

**INFLUENCE OF PRE SCHOOL MANAGEMENT ON LEARNING  
ACHIEVEMENT IN PRESCHOOLS IN BAMBURI ZONE OF  
MOMBASA MUNICIPALITY, KENYA.**

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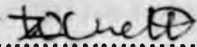
**MURIITHI W. ZELIPHA**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL COMMUNICATION AND TECHNOLOGY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF MASTER OF  
EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION OF THE  
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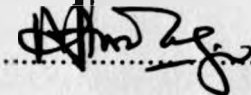
## DECLARATION

This proposal is my original work and has not been presented for a degree in any other university.

Signature ..... 

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This project has been submitted with my approval as University supervisor.

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## DEDICATION

This work is dedicated to my husband George Muriithi for making my dreams come true, standing by my side and uplifting my spirits when I felt the journey was getting tough throughout my post graduate studies, and my late parents Mr. Simon Kiretai Kimburi and Mrs, Winfred Wanjuku Kiretai whose inspiration and desire for me to succeed has been the single driving force that has enabled me to be where I am today. May God rest their souls in eternal peace.

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## LIST OF ABBREVIATIONS

BOG	Board of Governors
DEO	District Education Officer
DICECE	District Centre for Early Childhood
DSA	District School Accountant
ECCE	Early Childhood Care and Education
ECDE	Early Childhood Development and Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Exam Council
MEO	Municipal Education Officer
MOE	Ministry of Education
NACECE	National Centre for Early Childhood Education
SMC	School Management Committee
QASO	Quality Assurance Officer

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## ABSTRACT

Management is planning, resourcing, controlling, organizing, leading and evaluating educational programs. Organizational management in schools is a key factor that influences learning achievement in schools. Chitiavi, (2002) states that effective management and organization is a prime contributory factor in academic achievement. Operating ECDE centers has become a commercial venture: private business people, faith-based organizations, communities and main stream primary schools have opened such centers whose quality is questionable. In order to improve learners' performance, head teachers are expected to possess relevant managerial skills to run schools. Physical facilities and human resources are paramount to achieve higher learning achievements in preschools. The purpose of this study was to establish how ECEs in Bamburi Zone in Kisauni division are managed and its effect on children's learning achievement. The objectives were; establishing the key sponsors of ECDE centers and relationship to children's learning achievement, establishing how the management practices of ECDEs affect children's learning achievement and the level of involvement of parents and community in the management of the ECDEs and learning achievement. Relevant literature on management of finances, utilization of funds in learning institutions, role of head teachers in school management, children's learning and achievements, and, stakeholders participation in preschool management was cited. The study adapted the descriptive survey design where 11 head teachers, 11 ECED teachers and 160 children were involved in the study. Six instruments were constructed and used in the study. Cross tabulation with frequencies and percentages were used to analyse the data. The major findings were that the key sponsors were established as the, Private firms 5(45%), Community schools 2(18.2%), Faith-Based schools 2(18.2%) and Public Schools 2(18.2%) in that order. The Private schools were leading in Cognitive domain- Language activities, with 22.3% and, while the Faith Based and Community schools were leading in Mathematics activities, with 22.2%. The public schools were the worst performers in cognitive domain obtaining 10.82% in Language and 14.82% in Mathematics activities. The Private schools were keen on the management and delivery of the curriculum, motivation but poor in professional growth of the teachers while the Public schools were high on community involvement and professional development of teachers which contradicts the poor performance outcome.

The researcher recommended that the private schools open up to stakeholder participation, while the public schools improve the salary of the teachers as well as infrastructure. The community schools would do well by increasing the number of classrooms because the study found out that they were inadequate. There should be regular supervision in schools if good performance was to be realized in ECDE centres especially in the public schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Management is the achievement of objectives through people. Bush (1995) defines the principles of management as planning, re-sourcing, controlling, organizing, leading and evaluating educational programs. In England and Wales, for instance, there's middle management in schools (Blandford, 1997) while in the UK, US, and Asian countries such as Malaysia, Total Quality Management (TQM) has been applied to schools and colleges (Kanji and Tambi, 1998; Kanji and Tambi, 1999; Barnard 1999). There has been the clamour for and expansion of education at all levels, ECDE included, even before independence in Kenya, (Mutero, 2001; Mwiria 1990). In the 1940s the colonial government established Early Childhood and Care Centers (ECCE) for Kenyan children living on the tea, coffee and sugar plantations. These centers were non-academic and only provided custodial care. In 1954, UNICEF started supporting early childhood development and education in Kenya with focus on the health of mother and child survival (UNICEF, 2002). The situation of not attending to the academic needs of the child persisted until the early 1970s (Kabiru, Njenga and Swadener, 2003). The Ominde commission of 1964 highlighted the importance of universal primary education as a basic right which marked the first step in an ongoing effort to link early childhood and primary education.

In 1984, the MOE in partnership with Bernard Van Leer, established the National Centre for Early Childhood Education (NACECE), aimed at harmonizing the growth, evaluation, and oversight of ECE, (Republic of Kenya 1984). A year later District Centers for Early Childhood Education (DICECE) were established for ease of coordination, (Gakuru, Riak, Ogula, Mugo and Njenga, 1987). The DICECEs were placed under ministry officers who trained, coordinated and gave professional guidance, advisory services to the teachers, parents, communities and other preschools players in the district. Organizational management in schools is a key factor that influences learning achievement schools. Chitiavi, (2002) stated that effective management and organization is a prime contributory factor in academic achievement.

## **1.2 Statement of the Problem**

Operating ECDE centers has become a commercial venture with all sorts of entrepreneurs investing in pre-school centers. Private business people, faith-based organizations, communities and main stream primary schools have opened such centers. There is little monitoring by the government hence exposing the innocent children to unscrupulous business people who never care about quality at the center and with no background on educational matters. Rutter et al (1997) and Wekesa (1993) stated that in order to improve learners' performance, head teachers are expected to possess relevant managerial skills to run schools. Further, organized physical facilities and human resources are of paramount importance in order to achieve higher learning achievements in preschools. There are many ECDEs in Bamburi zone, Kisauni District, Mombasa County but the physical facilities and human resource are questionable. This study therefore intended to establish the state of the pre-schools and its impact on children's learning achievement in Bamburi Zone in Kisauni District, Mombasa County in Kenya.

