009), the sector remains under-developed in a number of countries (gaps in provision and inadequate quality in services), due in part to a lack of

investments, as well as the diversity of bodies and actors involved in its organization and provision that may not be well coordinated and regulated.

Early Childhood Education has enormous individual, social and economic benefits. For example, Early Childhood programs complement the roles of parents and other caregivers in raising children during the early years. The early childhood years set the foundation for life, ensuring that children have positive experiences and that their needs for health, stimulation and support are met, and that they learn to interact with their surroundings. Furthermore, Early Childhood Education programs result in easier transition to primary school, better completion rates, reduced poverty and social equality (UNESCO, 2007).

Children from poor families, immigrant children and children from other vulnerable groups may particularly benefit from ECE's equalizing factor before compulsory schooling. For example, access to ECE can help immigrant children develop and learn the local language. The OECD, (2006) further argues that Early Childhood Education enables women to participate in the labor market, thereby contributing to economic growth. The OECD, (2006) posits, because economic prosperity depends on maintaining a high employment population ratio, the wish to bring more women into the labor market has been a key driver of government interest in expanding ECEC services.

Early Childhood Education (also Early Childhood Learning and Early Education) refers to the formal teaching of young children by people outside the family or in settings outside the home. Early Childhood is usually defined as before the age of normal schooling, five years in most nations, though the U.S. National Association for the

Education of Young Children defines Early Childhood as before the age of eight (Cole, 2001).

Goldberg, (2002) in his study about children argued that Early Childhood Education focuses on children learning through play, based on the research and philosophy of Jean Piaget. This belief is centered on the power of play. It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. This theory plays stems children's natural curiosity and tendencies to make believe, mixing in educational lessons.

Pre-school Education and kindergarten emphasize learning around the ages of 3–6 years. The terms day care and child care do not convey the educational aspects, although many childcare centers use more educational approaches. The distinction between childcare centers and kindergartens has all but disappeared in countries that require staff in different Early Childhood facilities to have a teaching qualification (Lindsay, 2001).

Researchers and Early Childhood Educators both view the parents as an integral part of the Early Childhood Education process. Often Educators refer to parents as the child's first and best teacher.(Lindsay, 2001).It is very important for parents to stay engaged in their child's learning process, even if they are getting most of their education from a daycare, day home, school etc. The knowledge learnt from a parent will be more cherished and remembered by a child than if any other person taught them, especially at an early age. Early Childhood Education is crucial to child development and should be entered into cautiously with someone you trust will help benefit your child (Lewis, 2008).

Smith (2000) argues that much of the first two years of a child's life is spent in the creation of a child's first sense of self; most children are able to differentiate between themselves and others by their second year. This is a crucial part of the child's ability to determine how they should function in relation to other people. Early care must emphasize links to family, home culture, and home language by uniquely caring for each child.

Children who lack sufficient nurturing, nutrition, interaction with a parent or caregiver, and stimulus during this crucial period may be left with developmental deficits, as has been reported in Russian and Romanian orphanages. Children must receive attention and affection to develop in a healthy manner. There is a false belief that more hours of formal education for a very young child confers greater benefits than a balance between formal education and family time. A systematic, international review suggests that the benefits of Early Childhood Education come from the experience of participation; more than 2.5 hours a day does not greatly add to child development outcomes, especially when it detracts from other experiences and family contact (Lunn, 2003).

2.3 Theoretical framework.

2.3.1 Management Theories.

Contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's organizational environments. This thesis dealt with several important management theories which are broadly classified as follows: The Scientific

Management School, the Classical Organizational Theory and Max Weber's idealized bureaucracy.

2.3.1.1 Scientific Management School

The first management theory is what is popularly referred to as Frederick Taylor's Scientific Management (Frederick Taylor, 1980) started the era of modern management. In the late nineteenth and early twentieth century, he was decrying the awkward, inefficient, or ill-directed movements of men as national loss. Taylor consistently sought to overthrow management by rule of thumb and replace it with actual timed observations leading to the one best function. He also advocated the systematic training of workers in the one best function rather than allowing them personal discretion in their tasks. He further believed that the workload would be evenly shared between the workers and management with management performing the science and instruction and the workers performing the labor; each group doing the work for which it was best suited.

Taylor's strongest positive legacy was the concept of breaking a complex task down into a number of subtasks, and optimizing the performance of the subtasks; hence, his stopwatch measured time trials. However, many critics, both historical and contemporary, have pointed out that Taylor's theories tend to dehumanize the workers. Nevertheless, Taylor's postulations were strongly influenced by his social/historical period during the Industrial Revolution; it was a period of autocratic management that saw Taylor turning to science hence, his principles of scientific management as a solution to the inefficiencies and injustices of the period.

It has to be stated that scientific management met with significant success among which included: the science of cutting metal, coal shovel design that he produced at Bethlehem Steel Works reducing the workers needed to shovel from 500 to 140, worker incentive schemes, a piece rate system for shop management, and organizational influences in the development of the fields of industrial engineering, personnel, and quality control (Taylor, 1980).

The theory relates to the study as it advocates for the systematic training of workers which ensures skills and knowledge are imparted so that they are able to implement the programs effectively.

Roles are also defined where the managers do the scientific role of managing workers while the workers perform the labor.

2.3.1.2 .Behavioral School

The key scholar under this category is Elton Mayo. The origin of behaviorism is the human relations movement that was a result of the Hawthorne Works Experiment carried out at the Western Electric Company, in the United States of America that started in the early 1920s. Elton Mayo *et al*, (1920), experiments disproved Taylor's beliefs that science dictated that the highest productivity was found in the one best way and that way could be obtained by controlled experiment.

The Hawthorne studies attempted to determine the effects of lighting on worker productivity. When these experiments showed no clear correlation between light level and productivity the researchers then started looking at other factors. These factors that

were considered when Mayo was working with a group of women included rest breaks, no rest breaks, no free meals, more hours in the work-day/work-week or fewer hours in the workday/work-week. With each of these changes, productivity went up. When the women were put back to their original hours and conditions, they set a productivity record.

These experiments proved that work satisfaction and hence performance is basically not economic, it depends more on working conditions and attitudes communications, positive management response and encouragement, working environment. Second, it rejected Taylorism and its emphasis on employee self-interest and the claimed over-riding incentive of monetary rewards. Third, large-scale experiments involving over 20,000 employees showed highly positive responses to, for example, improvements in working environments, improved lighting, new welfare/rest facilities, and expressions of thanks and encouragement as opposed to coercion from managers and supervisors. Fourth, the influence of the peer group is very high – hence, the importance of informal groups within the work place.

The theory relates to the study as it defines the work of the managers who are entitled to give encouragements, improve on working environments and ensure positive management response which yields effectiveness and efficiency in organizations.

2.4 Level of Awareness of Existing ECD Policies among ECD Heads, Teachers and Parents.

NACECE (2003), in their study *Guidelines for ECDE in Kenya* argued that the ECDE policy framework is a key milestone in development of ECDE in Kenya and school heads, teachers and parents should be perfectly aware of it. It was not until 2006 that the government through NACECE drafted a policy framework for ECDE. Previously, ECDE was guided by various reports, Seasonal papers and goodwill from various authorities. The policy makes it clear that by 2010, the ECDE program shall be mainstreamed into primary Education.

The ECDE policy framework done in 2004 to 2005 gave suggestions over the following items: Transition, Enrolment of children in ECDCs Terms of service for pre-school teachers, certification and grading of ECD teachers, examination and assessment of ECDE teachers, and establishment of ECDCs among others. Since its dissemination in 2006, stakeholders have remained anxious to see it implemented in totality. It is from this outcry that the research was carried out because this missing link in educational development seriously needs to be filled because most of the teachers and school heads are not aware of the existing policies and how they come to be implemented (Karanja & Githinji,2009).

There is adequate and clear evidence that ECDE policies in Kenya are not being managed properly. The policy framework is not being observed by school heads and teachers and hence not efficiently implemented. To strengthen the development and management of ECDE, there is need to develop and enforce relevant policy framework which the

Ministry of Education has done. However, there is evidence that this policy framework is not effectively implemented by ECDCs (Nasibi, 2003).

Kafu, (1998), in his study and interaction carried with other practitioners, he points out that there is clear evidence that there is a problem in the policy implementation because of lack of awareness creation among the school heads, teachers and parents.

As evidenced in the Kafu (1998), document, many school heads and teachers do not get enough materials to help in the implementation of ECDE policies and hence leads to poor performance of ECDE centers. This is particularly so because of lack of awareness creation among the key stakeholders.

The study done by Kafu (1998), states that the policy on effective management and creation of awareness requires that the management of ECDE centers and primary schools is harmonized under the leadership of the head teacher. This is for easy transition. The document requires that at least each ECDE be attached to a primary school, and where ECDEs are separate, the head teacher of the nearest primary school should be in charge. The ECDEs that share one compound with a primary school are managed independently and in most cases have their own communities (Kafu, 1998).

Kafu (1998) recommends that all ECDEs establish three classes; classes such as junior class 3-4 years, mid-class 4-5 years and senior class 5 years and above. This is not the case in the policy since which is not clear on the age of entry to ECDEs. Most ECDEs, especially those that are privately run, seem not to be doing any of this. Most of them have haphazardly put up rooms where learners of all these ages are heaped together

without age considerations. This has led to poor quality production, of learners of as low as five years of age joining class one unlike the proposed 6 years in the policy.

The idea of at least a child spending one year in ECDE centre has created a loophole where parents don't take education at this level seriously. Due to levies that are charged, some take their children to school for just that one year without letting the child to go through the three stages gradually (Hunt, 1999).

2.5 Current Management Functions Employed in ECD centers.

Early Childhood Development programs have the potential to raise academic achievement, stunt the inter-generational transmission of poverty, and save education systems millions of dollars as graduation rates increase and repetition and special needs placements decrease. In the Caribbean, there are regional efforts, through the Caribbean Community (CARICOM) and supported by the IDB, to create, implement and regulate ECD standards and policies (CARICOM, 2001).

The Kenyan government is capitalizing on these efforts and has placed ECD at the forefront through the Government's Vision 2030 and the Ministry of Education's Corporate Plan, which emphasize the need for a high quality education accessible to all children. In this effort, the Government pursued, and received approval for, a multi-phased ECD and primary education program financed through the Bank. Through the program, the Bank has committed its long term financial and technical support and engagement to ECD in the country (Brook *et al*, 2004).

The Program is designed to meet ECDE implementation challenges in fulfilling the policies mandate and Vision 2030 objectives of delivering quality ECD services. Based on a recent assessment (2007) of all ECD centers, approximately 65% were structurally deficient and less than 5% met the new standards pertaining to space, layout, teacher training and teacher–child ratios. Regarding ECD teachers, only about 30% have a Bachelor of Education degree as the new standards require. In its effort to improve quality and efficiency of ECD service delivery and raise the centers to new standards, the government launched various initiatives, including construction of and/or modernization of ECD centers in marginal areas, targeting poor children for whom the research indicates quality ECD programs have a larger impact; increased teacher development; and stakeholder involvement (Watson, 2007).

Ryan (2001) in his study argued that International Management Functions informed the programs preparation and implementation. An international consulting team analyzed the country's ECD strategy, curriculum guides, teacher training provisions, and activities to date to expand quality services. The management aims to create a good curriculum guide and to foster children's social, physical, intellectual and creative development.

Quality in ECD Management Functions and their implementation is typically measured either through processes or results. The evaluation process explores both. Processes refer to the examination of how a mixed set of inputs at the center level (e.g., teachers, pedagogy, internal managerial structures) channel towards a series of outcome (Ryan, 2001).

Forming strategic public-private partnerships will be a key element in the ability to deliver quality ECD services in Kenya. These partnerships for providing ECD services include community-based models, such as management through a local school board, joint management between the government and a community organization, or management through a private provider or religious organizations. These partnerships will be formed based on the needs and requirements of each community. In addition, Ministry of Education has formed relationships/partnerships with key stakeholders, such as the Universities (i.e. the University of the West Indies, University of Trinidad and Tobago), national organizations and boards (such as National Parent Teacher Association, Child Welfare League) and civil society organizations (such as SERVOL) and the private sector in order to benefit from existing knowledge and expertise in ECD and to facilitate the exchange of information/experiences, and identification and resolution of issues in ECD (Burgess 2005).

Given the historically strong presence of the private sector in the provision of ECD and the Government's support to denominational schools in Kenya, the Ministry of Education plans to improve the quality of ECD for all children through these partnerships and improve equity and access by constructing new centers in targeted areas of need and upgrading teachers' qualifications (Ryan, 2001).

Programs for the care, education and recreation of children have a unique opportunity to include children from all family circumstances, cultural backgrounds and levels of ability. In particular, a commitment to the full participation of children with additional needs and their families involves enabling their initial access as well as supporting their

day-to-day participation in the program. It requires capturing and maximizing resources to support each child's participation in and engagement with the program. By providing nurturing environments and supportive relationships they ensure that each child is valued for who they are and has opportunities to reach their full potential (Ryan, 2001).