## **1.3 Purpose of the Study**

The purpose of this study was to establish how ECEs in Bamburi Zone in Kisauni division were managed and its effect on children's learning achievements. This would guide the policy direction on management and operation of ECDE centres.

## **1.4 Research Objectives**

The study intended to achieve the following objectives:

- (a) To establish the key sponsors of ECDE centres and relationship to children's learning achievement.
- (b) To establish the preschool management practices of ECDE centres and how they affect children's learning achievement.
- (c) To establish the level of involvement of the of stakeholders in the management of the ECDEs and its relationship to learner achievement.

## **1.5 Research Questions**

This study sought to answer the following questions:

- (a) Who are the sponsors of ECDE centres and how are they related to the children's learning achievement?

(b) What are the management practices of the ECDE centres and how do they affect the children's learning achievement?

(c) What is the level of involvement of the stakeholders in the management of the ECDEs and its relationship to learner achievement?

### **1.6 Significance of the Study**

The study intended to show how management of pre-schools affects learning and act as an eye-opener for ECDE centres stakeholders. It would also provide policies recommendation to experts in educational management as well as make additional information into the existing literature.

### **1.7 Limitations of the Study**

The researcher encountered some limitations during the study. For instance, some head teachers had refused to participate in the survey which forced the study use fewer cases. However this did not negatively affect the data as the preschools were highly homogeneous.

### **1.8 Delimitation of the Study**

The study was conducted in Bamburi zone in Mombasa Municipality. The population included public and private ECDE centers. The issues which were being studied were school sponsorship, management practices – human resource management, curriculum management, financial management and physical resource management. The data was gathered from head teachers, preschool teachers, and the school children.

### **1.9 Basic Assumption:**

The study assumed that there was a relationship between management and learning achievements. Simultaneously, public and private head teachers as well SMCs/BOGs would provide true data on financial services and expenses accrued.

### **1.10 Definition of Terms and Acronyms**

**Management** – art of getting people together to accomplish designed goals through, planning, organizing, supervising, leading or directing and controlling for the purpose of accomplishing a goal.

**Achievement** – success in carrying out a task.

**Division** – educational area within a district which is demarcated for educational management.

**Manager** - any person or body of persons responsible for the management of a school.

**Nutrition** – nutrition is the combination of processes by which the living organisms receives and utilizes the food necessary for the maintenance of its bodily process and for other renewal and growth of its organs system.

**Efficiency** – a measure to which a goal is attained.

**Parent** - mother or father who has a child in a particular school.

**Community** - the inhabitants in a given area.

### **1.11 Organization of the study**

The study has been organised into five chapters: chapter one is on the background to the study, chapter two literature review, chapter three methodology, chapter four findings and discussions of results, chapter five summaries, recommendations and conclusions. Finally references and appendices have been outlined.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature has been organized under the following sections: role of quality assurance and standards officers, management of finances, utilization of funds in learning institutions, role of head teachers in school management, the role of various stakeholders in preschool management and children's learning and achievement.

#### **2.2. Effective school management**

##### **2.2.1 Role of quality assurance and standards officers in school management**

According to Murgatryod and Morgan (1993), 'quality Assurance refers to determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards'. Downey et al (1994) claims that quality is meeting, exceeding, and satisfying a community's needs and expectation with the recognition that these needs and desires will change over time. In Kenya, management of education is underpinned by the Education Act, of 1968 Cap 211 of the Laws of Kenya that states, "The Minister shall appoint officers with authority to enter and inspect any school, or any place at which it is reasonably suspected that a school is being conducted with or without notice, and to report to him with respect to the school or any aspect thereof. Modern inspectorate in independent Kenya was initiated through the recommendations of the Kenya Education Commission of 1964 (Ominde report 1964). These included the Directorate of Basic Education, Directorate of policy and planning, Directorate of Quality Assurance and Standards, Directorate of Higher Education and the Directorate of Technical Education. The work of QAS is to enhance education effectiveness and efficiency by working in collaborations with teachers and schools – including the ECD centers.

Nevertheless, in Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Rep. of Kenya. 1988, 1999). Quality Assurance and Standards Officers (QASO) are persons appointed by the DQAS, which is a department in the Ministry of Education, to supervise curriculum implementation in the schools (Wanzare, 2006). Etindi (2001) argues that effective supervision requires special specific skills to the job. However, there is currently no special training of QASO in the colleges of education in Kenya. Instead, QASO are appointed from among classroom teachers and head teachers.

Such appointees would normally have merely undergone primary teachers training or tertiary institutions without specific training as QASO (Etindi, 2001). Bamburi zone where the study was being conducted is not exceptional. QASO manning the zone was appointed in the same procedure. Moreover, QAS training has usually been done through In-service Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2002). Such courses might be helpful if done in the training institutions to ensure teachers are holistically developed; since the relevance of the content delivered in the INSET is highly doubtful in the dynamic society (Indoshi, 2001). The QASOs are not adequately equipped to handle inspection and assessment of Early Childhood Development and Education (ECDE) services, including issues in transition (Republic of Kenya, 2005 – 2010). Inspection responsibility is not effectively done because according to the Education Act Cap 211, school inspectors are appointed by the Minister of Education and DICECE trainers are not such appointees. Although well versed with matters pertaining to ECD they have no mandate to assess ECD centers watering down their gained knowledge.

### **2.2.2 Roles of head teachers in management of school**

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. Ayot and Briggs (1992) point out those poor results in education are related to the resources allocated to it. There's an increased emphasis on school leader development and their use of self education to renew the school (Hopkins, 2001) seen as managerialism, designed to leave policy direction to the centre, with implementation left to the schools. Managerialism is seen to move the focus away from the learner's need to the organisational needs (Gewirtz Ball, 2000:254). Management seen from a functional, structuralistic perspective is a process of planning, organising, leading, and controlling to ensure effectiveness within an organisation (Robbins, 1980). The head teacher thus acts as a manager-head teacher who is active in the field of management of resources and management of people in technical use (Brunat and Boudreaslt 2001).

The Education Act (1968) of Kenya defines a manager as any person or body of persons responsible for the management of a school. Although the Act confers extensive powers on the minister of education over the management and regulation of education in Kenya, the day to day running of affairs in the school falls squarely on the shoulders of the head teacher. In

the public primary schools in Kenya, the head teacher is also in charge of the preschool attached to it, since it is among the unaided schools according to the Act. The head teacher is thus charged with a managerial duty at the ECD centre. As a manager, the head teacher charged is with planning, organizing and controlling (Wehrich and Koontz 1993) in order to run the ECD centers effectively. Educational organizations should be designed to avoid strict military principles in order to enhance co-ordination among the various arms of the ECD's community. This means that for a head teacher to cope with managerial operations he/she should be highly qualified and must have been in an administrative post already as a deputy head teacher (Ogembo, 2005).