An approach that recognizes and respects the strengths and contribution each individual and group makes to the community and challenges bias, builds positive relationships and responds sensitively to the particular needs of each child and their family. Such an approach values a country's cultures as a core part of the nation's history, present and future. This is relevant for all services, not only services with Aboriginal and Torres Strait Island children and families enrolled in the service (Ryan, 2001).

Hard *et al*, (2001), argues that programs that reflect best function in the care, education and recreation of children set high standards and expectations for all those responsible for the delivery of the service. They have an open and accountable organizational culture that is flexible and responsive to the local community. They continually reflect on their function to find ways to improve outcomes for children in their service.

2.6 Management Functions and Implementation of ECDE

Clear communication about the benefits of ECD investments is a good Management Function that has contributed to mainstreaming the implementation of ECDE policies and therefore leads to effective strategies in the ECDE policy framework Dewey, (2006). Advocacy efforts at all levels that focused on communicating the unique and synergistic contributions of ECD to improving both short- and long-term outcomes for

children, families and communities increased excitement and commitment to ECD mainstreaming among government leaders and decision makers.

Lewis (2001) argued that involvement of finance ministers in the ECD policy and planning process and costing studies are useful in shaping policy development, advocacy and budgeting for ECD. To engage finance ministers and partners in allocating funds that mainstream ECD into national policies and programs UNICEF and country counterparts need ECD-specific costing data and tools for conducting simulations of different funding strategies. At the UNICEF CO level, decisions about which section the staff member primarily responsible for ECD is assigned to and how the CO approaches coordination of inter-sectoral ECD activities influence the level of shared understanding, coordination and ability to support country partners in making progress toward mainstreaming. In several of the COs that received UNICEF-UN funding, an inter-sectoral ECD committee meets regularly to assess needs and progress. This approach provides an important model for the kind of inter-sectoral ECD coordination that UNICEF advocates for with its country partners (UNICEF 2006).

In Kenya, ECDE is not part of the 8-4-4 Education system. This isolates ECDE Teachers from their Primary counterparts in terms of pay and status, with the former feeling inferior to the latter. ECDE should be integrated into the 8-4-4 system as a good strategy to make the policies work (Lindsay 2001).

Lewis (2005), in his study argued that teachers should be motivated to enable them work harder. The management team should be in first line to implement ECDE policies. In community-owned ECDCs and those attached to public primary schools, the ECDE

committee decides monthly how much each parent should pay taking into account parents' income levels. ECD teachers' salaries, average around Kshs.2000 per month, though with the large variation between rural and urban areas, have not changed much over the last 10 years and whether or not they are paid depends largely on parental contribution. As such, their salaries are not stable and fluctuate each month depending on the level of contribution from parents which demotivates them.

In some cases, teachers stay on after working official hours and are paid to look after some children whose parents' need custodial care for them. Other teachers are paid to go to homes of children to provide custodial care. The ECD committee can hire and fire teachers at will (MOEST, 2005).

According to the National Early Childhood Developing Policy (2006), there should be review of the minimum qualification for the regular course; the course should take candidates with D+ and above or KCE division IV and above and grading of certificates should be done according to performance. All these can be achieved when assessment is also properly done. The MOE has not put in place these mechanisms. Practical assessment should be properly done. Teachers on practice should be properly assessed. There are cases where some have been graded without going through proper assessment. The system has been marred with corruption when being assessed, teacher trainees use shortcuts to get their results. Some are not assessed leading to referral. Exams are also delayed. An independent examination board should handle issues of ECDE teacher examination (Demming, 2009).

Juran (1999) argued that good implementation functions should encompass policies particularly about the standards of establishing ECDCs with suitable physical structures and available facilities. The MOEST expanded vision on ECD is articulated in the 2003 Development Plan which mandated the formation of NACECE and ECD sections at the MOEST headquarters and was expected to develop alternative and viable programs to meet the need of less than three years.

The MOE is adopting the policy of partnership to provide ECDE services throughout the country. According to Sessional Paper No. 6 of 1988, to enhance ECDE, there is need for involvement of various partners in ECDE sector, the main partner being government ministries, parents, local community, private organization and individual and NGOs, bilateral and multilateral partners (MOE, 2000).

ECDE and Free Education for all are part of the country's poverty reduction strategies which ensure improvement of Access to ECD and provision of services. Public Poverty Reduction Strategy Program (PRSP) emphasizes raising economic base of parents and communities to ensure that they can provide holistic needs of children and families. This encourages parents to provide quality ECD Education. Research has proved that children who are cared for in early years are more socially stable, have better brain development, have higher academic achievements, fewer rates of repetition and drop out and end up getting better paying jobs. Such children become an asset to their families as they contribute more economically to their families and the country. It is therefore necessary to establish the relationship between functions at ECDCs with the ECDE policy in Kenya (UNESCO, 2008).

2.7 Critical Review

The MOEST (2009), reports that the DOE does capture information on the education system in Kenya, ‘however, this information system does not cover education forms out of the formal system, thus little is known, for example, of ECD programs run by non-registered entities; which in fact may play more critical roles in providing Early Childhood Development services to young children.’ This leaves a huge gap in knowledge about the delivery of home and community based ECD.

Some gaps related to ECD that are identified in the literature review are as follows; studies on training of teachers in ECD centers are limited to ECDE globally. Studies in developing countries which have shown that ECD centre-based services, programs and schools are frequently overcrowded understaffed and occur in facilities of poor quality. It is estimated that only 20–22% of children are in ECD facilities, but none of these studies have been covered in Kenya. There is lack of information on quality and human resource capacity to monitor and support the ECD education programs (including non-centre-based early stimulation programs for caregivers and Grade R). These programs do not receive regular monitoring and support.

UNICEF (2007) investigated the current state of provisioning for children in home and community-based care and found that the provision was infinitely small in relation to need. In the rapid assessment and analysis of innovative community and home-based child minding, UNICEF (2007), stated that policy documents do show that there is a need and willingness for integrating servicing at a household and community level, as well as in formal ECD institutions. UNICEF (2007) highlighted that there are a number

of issues and gaps to be resolved to mainstream home and community-based ECD programs; There is no specific mention of these types of programs in the Children's Amendment Bill or ECD guidelines which still privilege the ECD centre model; There is no regulatory and support framework for these types of programs and current funding norms for the Children's Department do not provide for these initiatives and these policies require a high level of integration within and across departments and levels of government, as well as with civil society role players, and integration mechanisms are not yet provided for.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the procedures which were used in the study. It covered the research design, the area of study, the study population, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, procedures for data collection and the methods of data analysis.