Kwakwa (1973) further argues that the head teacher is a key person in any education system. He takes care of the final arrangements of the education of students in a school and Konchar (1998) states that "schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. The quality of leadership makes the difference between success and failure of a school (Millette, 1998). According to Maslow, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction. Effective managers need to understand what motivates employees within the context of the roles they perform. However managers should be aware that of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991).

### **2.2.3 Management of finances in the school**

Financial management is defined by Pandey (1995) as that management activity which is concerned with the planning and controlling. It's concerned with decisions on how to procure, expend and give account of funds provided for implementation of the program of an organization. The management of school finances can be one of the most challenging of principal's responsibilities. Many a times it is an area in which principals have little or no training or expertise. The head teacher should have a budget which (Morphel et al 1974) defined as an educational plan with an estimate of the receipt and expenditures necessary to ensure smooth operation of finances. It is also likely that the selected members of the

(governing) body may be equally, ill - equipped for the task [(Clark; 2008; 278)]. In South Africa for instance, the Schools Act, Section 15[Status of Public Schools]: the ultimate responsibility for the accuracy of books (of account) is the school principal even if he or she does not have the task of maintaining books on a regular basis- the management of school finances is (however) a function of the school governing body (Jones, 2000).

In Kenya, according to the Education Act Chapter 211, part X (34), the minister of education may from time to time from public funds establish, maintain, assist, make grants – in – aid of or makes advances on loan in respect of schools. However, such funds do not go directly to the management of pre-schools. Preschools in Kenya are either community owned or attached to the primary schools, the ECD committees decide how much parents should pay taking into account the parents' income level (Ref; Ministry of Education Science and Technology, (MOEST 2005). Funds from the government include, Community Support Grants (CSGs) which are provided in line with the strategies of Kenya Sector Support Program (KESSP), (Republic of Kenya, 2005). Early Childhood Development and Education (ECDE) is one of the key investments program. The schools are selected in regard to vulnerability especially those living in Arid and Semi Arid Land (ASAL), urban slums and pockets of poverty (Republic of Kenya, 2005). In these grants, each child is allocated Ksh1170 which may vary depending on the final budget made available by the MOE for the CSGs (ECD Centre Community Grant Management Handbook, Revised Edition, 2009). Nevertheless, this allocation is hardly adequate and the last disbursement was given in 2009(Republic of Kenya, 2009).

The Boards of Governors (BOG) are mandated by the Education Act to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects (Education ACT 1968 Cap 211). Unfortunately, these skills are not present in the administration of many public school (Wanderi; 2008). Ogembo (2005) confers with these views and states that for a head teacher to cope with managerial operations, he/she should be highly qualified in management. In the public primary schools the SMC are mandated by the Education Act 1968 to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects.

### **2.2.3.1 Utilization of funds in learning institutions**

According to (Blair 1990, Woodhall, 1987), the cost of university education per student in Africa is needlessly high compared to other levels of education. In many African countries, for example, a class of thirty or forty children in primary school could receive a year's schooling for the annual cost of a single student at university level. This high cost of university education in African has been attributed to poor planning on the part of the institutions. The situation is made worse by their failure to exploit economies of scale, their high reliance on expatriate staff, and need to import funds, (Ferns, 1982; Kilemi, 1989; Wood Hall, 1987, World Bank, 1986; 1988). However to reduce high expenditure in higher education, the government introduced cost-sharing at the university level (Eshiwani, 1990; World Bank; 1988). Ayot and Briggs (1992) point out those poor results in education are related to the resources allocated to it.

In Rwanda for instance, the government was concerned that high fees and fewer places in secondary education locked out those who completed primary education and qualified for secondary education (Rwanda Ministry of Education, 2008) and made allocation for the same. In Uganda, introduction of universal secondary education (USE) aims to shift access patterns from limited elites to the majority children in the country (Museveni, 2008). The Program is subject to the provision of Government Financial Management Act (2004). However, there's little funding going to ECD centers from the Kenyan government. This is in form of Community Support Grants (CSGs) in which each child is allocated Ksh1170 in Management Handbook (2007) as mentioned earlier on. Expenditure includes: purchasing teaching and learning materials, furniture, rehabilitation/repair: of classes furniture, toilets for ECD children only, augmentation of one or two full-time ECD teacher with 2000 shillings per month per teacher and purchase of basic construction tools. Bullock (2007), postulated that the overall building condition, the age of the building, and windows in instructional areas are positively related to student achievement. Supporting the same views, Filardo (2008), suggested that building design had been associated with teacher motivation and student achievement.

Further, Filardo emphasized that improving school facilities, the effect on learning, and the education environment plays an integral role in educators improving the education of the students and providing good facilities. Investment in developing physical facilities, go a long way in improving the quality of education. Lyons (2001) contends that teaching resources,

teacher's skills and curriculum played a vital role in a child's education. The same expenditure is expected with funds accrued in private, community and Faith Based Schools and parents in public schools. Provision of spacious classrooms is very crucial. Class size may influence the teacher's decision about group arrangements or classroom procedures. Teachers working with fewer pupils are able to correct tasks and provide feedback more frequently and are able to cover the curriculum more in depth than in larger classes (Blatchford 2003; Good and Brophy 2003; Hattie 2002). Konchar (1998) states that "schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. Large classes have been shown to experience more off-task behavior amongst pupils (Blatchford 2003; Hallie 2002). Multi-grade teachers have a greater reliance on differentiated pedagogical methods that are more likely to be viable with fewer students (Blatchford 2003, & Hallie 2002). However provision of play equipment has not been prioritized. Both good nutrition and play are key aspects in a child's holistic development (Santrock, 2004). According to World Health Organization (WHO), (1946), health in its broader sense is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. According to WHO Ottawa charter for Health promotion (1986) health is not just a state; but also "a resource for everyday life not the objective of living." Health is a positive concept emphasizing social and personal resource as well as physical capacities

## **2.2.4: The roles of various stake holders in the Management of ECDE**

### **2.2.4.1: The Role of Parents and Community in management of preschools**

According to the Act Department of Education and Training (2008) in Canberra, parents have an enormous role to play in the pre-school management. Parents jointly operate with the Department of Education and Training preschools whilst administered through a government. The preschool parent association is responsible for the provision, management and ownership of their teaching and educational resources and consumable (glitter, paint, paper and glue and other stationery). In the United States, the Education Act 1998 allows parents of a school set up a parents association (PA), to work with the principal, staff and board of management to build effective co-operation and partnership between home and school.