3.2 Research Design

The research adopted a descriptive research design. The descriptive design was found appropriate for it is fact finding and exploratory in the capacity of establishing the truth. Nsubuga (2000) inferred that descriptive research had the capacity to describe the present status of a phenomenon, determining the nature of the prevailing conditions, functions and attitudes and seeking accurate descriptions of activities. A descriptive research gives a thorough and accurate description survey by determining the “how” or “why” the phenomena came into being, and also what is involved in the situation. This was achieved by portraying an accurate profile of the events and situations (Robson, 2002), which Saunders *et al* (2007) considered as an extension of, or forerunner to an explanatory research. This study investigated the nature of Management Functions and

implementation of Early Childhood Education in ECD centre's in Uasin Gishu County, Eldoret West.

3.3 Location of the Study

The study was conducted in Eldoret West Sub-county, Uasin Gishu County. Eldoret West Sub-county is located in the Rift Valley. It has 9 educational zones namely; Kiplombe, Turbo, Sugoi, Soy, Sirikwa, Moisbrigde, Koisagat, Kibulgeny and Ng'enyilel.

3.4 Target Population

According to the Ministry of Education Data Bank, Uasin Gishu County, Eldoret West (DEO's office), there are a total of 139 public registered ECDE centre. The target population included 185 trained ECDE teachers and 236 guardians/parents in 139 ECDE centers in Uasin Gishu County, Eldoret West.

Table 3.1 Target Population

	Population
ECDE Trained Teachers	185
Guardian/Parents	236
Total	421

3.5 Sampling Technique

From the population of 185 trained teachers and 236 guardians, the researcher selected 30% of the population providing 55 ECDE teachers and 70 guardians representing 30% of each category in all 139 ECD centers, which Kerlinger, (1973) recognized 30% as an

adequate sample in descriptive research. The study adopted random sampling technique to select the teachers where each teacher was allocated a number from 1 to 185 and thereafter Statistical Package for Social Science (SPSS) version 17 was used to generate random numbers which were used to pick the sampled teachers. The researcher used ECD children number to sample their parent/guardians.

The study used systemic random sampling technique to sample the guardians; Random samples chosen with systematic pattern are called systematic random samples. The researcher assigned random numbers to ECD pupils, then calculated the max-value of the sampling interval (the number of individuals in the population divided by the number of individuals chosen for the sample, $(185 \text{ divide by } 55)$) Selected a random number between 1 and the max-value, and repeatedly added the max value to select the rest of the ECD pupils to track their parents/guardians and Choose the sample by selecting the ECD children corresponding to the number sequence obtained).

3.6 Research Instruments

The methods which were used to collect data for this study were questionnaires administered personally by the researcher, observation schedules and interview schedules. Questionnaires were given to teachers to ensure that as much information as possible is collected; the questions were written and structured to facilitate respondents' self-expression.

3.6.1 Questionnaire

A questionnaire refers to a collection of items to which a respondent is expected to react usually in written (Kothari, 2008). Sekaran (2013) suggested that questionnaires were resourceful data collection instrument which provided the researcher with knowledge on how to measure the variables of concern. Questionnaires were easy to administer and analyse. The questionnaires were advantageous because they covered a large population within a short time and minimal cost on the part of the researcher and intensified independence and accuracy of responses from the respondents (Sekaran, 2013).

The questionnaires investigated Management Functions and implementation of Early Childhood Education programs in ECD centers among teachers. Efforts were made to make layout of the questionnaires as clear as possible. Questions were kept to a minimum and simple to answer so as to encourage a high response rate. The ease in administration of questionnaire made it easy for the investigator to collect data. This helped to obtain qualitative and quantitative results. It also gave the respondents a greater sense of anonymity and time to respond to the questions than other methods.

3.6.2 Observation Schedule

The researcher also used participatory observation guideline on children's learning Environment. This was quite appropriate since it was the most reliable method of gathering information in the field. Since learning in ECD centers is mainly a collective activity, participative observation gave the researcher a chance to gather information and also to experience the kind of entertainment the event gave to those who performed it. In

this study, direct observation and coding were employed while analysis done later. Direct observation was suitable for descriptive studies since it was objective based and facilitated the derivation of more real information (Kothari, 2008). Facts from observation were critical in helping strengthen validity of teachers' interviews and educational officials' narratives and interpretation of curriculum. The researcher observed the infrastructure of ECDE classrooms, the play grounds, all the learning and teaching facilities if available and functional and whether ECDE Children had been provided with necessary learning facilities.

3.6.3 Interviews

An interview schedule was used to gather information that was easier to capture and clarify through it. It involved meetings between the researcher and the respondents. The researcher listed main questions, which she asked the respondents. The advantage with this method was that other questions came up automatically during the interview which needed clarification.

Kothari (2008) observed that interview schedule was mainly appropriate for exhaustive investigation. Some of the advantages of using interviews are that the researcher may obtain more information as well as supplementary information about the respondents. Personal characteristics and the environment which was often of great value in interpreting results, interviews enabled the researcher to get in-depth information and required data through the use of probing questions. Interview eliminated many sources of biasness common in other instruments.

3.7 Pilot Study

Instrument piloting was a crucial element of a good study design. Conducting a pre-test study did not guarantee success in the main study but it did increase its chance (Madsen, 2012). The questionnaires used in this study were pre-tested through a pilot study before actual data collection. This enabled the revision of the questionnaires before actual data collection in terms of their content. Pilot test was carried from 10 ECD centers that were not being included in the sample size. Piloting ensured as much as possible that the items would elicit and give the kind of responses the researcher intended to get and that they were acceptable in terms of their content.

3.8 Validity and Reliability

3.8.1 Validity

Best and Khan (2006) defined the validity of an instrument as the right question framed in the least ambiguous way. In order to ensure that the instruments were valid, the researcher consulted with the lecturers in the Department of Management and policy studies. Their suggestions and clarification were used to improve the instruments. To improve on the face validity; a pilot study was conducted after which responses to each item were scrutinized to identify any misunderstandings and ambiguity. Items found to be unclear or ambiguous were modified thereby improving face validity. The researcher tried to make sure that multiple methods used for data collection triangulate each other. (Cresswell & Miller, 2000, Gibbs, 2007; Hatch, 2007). Triangulation ensured consistency and validity of the data. Content validity, refers to whether an instrument provided

adequate coverage of the topic. Expert Opinions Literature searched and pre-testing of open-ended questions were used to improve the content validity used. The questions in the questionnaire were brainstormed with colleagues and there after necessary corrections made. Consequently, the instruments with guidance from the university supervisors and the results of pilot study on open-ended questions helped in the improvement of the content validity.