In Kenya, according to ECD Service Standard Guidelines for Kenya (2006), parents are incorporated in ECD management committees, where one parents' representative elected by parents of respective classes, namely day care, pre-unit 1 and pre-unit 2. The ECD committees

shall be responsible for: identifying the needs of ECD services within their communities and developing usable strategies for meeting the same; mobilizing the parents and local communities to initiate and sustain ECD centers; mobilizing the parents and local communities to support ECD programmes; managing the ECD program; recruiting the qualified pre-school teacher and other personnel and ensuring that they are paid; identifying the local resources that could be used to support the ECD program; fundraising/sourcing for alternative funds for the ECD program; ensuring that the money for the ECD program is well utilized ; advocating for the needs and rights of children and the ECD creating awareness on the importance of the early years and the ECD program.

However, most community members are deeply concerned about education, and are willing to contribute to efforts to improve and expand local schools (ESSA, 2011). In South Africa, the government's call for greater participation in education has wide spread support. The call is based on the assumption that if more people were included in school governance, then democracy in education would be boosted and equality among school would be ensured (Dieltiens and Enslin, 2002:5). However, both Ngidi (2004) and Mkhonto (1998) found that the community is not highly involved because parents do not understand their role as School Governing Body (SGB) members and their training was also limited. This has caused the relationship between and school heads strained. Singh, Mbokodi and Msila (2004) in agreement to this, argue that community inputs are crucial in development of the curriculum of schools. In Kenya, the community is charged with various roles. The community supports parents' efforts in providing for the holistic needs of children and augments parents' efforts in providing for the needs of children. It also safeguards children's rights; mobilize resources to enhance children's holistic development; provide protective environment for safeguarding the rights of the children; support community own resources persons (CURPS) and other child care service providers through employment, material and emotional support (National Early Childhood Development Policy, 2006) .

#### **2.2.4.2 Roles of other agents ECDE**

There are various agents involved in provision of ECD services to schools. These are referred to as non-state provision services (NSPs) which can be defined as including partners outside public sector, whether they operate for profit or for philanthropic purposes, (Moran & Batley 2004). According to Oxfam International *In The Public Interest*, (2006) NSPs range from civil society organizations such as NGOs, churches, mosques and community organizations

to profit making companies, and in size from individual street traders to multinational corporations. This is in agreement with the study because such organizations are part of the population found in Bamburi Zone Mombasa Municipality, namely KENSIP, EMACK and Madrasa Resource Center working under the auspices of AKF. Action Aid Kenya was also found in this area. The NSPs are involved in various activities which are geared to improvement of education. Other roles of NSPs include acting as a watchdog in helping communities point out failures in government systems and strengthening accountability to students and communities rather than simply the formal systems, ( World Bank, 2003). Community partners have various responsibilities with respect to construction, financing and management. They also make a provision of inputs like textbooks, curricula teacher training, classroom equipment and materials, (Rose, 2002; World Bank, 2003). NGOs boost access through formal and non-formal education in many countries. For example, NGOs might supply capital investments like tin roofs, pay teachers salaries, or take over running of the school. In East Africa for instance, there are FBOs which are made of various religious groups. Tietjen, (2000), states that religion has always played major and multiple roles in education and schooling. as a provider, legitimiser and policy- broker, influencing national education policies, curriculum and finance. Colonization had their start with Christian missionaries or other religious groups. In Malawi, for instance, churches were the primary providers of education from the early 19th century until independence in 1964 and the church continues to own 71% of primary schools (Moran and Bately 2004).

### **2.2.5 Learning and children's achievement**

According to Bloom et al (1971), learning covers the cognitive as well as the affective and psychomotor aspects. Bloom and his associates categorized the cognitive domain into six levels of thinking. These are knowledge, understanding, application, analysis, synthesis and evaluation. The affective domain covers such social and personality characteristics as values, attitudes, interest, adjustment, habits, perception, social relations and beliefs. However, children at pre-operational stage are egocentric and see things from their own perspective (Piaget, 1954). This makes those living around them find them selfish and inconsiderate.

Psychomotor domain involves skills acquired by learners in manipulation, following specified procedures and body movements. It ranges from simple handwriting to drawing, handling of implements, apparatus, vehicles and equipment, playing of instruments and using keyboards, stage performance and dance, games/sporting skills. According to (NASPE, 2002, p 3) adopting a physically active lifestyle in early life increases the likelihood that infants and

young children will be adopting a physically active lifestyle in early life and learns to move skilfully. Early motor skills form the foundation for later sport, dance and exercise activities. Further, (Kemper, 2000; McKelvie, Kahn and McKay, 2000) argue that in young children, skeletal health and bone mineral density are aided through weight-bearing activities and it has been suggested that this enhanced bone mass from physical activity has the potential to reduce the risk of osteoporosis and associated fractures in later life (Boreham and Riddoch, 2001).

Bloom et al 1971 states that assessment of these domains should aim at obtaining information about knowledge gains, behavioural changes and other aspects of the development of learners (Ogunye, 2002). When it comes to assessment, all the three domains should be incorporated because they are interrelated and interdependent (Oyesola, 1986). In Nigerian schools however, assessment, especially at the secondary level, most often than not is concentrated on cognitive achievement to the detriment of affective and psychomotor development of learners (Ipaye, 1986; Iyewarun, 1986; Okon, 1986). At formative years children are expected to like sharing, caring and helping others (Royal college of Psychiatrists, 2005). This may lead to altruism (Zahn Waxler, Radke Yarrow, Wagner & Chapman, 1992) in adult life which is good for community service (Hart & others, 2003; Waterman, 1997).

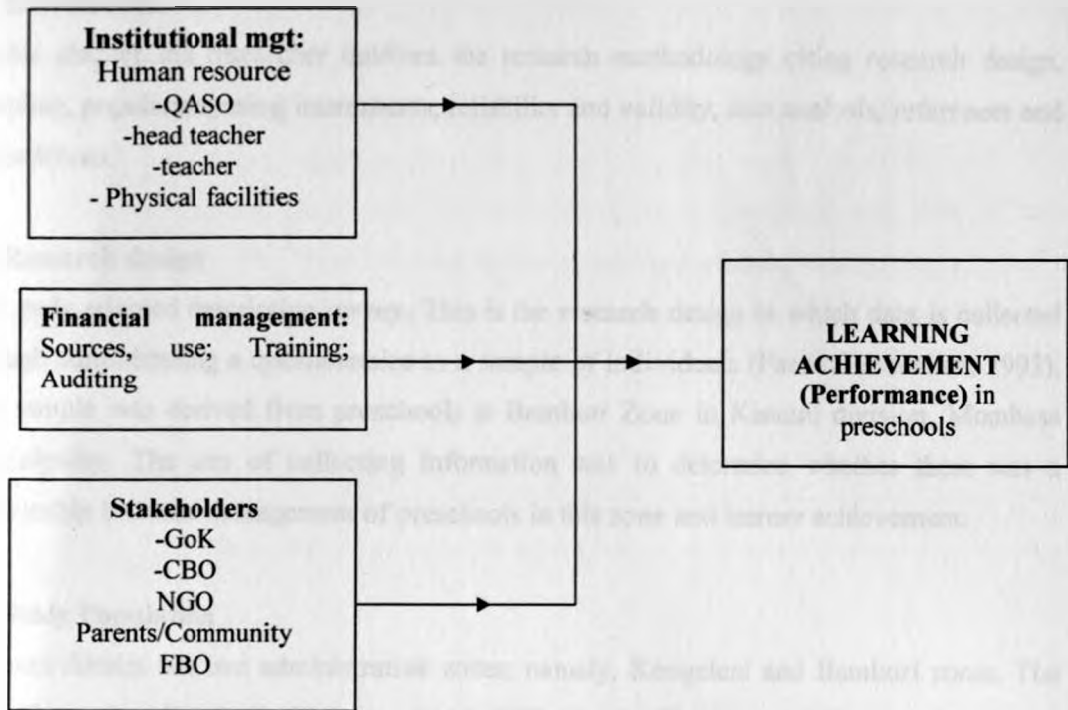
There are many variations in the way young children are educated (Goelman 2003). These include Montessori program, Reggio Emilia program in northern Italy, the child-centered Kindergarten and Developmentally Appropriate and Inappropriate Practices in the Education of young children (Santrock, 2004). Currently, there's controversy about what the curriculum for U.S. early childhood education should be Vecchiotti, (2003) in Santrock (2004 10<sup>th</sup> E.d.) On one side are those who advocate a child-centered, constructivist approach much like that emphasized by National Association for the Education of young children (NAEYC) along the lines of developmentally appropriate practice (Bredekamp 1987, 1997, NAEYC, 1986). Others advocate an academic, instructive approach. In this approach, the child is viewed as dependent on adult's instruction in the academic knowledge and skills that can serve as a foundation for later academic achievement. In the academic approach, this involves teachers directly instructing young children to learn basic academic skills, especially in reading and Mathematics. In Kenya, according to the "Guidelines for preschool education" (1984) issued by KIE, curriculum is been defined in selecting what is to be learned and taught determining

how the material should be learned and taught; in developing guidance on how to implement the curriculum in varying school contexts and in providing children with social situations and physical environments. The guidelines are geared to establishing the ideal preschool, which provides for the all around development of children namely stimulation, intellectual, and physical, social, emotional and spiritual aspect (Balter, 2000).

### **2.3 Theoretical Framework**

The study adapted the system theory which was developed by biologist Bertalanffy (1968). Bertalanffy emphasized that real systems are open to, and interact with their environments. Within a respective system there lay numerous elements. Each element has its functions and goals but simultaneously the elements are interrelated. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. The school is an example of a social system in which unity and integrity of the organization focuses on the interaction between its component parts and the interactions within internal and external environment. These components in reference to educational management include: government, ECD head teachers, ECD teachers, GoK, other agents and infrastructure which have to work harmoniously for learning achievement to be positive

**Figure 2.1: Conceptual framework**



Source- own composition

According to the framework above, learning achievement which is the dependent variable is determined by the relationship between independent variables. This relationship is therefore direct as shown by the arrows. According to Littlejohn (1983) a system is a set of objects or entities that interrelate with one another to form a whole. Such entities include: head teachers, teachers, children and facilities as well as other stakeholders. Thus, the management output, in this case is denoted by learning achievement which is measured by a test-score. If the interaction is positive, then the output (learning achievement) is high and vice versa. This study seeks to establish the impact of independent variables on the depended variable (learning achievement).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter the researcher outlines the research methodology citing research design, sampling, population, using instruments, reliability and validity, data analysis, references and appendices

#### **3.2 Research design**

The study adapted descriptive survey. This is the research design in which data is collected through administering a questionnaire to a sample of individuals (Faenkel & Wallen, 1993). The sample was derived from preschools at Bamburi Zone in Kisauni division, Mombasa Municipality. The aim of collecting information was to determine whether there was a relationship between management of preschools in this zone and learner achievement.

#### **3.3 Study Population**

Kisauni district has two administrative zones; namely, Kengeleni and Bamburi zones. The study focused on Bamburi which has a total of 72 schools. There were different categories of pre-schools in this zone. They included public (GoK), private (purely individual), faith-based (Muslim and Christian) and non-formal schools (community schools). Most of the schools had either permanent or semi-permanent classes. The children sat on either desks and low chairs or mats. Bamburi Zone was cosmopolitan and densely populated. As such, children came from diverse background in terms of culture, ethnicity and religion. In this zone, there were 216 ECD teachers. Most of the teachers were trained while others were either undergoing certificate or diploma course in ECDE, in various ECDE training colleges, both private and public. In matters of education Kisauni division was unique because being a constituency and thus a district; the District Education Officer (DEO) is expected to be in charge of all educational institutions. However in Mombasa County, which is also a Municipality, the DEOs were only in charge of secondary schools while the Municipal Education Officer (MEO) was in charge of all the primary schools and preschools in the county. As such supervision of schools in Bamburi zone was done by one ZQASO. The other population was head teachers ECD teachers and children of the preschools; public, private, community schools and faith based schools.