3.8.2 Reliability

Reliability refers to the degree to which the instrument yields the same results on replicated trials (Orodho, 2009). It was therefore the degree of consistency or whether it can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. The questionnaires were designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. A pilot test was conducted in a neighboring Nandi County from 10 ECDE centers which were not included in the sample. Pilot testing assessed the clarity of the instrument items and those found inadequate were either discarded or modified as well as any additional noted was incorporated to improve the quality and validity of the instruments.

For all Likert type questions, Cronbach's Coefficient Alpha was used to test reliability of the research instrument. A reliability coefficient of 0.7 or over was assumed to reflect the internal reliability of the instruments (Fraenkel & Wallen, 2000). This is because Likert type questions are best tested for reliability using Cronbach's Coefficient Alpha which combines all the items and advises on which item to discard if it does not capture

what it is intended to capture (Neuman, 2000). For those questions which were not in locker scale coefficient correlation was used to measure their reliability.

3.9 Data Collection Procedures

The researcher sought for introductory letter from University of Eldoret, after which the researcher then secured a permit from the National Commission for Science Technology and Innovation, (NACOSTI), for the purpose of conducting research in selected sampled ECDEs. When the permission was granted, the researcher sought appointment with Commissioners' office to approve research conduction in the Region. The researcher used another letter of permission from the DEO of Uasin Gishu, County Eldoret West, to allow the conduction of research from the schools. In addition the researcher sought appointment and consult with the schools, after which appointments were booked within selected sampled schools, authorities and teachers. The researcher visited the schools and administered the questionnaires, conducted the interviews and got involved in participatory observation.

3.10 Data Analysis.

Data analysis was done using SPSS (Statistical Package for Social Science) Computer package. Descriptive methods were employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions. Descriptive statistics such as frequency distribution, percentages, means and standard deviations were calculated and data presented in form of tables.

3.11 Ethical Considerations

The researcher took the following ethical considerations. The researcher respected the respondents' privacy. The participants were not expected to write their names on the questionnaire, but each questionnaire had a code number for reference. The participants were then assured that the information given was treated confidentially and for the purpose intended only. They also had the freedom to withdraw from the study at any point or time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter sought to investigate the relationship between Management Functions and ECDE Implementation programs. The information collected was presented in tabular format. Discussions of the findings were given from the information presented. The information analyzed was interpreted in relation to the research objectives to ensure that it provided answers to the research questions.

4.1 Response Rate

The study findings in table 4.1 revealed that 55 questionnaires were distributed to ECDE teachers and 70 interview schedules were used by the researcher to obtain the information from the parents/guardians. In both cases, the response rate was 100% which is considered extremely well.

Table 4.1 Responses Rate

Target group	Questionnaire Issued	Questionnaire Returned	Responses Rate
ECDE teachers	55	55	100
Parents/Guardians	70	70	100

4.2 Demographic Factors

The study through the questionnaire sought to capture the gender, age and highest level of education of the respondents. The background information was meaningful to the study as it helped to understand the logic of the background factors of the various respondents; it laid a basic foundation on which the interpretation of the study was to be based.

The study sought to find out the gender of the respondents in order to balance the views of both genders during the study. The study showed that 69.1% (38) of the respondents were male and 30.1% (17) of the respondents were female.

The study also sought to find out the age bracket of the respondents. From table 4.2, 40% (22) of the respondents were between 30-40 years, 36.4% (20) of the respondents were between 19-29 years, 21.8% (12) of the respondents were between 30-40 years and 1.8% (1) of the respondents was over 52 years.

In relation to the highest level of education of the respondents, 40% (22) of the respondents had a Diploma, 40% (22) of the respondents had a Certificate, 18.2% (10) of the respondents had a Degree and 1.8% (1) of the respondent had an O-level. This tentatively implies that majority of the respondents are Diploma and Certificate holders. It is a clear indication that the school heads lack solid training in teaching.

Table 4.2 Demographic Factors

		Frequency	Percent
Gender	Male	38	69.1
	Female	17	30.9
	Total	55	100
Age	19-29	20	36.4
	30-40	22	40
	41-51	12	21.8
	52 And Above	1	1.8
	Total	55	100
Highest level of education:	O-Level	1	1.8
	Certificate	22	40
	Diploma	22	40
	Degree	10	18.2
Total		55	100

4.3 Teacher Training

The first objective of the study sought to assess influences of training on implementation of Early Childhood Education. Table 4.1 represents the responses from the respondents. As evidenced in table 4.3, 47.3% (26) of the respondents strongly agreed that they made sure that every ECD teacher received adequate training on ECD policies (mean = 4.25). In the same way, 56.4% (31) of the respondents affirmed that they encouraged all teachers to attend ECD training sessions (mean = 4.31). As well, 52.7% (29) of the respondents agreed that they trained their ECD teachers on ECD curriculum (mean = 4.07). Also, 41.8% (23) of the respondents agreed that the school initiated ECD skills training program (mean = 3.71). However, 34.5% (19) of the respondents disagreed that the school had provided funds for ECD training enhancement (mean = 2.67). In light of

the above findings, it is evident that the schools have made it possible for teachers to develop effective teaching and learning strategies and increase their knowledge and skills through initiating a training program, encouraging teachers to attend ECD training sessions and making sure that they had received adequate training on ECD policies.

Table 4.3 Teacher Training

		SD	D	N	A	SA	Mean	Std. Deviation
The school initiated ECD Skills Training Program	F %	4 7.3	8 14.5	4 7.3	23 41.8	16 29.1	3.71	1.242
We encourage all teachers to attend ECD training sessions	F %	1 1.8	1 1.8	9 16.4	13 23.6	31 56.4	4.31	0.94
The school has provided funds for ECD trainings enhancement	f %	9 16.4	19 34.5	13 23.6	9 16.4	5 9.1	2.67	1.203
We make sure that every ECD teacher have received adequate training on ECD policies	f %	1 1.8	3 5.5	3 5.5	22 40	26 47.3	4.25	0.927
The school train ECD teachers on ECD curriculum	f %	1 1.8	4 7.3	3 5.5	29 52.7	18 32.7	4.07	0.92

From the conclusions, training is of essence as it enables skills, knowledge and expertise on the field of ECDE (Nasibi, 2003).The knowledge acquired is of essence since handling matters concerning children will enable realization of goals and objectives in the field of Education, nurturing and care.