### 3.4 Sampling techniques and Sample Size

This study used multi-stage sampling techniques. The schools were then stratified into different characteristics, that is, public, private, community and faith-based schools. Stratified sampling ensures certain subgroups in the population are represented in the sample in proportion to their number in population (Kombo and Tromp, 2006). After that random sampling was done on each strata to identify 11 preschools that were used on the study. The names of the respondents were numbered and slips of paper containing each number were placed in a container. The numbers were drawn from the container to get a representative sample for the study (Ref: table 3.4 below) this type of sampling gives every respondent same possibility to be chosen.

**Table 3.1: Sample and Sample size**

<b>Respondents</b>	<b>Sample</b>
ECDE head teachers	11
ECDE teachers(in charge)	11
ECDE children	160

Source: survey data 2012

### 3.5 Research instruments

Six instruments were constructed and used in the study. These were:

#### 3.5.1 Questionnaire for preschool head teacher

The questionnaire was used to get the head teachers' background and other details pertaining to management styles applied and management skills of preschool centers and utilization of school funds, (Appendix A).

#### 3.5.2 Questionnaire for preschool teachers

The questionnaire was used to get teachers background and other details pertaining to management, (Appendix B).

### **3.5.3 Documentary analysis**

#### **3.5.3.1 Documentary analysis**

(Appendix c) was used to analyze the children's books, teachers' records, schemes of work and lesson plans, children's books and progress records. The researcher went through all the records and made remarks accordingly.

#### **3.5.3.2 Observation Schedule**

The observation schedule (Appendix D) was used to get empirical effect of the learning environment – physical facilities, space, learning resources on display, fixed and non-fixed play equipment, availability of water and sanitation.

### **3.6 Academic tests**

The researcher constructed two sets of academic tests because there is no standardized test in examination among the ECDE centers. These were as follows.

#### **3.6.1 Language Test**

It mainly tested on reading, spelling and identification of pictures (Appendix VII)

#### **3.6.2 Mathematics Test**

It mainly tested on arithmetic of addition and subtraction and counting (Appendix VIII)

### **3.7 Reliability and Validity**

According to Joppe (2000), the most important issue in the research is to ensure reliability and validity. Reliability is the extent to which results are consistent over time under a similar methodology while validity determines whether the research truly measured that which it was intended to measure (Golafshani, 2003). To test reliability and validity of the instruments, the researcher took some of the instruments and used the test-re-test technique on a few of the respondents. The instruments were appraised by two lecturers who were experts in the area of educational management. Another step in validating the instruments was done during piloting. This involved 3 head teachers and 3 preschool teachers randomly selected from schools in Bamburi zone in Kisauni district, Mombasa County. Nine children were also selected randomly the ECDE centres in Bamburi zone sat for the Language and Mathematics tests. It was expected that scores obtained by each respondent on the first and second test would be quite close (Orodho, 2003).

If not, the instruments would be of low reliability and not valid requiring redrafting. However this was not necessary as the instruments gave valid and reliable feedback.

### **3.8 Data collection Procedure**

After getting a letter of introduction from the University of Nairobi, the researcher took it to the Municipal Education Officer and obtained authority to conduct the study. The researcher visited institutions which were randomly sampled and made appointment for administration of the instruments. Once granted permission, the researcher proceeded on with data was collection within the stipulated time (appendix IX). These included questionnaires for the head teacher and ECDE teacher, documentary analysis guide, observation schedule and academic achievement tests. Both qualitative and quantitative data was collected.

### **3.9 Data analysis**

The collected data was grouped according to the objectives and research questions and analyzed quantitatively presenting it in cross tables. Cross tabulation is a powerful approach as it enables a comparison and in depth analysis of individual response against specific items. A cluster bar graph comparing pupil performance in Mathematics and Language against the sponsor of the ECDE center was also generated.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings, analysis and interpretation of the data collected. It is presented in sections according to the objectives. This included background information which would form the basis of further analysis and enable the researcher to make generalizations. This information was directly linked to all objectives. The response rate in this study was 100 percent since the researcher had planned to collect data from 11 schools and all the instruments were duly completed and returned.

#### 4.2 Sponsors of the ECDE schools

The study is based on the sponsors of the ECDE schools and therefore it was imperative to identify the sponsors from the onset. The head teachers had been asked to state the sponsor of the ECDE School. The findings are as presented in Table 4.1

**Table 4.1: The main sponsor of the school**

Response	Frequency	Percent	Cumulative Percent
Public	2	18.2	18.2
Private	5	45.5	63.7
Community	2	18.2	81.7
Faith based	2	18.2	100.0
Total	11	100.0	100.0

Source-survey data 2012

From Table 4.1 the 4 key sponsors were established as the public school 2(18.2), Private firms 5(45.5%), Community schools 2(18.2) and Faith-Based schools 2(18.2) percent. Private schools lead in sponsorship with 45.5 % (N=5). This could be due to the reason that Bamburi only zone has 14 public schools and explains the reason why there has been mushrooming of private schools. On average private schools have better performance than other schools. They are keen to ensure there's good learning atmosphere quality education since they are private making entities. There could also be good management in the private schools which confirms what (Millet, 1998) postulated that the quality of leadership makes the difference between success and failure of a school. Sponsorship in other schools tally probably because fee is

usually low and parents who could not afford to take their children to private schools share remaining vacancies in the rest of the schools.

#### 4.2.1 Qualification of the ECDE Teachers

The researcher also wanted to establish the level of profession qualification of the ECDE teacher so as to enable extrapolation of the performance of the school and the compensation they received. The ECDE teachers were asked to state their highest professional qualification. The findings are as presented in Table 4.2

**Table 4.2: Professional qualification of ECDE teacher**

Response	Frequency	Percent
ECDE		
Certificate	5	45.5
ECDE		54.5
Diploma	6	
Total	11	100.0

Source-survey data 2012

It was established that 6(54.5%) of the teachers had Diploma in ECDE teaching while 5(45.5) percent of the teachers had Certificate in ECDE Table(4.2). This shows that at the level of teacher qualification to handle the ECDE class in the schools is acceptable and therefore it is expected that the pupils would perform well in all the sphere of learning. This could be due to the many promises of employment of preschools teachers by the GoK motivating them to upgrade themselves hoping the highest academic levels would be considered. However this is not always the case. Children perform poorer the more higher the qualifications their teachers obtained. This could be due to lack of job satisfaction in teachers who expect higher pay rise and instead just get frustration from their employers.