4.4 Staffing

The study's second objective was to establish how staffing influences implementation of Early Childhood Education Table 4.4 depicted the responses from the respondents. From

the findings, 50.9% (28) of the respondents strongly agreed that they hired highly qualified ECD teachers in their school (mean = 4.05). Similarly, 41.8% (23) of the respondents strongly agreed that there were adequate teachers on ECD (mean = 4.02). Additionally, 38.2% (21) of the respondents affirmed that ECD teachers are encouraged to submit any queries to the school management. Finally, 36.4% (20) of the respondents agreed that they did evaluations assessment on their ECD teachers (mean = 3.6). To sum up, there are adequate teachers on ECD and highly qualified ECD teachers being opted for employment. Even so, school heads were not entirely in agreement with evaluation assessment on their ECD teachers.

The conclusions pointed that if training is put into consideration, skills and knowledge will be acquired which is relevant in implementing ECDE programs effectively and efficiently (NACECE, 2003).

Table 4.4 Staffing

		SD	D	N	A	SA	Mean	Std. Deviation
The school has adequate teachers on ECD	F	1	8	3	20	23	4.02	1.114
	%	1.8	14.5	5.5	36.4	41.8		
The school hires highly qualified ECD teachers	F	1	9	4	13	28	4.05	1.193
	%	1.8	16.4	7.3	23.6	50.9		
The school participates in evaluation assessment on ECD teachers	F	6	7	6	20	16	3.6	1.328
	%	10.9	12.7	10.9	36.4	29.1		
ECDE teachers are encouraged to submit any queries to the school top management	F	6	3	6	19	21	3.84	1.302
	%	10.9	5.5	10.9	34.5	38.2		

The conclusions pointed that staffing in schools, if put in consideration will enable ECDE Programs to be implemented efficiently and effectively. Good teacher pupil ratios will be realized and teachers will be able to reach individual child effectively and efficiently (Ngasike,2004).

4.5 Planning

The study's third objective sought to determine influences of planning on implementation of Early Childhood Education, Table 4.5 demonstrated the results. From the table,50.9% (28) of the respondents strongly agreed that their school had plans for a better child friendly environment (mean = 4.42).Also,52.7% (29) of the respondents strongly agreed that their curriculum on ECD was prepared by well-known curriculum developers from K.I.E (mean = 4.25).Moreover,40% (22) of the respondents strongly agreed that they allowed K.I.E officials to assess their ECD curriculum (mean = 4).Further,34.5% (19) of the respondents agreed that they had organized funds on ECD implementations (mean = 3.45).In a nutshell, ECD centers have effectively developed their curriculum with the help of well-known curriculum developers from K.I.E and it plans for a better child friendly environment.

Table 4.5 Planning

		SD	D	N	A	SA	Mean	Std. Deviation
The school organizes funds on ECD implementations	f	3	10	12	19	11	3.45	1.168
	%	5.5	18.2	21.8	34.5	20		
School curriculum on ECD is prepared by well-known curriculum developers from K.I.E	f	3	2	2	19	29	4.25	1.075
	%	5.5	3.6	3.6	34.5	52.7		
The school allows K.I.E officials to assess our ECD curriculum	f	1	5	9	18	22	4	1.054
	%	1.8	9.1	16.4	32.7	40		
Our school has plans for a better child friendly environment	f	0	2	1	24	28	4.42	0.712
	%	0	3.6	1.8	43.6	50.9		

From the conclusions, it points out that planning is of essence as it enables stakeholders realize their objectives by providing necessary equipments, structures, and facilities that enables efficient and effective learning in ECDE centre (OECD, 2006).

4.6 Coordination

The fourth objective of the study was to identify the effect of coordination on implementation of Early Childhood Education. Table 4.6 highlighted the responses from the respondents. From the table, 56.4% (31) of the respondents strongly agreed that they coordinated for parents involvement in the education of their children in ECD centers (mean = 4.36).Also, 34.5% (19) of the respondents agreed that they have coordinated with ministry of education on the syllabus to be covered in ECD (mean = 3.95).Besides, 49.1% (27) of the respondents agreed that they have established community-school collaboration in educating their children (mean = 3.95).However, 25.5% (14) of the respondents were uncertain whether they have collaborated with ministry of education on

feeding programs (mean = 2.95). From the aforementioned findings, it is clear that parental involvement in learning of their children has been efficiently coordinated. Besides, the schools have also collaborated with the ministry of education together with the community.

Table 4.6 Coordination

		SD	D	N	A	SA	Mean	Std. Deviation
The school coordinates for parents involvement in learning of their children in our ECD centers	f %	0 0	5 9.1	1 1.8	18 32.7	31 56.4	4.36	0.91
The school has established community-school collaboration in educating children	f %	4 7.3	1 1.8	6 10.9	27 49.1	17 30.9	3.95	1.079
The school coordinates with ministry of education on syllabus to be covered in ECD	f %	1 1.8	3 5.5	13 23.6	19 34.5	19 34.5	3.95	0.989
The school collaborates with ministry of education on feeding programs	f %	13 23.6	8 14.5	14 25.5	9 16.4	11 20	2.95	1.446

From the conclusions on coordination, it establishes that all stakeholders should be able to coordinate, communicate, share ideas on the best way possible to realize their goals and implement effectively ECDE programs (Ndani, 2011).

4.7 Implementation of ECD

Table 4.7 illustrated respondents' responses on implementation of ECD. As evidenced in the table, 43.6% (24) of the respondents agreed that the school had enrolled many

children in ECD (mean = 3.95).Further, 32.7% (18) of the respondents agreed that the school had adequate ECD classes (mean = 3.69).Besides, 29.1% (16) of the respondents agreed that the school had adequately implemented the use of play grounds and equipment (mean = 3.47).However,16.4% (9) of the respondents neither agreed nor disagreed whether their school organized for ECD funding from various stakeholders including the government (mean = 2.8).

Table 4.7 Implementation of ECD

		SD	D	N	A	SA	Mean	Std. Deviation
The school have organized for ECD funding from various stakeholders including government	f	15	10	9	13	8	2.8	1.445
	%	27.3	18.2	16.4	23.6	14.5		
The school has adequate ECD classes	f	2	12	5	18	18	3.69	1.245
	%	3.6	21.8	9.1	32.7	32.7		
The school has enrolled many children in ECD	f	0	6	8	24	17	3.95	0.951
	%	0	10.9	14.5	43.6	30.9		
The school has adequately implemented the use of play grounds and equipment	f	3	10	13	16	13	3.47	1.2
	%	5.5	18.2	23.6	29.1	23.6		

From the conclusions, Implementation of ECDE programs is of essence since the provision of structures and funds will realize effectiveness and efficiency of ECDE programs (Sun,2001).