#### 4.2.2 Salary of the ECDE Teachers

The teachers were asked to state the range of salary that they were paid as compensation for the work they were doing. This was to enable extrapolation on the level of motivation and the performance of the school. The findings are as presented in Table 4.3.

**Table 4.3: Teacher's salary per month**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
2,000-4,000/=	3	27.3
4,001-6,000/=	5	45.5
Over 9,000/=	3	27.3
Total	11	100.0

Source- survey data 2012

According to Table 4.3 above, it was discovered that 3( 27.3%) of the teachers were paid less than Ksh 4,000/= per month, about a half of the respondent teachers 5(45.5) percent were paid between 4001/= and 6000/= and 3(27.3%) was paid above 9000/=. This is a reflection of how ECD teachers' services are considered to be insignificant in comparison to the GokSSSS augmentation of 2000/= to current salaries in public schools, (Management Handbook (2007). This drop in the ocean in these economic hardships and teachers should not be expected to be productive. Such low payments could have a negative effect on teacher's productivity affecting children's performance.

#### **4.3 Results of the findings according to objectives**

This section presents the finding according to the objectives of the study.

##### **4.3.1 To establish the key sponsors of ECDE centers and relationship to children's learning achievement**

The purpose of this objective was to establish which of the various sponsors and by extension owners of the ECDE institutions were performing well on the basis of pupils' learning achievement. In order to achieve this, the study used the academic test to measure cognitive achievement and constructed an observation guides to rate the children's achievement in motor skills and social competence skills. Each of these learning domains is discussed further in the presentation. In the task, 160 children participated in the tasks as indicated in the table below,

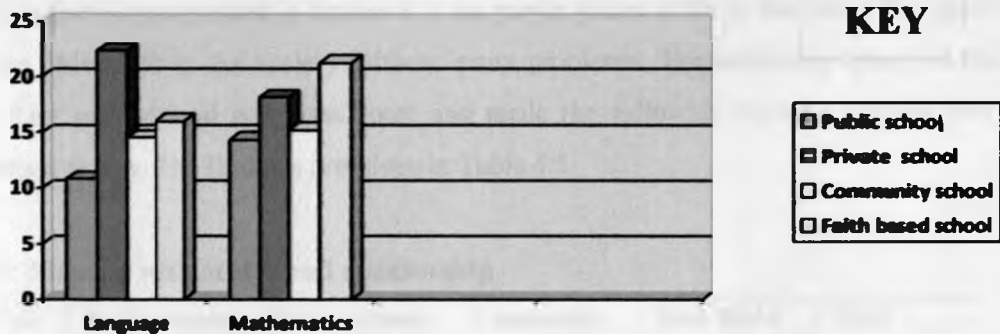
**Table 4.4: Cognitive Domain activities (Mean academic achievements and school sponsors)**

Activity area	Public school N=40	Private school N=80	Community School N=20	Faith Based school N=20
Language	10.82	22.3	14.5	16
Mathematics	14.80	18.1	15.2	21.2

Source-survey data 2012

Table 4.4 above shows the mean scores of 160 children to whom Language and Mathematics tests were administered against the school sponsors in order to test the cognitive domain. The total mark per activity area was 25. The researcher then combined the scores from the mathematics and language test and produced a cluster bar graph comparing the performances in the test on the background of the sponsor of the school. The resultant graph is presented

**Graph 4.1: Cognitive Domain-Language and Mathematics**



In reference to graph 4.1 above, it is clear that the Public schools under the sponsorship of the Ministry of Education had the least learner achievement in both Maths (mean =12.80) and English (mean 10.82). The Faith based schools recorded the highest performance among all the categories of sponsors Math (mean 21.2). The Private schools had the best learner performance in Language (mean =22.3). The community school was average with Language (mean =14.5) and Mathematic (mean =15.2). The good performance of English in private uld be due to emphasis in English speaking which is laid in private schools which make them appear more superior compared to other schools and thus get more clients ,being commercial ventures. The Faith based schools had the best performance in Maths. This suggests that there is order in the Faith Based schools and keenness on curriculum management as an

aspect of school management. It confirms Tietjen, (2000) sentiments that religion has always played major and multiple roles in education and schooling, as a provider, legitimise and policy- broker, influencing national education policies, curriculum and finance. Poor performance in public schools could be due to lack of proper supervision. This concurs with (Etindi 2001) who argues that QASO are appointees from classrooms and effective supervision requires special specific skills to the job.. However, there is currently no special training of QASO in the colleges of education in Kenya. Instead, QASO are appointed from among classroom teachers and head teachers. Such appointees would normally have merely undergone primary teachers training or tertiary institutions without specific training as QASO (Etindi, 2001). Head teachers are also in charge of primary schools attached to ECDE centres and might concentrate more on KCPE mean scores and neglect ECDE centres which would in turn affect performance due to little or lack of supervision in curriculum implementation. Lack of supervision may also lead to laxity in teachers.

#### 4.3.1.1 Affective Domain – Social competence – sharing

The ECDE schools are expected to inculcate in the pupils social skills so that when they grow up, they are able to fit in the society without many problems. The researcher observed the pupils in their play ground and class room and made the following remarks on how they shared various things. The findings are given in Table 4.5

**Table 4.5: Sharing with others and sponsorship**

Performance	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Excellent	9	5.6	11	6.87	6	3.8	12	7.5	38	24
Very Good	10	6.25	13	8.12	7	4.4	4	2.5	34	21
Good	7	4.4	40	25	4	2.5	3	1.9	54	34
Fairly Good	8	5.0	7	4.37	3	1.9	1	.6	19	12
Poor	6	3.8	9	5.62	0	.0	0	.0	15	9
Total	40	24.9	80	49.98	20	12.49	20	12.49	160	100

Source - survey data 2012

From the table above, 38(24%) of the pupils performed at the level of ‘Excellent’. Of these, the Faith Based Schools contributed 7.5 % (N=12) followed by the Private schools at 6.8%(N=11). On the scale of very good there were 34( 21%), private schools were highest with 11( 6.9%) and at the same time 40(25%) were rated good in private schools. Among the

children, 14(2.62%) were poor on sharing. Out of the 14(2.62%), 9 (2.5%) were from private schools. This could be due to the reason that children from private schools come from well-to-do who mostly live in confined areas where sharing is not norm. Such children are usually in the hands of house helps who in most cases may not inculcate social values as it were. It is also likely that concentration is more on academic competences than social competences. This result suggests that the Faith Based Schools are keen on social competence of the children. Moreover religion is expected to ensure children are holistically sound especially in the moral aspect which sharing is part of. However, lack of sharing is a normal characteristic of a pre-operational child who is egocentric and may be thought to be selfish or inconsiderate but just looks at the world from his/her own perspective (Piaget, 1954).