4.8 Correlation Results

The study investigated linear relationship between variables as revealed in table 4.8 below. Pearson Correlations results in table 4.8 showed that coordination was most highly and significantly correlated to ECD implementation ($r=0.791$, $\rho<0.01$). Thus coordination had 79.1% positive relationship with ECD implementation. Training was also positively related with ECD implementation ($r = 0.631$, $\rho<0.01$) an indication that training had 63.1% positive significant relationship with ECD implementation. Staffing was also positively and significantly associated with ECD implementation as shown by $r = 0.517$, $\rho<0.01$ implying that staffing had 51.7% positive relationship with ECD implementation. Further, planning had 43.7% positive relationship with ECD implementation ($r = 0.437$, $\rho<0.01$). Findings provided enough evidence to suggest that there was linear relationship between training, staffing, planning and coordination with ECD implementation.

Table 4.8 Correlation Results

		ECD implementations	training	staffing	planning	Coordinate
ECD implementations	Pearson Correlation Sig. (2-tailed)	1				
Training	Pearson Correlation Sig. (2-tailed)	.631** 0.000	1			
Staffing	Pearson Correlation Sig. (2-tailed)	.517** 0.000	.506** 0.000	1		
Planning	Pearson Correlation Sig. (2-tailed)	.437** 0.001	.607** 0.000	.688** 0.000	1	
Coordinate	Pearson Correlation Sig. (2-tailed)	.791** 0.000	.511** 0.000	.350** 0.009	.338* 0.012	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

From the conclusions on correlation, ECDE management Functions should correlate positively with ECDE implementations so as the goals and objectives should be realized in ECDE Centers. There should be proper training, staffing, planning and coordination so as to realize good implementation of ECDE programs (Smith, 2000).

4.9 Qualitative Analysis

As evidenced in the study, majority of the parents confirmed that they had children in pre-school. It was also noticeable by parents that there were adequate ECD classes and the school had adequately implemented the use of playground and equipment. Moreover, the school had enrolled many children in ECD and is contributing effectively to their

holistic development. Further, parents confirmed that they got involved in the education of their children mainly to offer guidance and support to their children. They also got involved in the education of their children with the intention to make significant gains in the reading achievement of their children as well as to model the value of learning, self-discipline and hard work. Moreover, parents confirmed that they were involved in parents meeting, school prayers and occasionally in school cleaning. School collaboration with parents and the community at large was also noted. Particularly, parents stated that they had experienced many opportunities to contribute to their children's education. For instance, parents alluded that they felt their efforts of educating their children will net results and the communities looked forward to an educated and responsible society.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized and presented the research findings, from the study. It has been organized to provide a concise summary of the study findings, conclusions and areas suggested for further research.

5.2 Summary of the Findings

The main objective of this study was to assess influence of Management Functions on implementation of Early Childhood Education policies in ECD centers in Eldoret west, Uasin Gishu County. To achieve the objectives of the study, primary data was collected by use of a questionnaire and an interview guide. This section presented the findings from the study in comparison to what other scholars have said about the effect of staffing, coordination, planning and training on ECD implementation.

As noted in the previous chapter, teachers have adequate training on ECD policies. In most cases, they are encouraged to attend ECD training sessions where they are trained on ECD curriculum. Further, the school had also contributed in training teachers by initiating ECD skills training programs. Concurrently, Hard (2001) in his study argued that teacher training provisions coupled with quality services created conducive environment that fostered the implementation of ECD. However funds for ECD training

have not been fully provided for by the school. Cognate to the results, the Kafu Committee (1998) document stipulated that school heads and teachers lacked adequate materials to help in the implementation of ECD policies leading to poor performance of ECD centers.

Basing on the results in the previous chapter, school heads affirmed that the schools hired highly qualified ECD teachers. Besides, there are adequate ECD teachers. Additionally, teachers were evaluated and at the same time encouraged to submit any queries to the school management. The results of the study coincide with that of Burgess, (2005) stating that staffing makes it possible for schools to benefit from teachers' expertise and knowledge thereby facilitating the exchange of information/experiences, identification and resolution of issues in ECD.

Further, the schools plan for a better child friendly environment. As such, the curriculum on ECD is prepared by well-known curriculum developers from K.I.E. As well, K.I.E officials are allowed to assess their ECD curriculum. As a result, strategies to heighten the implementation of Early Childhood Education encompassed policies focusing on establishing ECDs with a child friendly environment with suitable physical structures and available facilities (Juran, 1999). However, there was doubt whether the school organized funds on ECD implementation. Concurrently, Kafu, (1998) pointed out that there was clear evidence that there was a problem in the policy implementation due to lack of awareness creation among the school heads, teachers and parents.

It was also established that the school coordinated for parent involvement in the education of their children in ECD centers. The school heads have also coordinated with

ministry of education on the syllabus to be covered in ECD. They have also established community-school collaboration in educating their children though there was doubt whether there was collaboration with ministry of education on feeding programs. In line with the results Kafu, (1998) stated that coordination was a good function that had contributed to mainstreaming the implementation of ECD policies and therefore resulting to effective strategies in the ECD policy framework.

5.3 Conclusion

Based on the results of the study, teachers have received sufficient training on ECD policies. Other than that, teachers are also encouraged to attend ECD training sessions so as to gain insights on the ECD curriculum. The schools have also made a step towards enhancing the competency of the teachers. Specifically, the schools have initiated an ECD skills training program for teachers so as to boost quality service delivery thereby fostering the implementation of ECD. Lack of funds for ECD training was found to impede implementation of ECD.

Moreover, it was evident from the study that the schools hired highly qualified teachers. The schools intended to benefit from the wide array of skills brought on board by the highly qualified teachers. Besides, ECD teachers were evaluated in order to identify and resolve issues in ECD. Teachers were also encouraged to submit any queries to the schools management.

Also, the study had established that the schools intended to avail child friendly environment that facilitated the holistic development of ECD learners. As well, it was

clearly established that the ECD curriculum was developed by well-known developers from KIE. As a result, K.I.E officials were allowed to assess the curriculum as they pleased. Nonetheless, it was not fully established whether there were organized funds on ECD implementations.

Finally, the study established that the school heads championed for parental involvement in learning of their children because parents were an integral part of the Early Childhood Education since the knowledge learnt from a parent was more likely to be remembered by a child compared to information conveyed by another person. The schools had also coordinated with the Ministry of Education on the syllabus to be covered. In the same way, the schools had established community-schools collaboration in educating their children though it was undefined whether there was collaboration with the Ministry of Education on feeding programs.

5.4 Recommendations

From the study findings, it was conceived that training was of essence in ECD implementation. Thus, it was utmost necessary for schools to train their teachers so as to provide them with necessary knowledge, skills and understanding to successfully implement ECD policies. There is also need for schools to initiate a training program in order to enhance teacher competency. It was also clear that lack of funds had impeded ECD implementation. Therefore, channeling sufficient funds would go a long way in enhancing ECD implementation.

The study also found strong support for the argument that staffing had a positive influence on implementation of Early Childhood Education in ECD centers. Particularly ECD centers needed to hire highly qualified teachers since they were best able to meet pre-school program goals. With their knowledge and development, appropriate curriculum was more likely to be chosen and used. Additionally, the school needed to evaluate teachers and encourage them to submit any queries to the schools management.

It was also deduced that planning impacted positively on ECD implementation. As a result, ECD centers needed to plan for a better child friendly environment and come up with strategies to organize funds to foster ECD implementation. ECD centers should also allow K.I.E officials to assess the curriculum so as to establish whether it met the quality standards.

Finally, the study affirmed that coordination had a positive influence on ECD implementation. Consequently, there was need for parental involvement in learning of their children as well as coordination with the Ministry of Education on the syllabus to be covered. It was also imperative for the schools to establish community-schools collaboration in educating the children and also collaboration with the Ministry of Education on feeding programs.

5.4.1 Policy Recommendations

In light of the aforementioned findings, the following policy recommendations were made:

1. The Ministry of Educations needs to ensure pre-school teachers have the same education and certifications as primary school teachers.
2. The school heads also need to have knowledge of the skills, content, and structure of an ECD center.
3. There is also need for a validated curriculum, outreach to parents and regular assessment of teachers and children's development.

5.5 Further Research Recommendations

Based on the above conclusions, the following future recommendations were made:-

1. There is need for a study to be undertaken on the strategies employed by teachers to enhance ECD implementation.
2. A similar study need to be undertaken on a wider perspective to allow for the generalization of the study findings.
3. There is also need for a comparison study on the effects of Management Functions on implementation of Early Childhood Education in another County.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR SCHOOL HEADS

The questions below are for the purposes of finding out the influence of management functions on the Implementation of Early Childhood Education Policies in Uasin Gishu County, Eldoret West. Your opinions as reflected in this questionnaire are important to this study and are confidential. Therefore you are requested to fill this questionnaire in the most free and honest way possible.

Please tick the appropriate answers in the boxes provided and also write down the appropriate answers in the spaces provided. Do not write your name on the questionnaire.

Thank you in advance for your time and cooperation.

Respondent No.....

Sub County.....

SECTION A: BACKGROUND INFORMATION

1. Gender : Male Female
2. Age : 19-29 yrs 30-40 yrs 41-51 yrs 52 and above
3. Highest level of education:

O-levels <input type="checkbox"/>	Certificate <input type="checkbox"/>	Diploma <input type="checkbox"/>	Degree <input type="checkbox"/>
Post graduate <input type="checkbox"/>			
4. Work experience ;

0-5 yrs <input type="checkbox"/>	6-10 yrs <input type="checkbox"/>	11 yrs and above <input type="checkbox"/>
----------------------------------	-----------------------------------	---

SECTION B: TRAINING

In this section the study is interested in your view on training. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	TRAINING	SA	A	N	D	SD
1	The school has initiated ECDE Skills Training Program					
2	we encourage all teachers to attend ECDE training sessions					
3	The school has provided funds for ECDE training enhancement					
4	The school makes sure that every ECDE teacher have received adequate training on ECDE policies					
5	The school trains ECDE teachers on ECDE curriculum					

SECTION C: STAFFING

In this section the study is interested in your view about Staffing. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	STAFFING	SA	A	N	D	SD
1	The school has adequate teachers on ECDE					
2	The School hires highly qualified ECDE teachers					
3	The school does evaluations assessment on ECDE teachers					
4	ECDE teachers are encouraged to submit any queries to the school top management					

SECTION D: PLANNING

In this section the study is interested in your view about Planning. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	PLANNING	SA	A	N	D	SD
1	The school has organized funds on ECDE implementations					
2	Our curriculum on ECDE is prepared by well-known curriculum developers from K.I.E					
3	The school allows K.I.E officials to assess ECDE curriculum					
4	Our school has plans for a better child friendly environment					

SECTION E: COORDINATION

In this section the study is interested in your view about Coordination. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	COORDINATION	SA	A	N	D	SD
1	The school coordinates for parents involvement in learning of the children in our ECDE centers					
2	The school has established community-school collaboration in educating children					
3	The school coordinates with ministry of education on syllabus to be covered in ECDE					
3	The School collaborates with ministry of education on feeding program					
4	The school has organized for ECDE funding from various stakeholders including government					

SECTION F: IMPLEMENTATION OF ECDE POLICY

In this section the study is interested in your view about **implementation of ECDE policy**. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	IMPLEMENTATION OF ECDE POLICY	SA	A	N	D	SD
1	The school has adequate ECDE classes					
2	The school has enrolled many children in ECDE					
3	The school has adequately implemented the use of play grounds and equipment					

Thank you for your time

APPENDIX II INTERVIEW SCHEDULE FOR PARENTS

Do you have any child in preschool? Yes No

Kindly indicate your views on early education in your child's ECDE centre

.....
.....
.....

Does the school involve you in learning of your child? Yes No

If yes how?

.....
.....
.....
.....

Why do you think you should be involved in learning of your child?

.....
.....
.....
.....

Does the school collaborate with you and community in learning of your children?

.....
.....
.....
.....

**APPENDIX III: OBSERVATION SCHEDULE OF THE SCHOOL
ENVIRONMENT**

Learning and teaching facilities	Available and functional	Available and not functional	Not available
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

APPENDIX V: RESEARCH AUTHORIZATION LETTER (NACOSTI)

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

16th September, 2014

NACOSTI/P/14/5543/2944

Too Elseba Jepkoech
University of Eldoret
P.O.Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influences of management functions on the implementation of early childhood education policies in Uasin-Gishu County,"* I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **30th November, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin-Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.