#### 4.3.1.2 Affective Domain – Cooperation with others

**Table 4.6: cooperation with others and sponsorship of Schools**

Performance	Public Schools		Private Schools		Community		Faith Based		Total	
	Fqr	%	Fqr	%	Fqr	%	Fqr	%	Fqr	%
Excellent	5	3.1	6	3.4	9	5.6	7	4.4	27	16.5
Very Good	8	5.0	30	18.8	4	2.5	6	3.8	48	30.1
Good	14	8.8	22	13.8	5	3.1	4	2.5	45	28.2
Fairly Good	7	4.4	12	7.5	2	1.2	3	1.9	24	15.1
Poor	6	3.8	10	6.3	0	.0	0	.0	16	10.1
Total	40	25.1	80	49.8	20	12.5	20	12.5	160	100

Source – Survey Data 2012

From Table 4.6 above 75(46.6%) of the pupils scored an 'Excellent' or 'Very good' on cooperation with others. Out of these, private schools private schools contributed 36(22.2%) while the rest of the schools had 13(8.1%). However, Faith based schools led with 5.6%(N=9) probably because from religious perspective, love for the neighbours is upheld, as such faith based schools were keen on encouraging cooperation among the pupils due inculcation of moral values for which is part of spiritual growth religion ascribes. A close look at the tables reveals that the public sponsored schools were poor at encouraging cooperation making 7.6(N=12). Probably teachers were not keen due low motivation in the meagre salaries they received, lack of recognition and poor working conditions (Table 4.3).

This could also be what Piaget (1954) referred to as pre-operational stage as stated earlier in (Table4.4) on egocentrism.

#### 4.3.1.3 Psychomotor Domain – Coordinating eyes and hands

Schools also seek to improve on the psychomotor domain of the children in their schools. This domain is on how children coordinate the mental and physical abilities simultaneously. This is by performing tasks which require the use of brains and muscles. In order to test this objective, the researcher asked the pupils to colour a given picture and scored them according to how well the pupil coloured within the outline of the figure. This is associated with good handwriting. The findings are given in Table 4.7

**Table 4.7: Colours within outline and sponsorship**

Performance	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Excellent	0	.0	10	6.25	0	.0	0	.0	10	6.25
Very Good	7	4.4	8	5.0	4	2.5	6	3.8	25	15.7
Good	20	12.5	37	23.1	10	6.25	9	5.6	76	47.3
Fairly Good	10	6.25	25	15.6	6	3.8	5	3.1	46	28.75
Poor	3	1.9	0	.0	0	.0	0	.0	3	1.9
Total	40	25	80	49	20	12.5	20	12.5	160	100.0

Source – Survey Data 2012

From the table, 35(21.95%) of the children scored either ‘Excellent’ or ‘Very good’. Out of these, 18(11.25%) were from the private schools followed by 7(4.4%) from public. Ironically, public schools were still worst with 1.9 %( N=3). This implies that the Private sponsored schools gave the psychomotor domain a high priority while the public schools were not keen on this front. Probably, provision of resources in private schools enabled children to acquire the skill. It can also be argued beyond reasonable doubts that QASOs are not adequately equipped to handle inspection and assessment of Early Childhood Development and Education (ECDE) services; including issues in transition (Republic of Kenya, 2005 – 2010) thus some of the activities were not given preference.

#### 4.3.1.4 Motor Domain – Balancing with one leg

The researcher also wanted to establish which of the sponsors of the schools was keen on ensuring that the children developed their motor skills in the learning process. The pupils

were asked to stand on one leg and the researcher scored their performance on the scale of 'Excellent – Poor' depending on the duration the children stood on one leg. The observations were collected and presented in Table 4.7

**Table 4.8: Balancing with one leg and main sponsor of the school**

Performance	Public Schools		Private Schools		Community Schools		Faith Based Schools		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Excellent	25	15	10	6.25	9	5.6	12	7.5	55	33
Very Good	5	3.12	18	11.25	5	3.12	3	6.25	31	23
Good	8	5.0	40	25.0	3	1.9	2	1.25	53	33.1
Fairly Good	3	1.9	12	7.5	3	1.9	1	0.6	19	11.9
Total	40	25	80	50.0	20	12.5	20	12.5	160	100

Source – Survey Data 2012

The table above clearly shows that the children who either balanced 'Excellent' or 'Very good' were 86(56%) of all the children. In accordance to school sponsorship, 30(18.12%) of the children who were from public sponsored schools scored 'Excellent' and 'Very good' and 28(17.5%) from the Private schools. Faith Based Schools were rated 15(13.3%) and finally community schools were 14(8.18%). The high performance in public is not likely to be pegged to good management bearing in mind that in all other domains public schools have been rated below average. It could also be due to walking long distances to school which strengthened their bones and leg muscles. Most private schools have play equipment which could be the reason of the good performance. The 7.5 % (N=12) who had fairly well could be the ones who used buses and, had limited time to play due to emphasis on academic performance or had no play-equipment. The same applies to community schools and faith based schools which are usually located within the children's environs. Children from these schools had average performance an indication that play was most likely not a priority. Boreham and Riddoch, (2001) suggested that enhanced bone mass from physical activity has the potential to reduce the risk of osteoporosis and associated fractures in later life. This calls for emphasis in out door activities in the schools. It also shows that teachers might not lay much emphasis in all activities done in schools due to minimal supervision ( Table 4.4).

### 4.3.2 To Establish the ECDE Management Practices and how it affects children's learning achievement

#### 4.3.2.1 Human Resource Management – Teacher Compensation

Staff compensation is one of the human resource management aspects in the management of an organization. The staffs are to be given good salary packages that reflect the work that they do or are expected to do. The researcher wanted to establish which of the sponsors offered better salaries to the ECDE teacher. This was achieved by running a cross tabulations of the item on 'monthly salary range of the EDCE teacher' and that of 'who is the sponsor'. The findings are as given in Table 4.9

**Table 4.9: The main sponsor of the school is and salary range of the teacher**

Salary per Month	Public Schools		Private Schools		Community		Faith Based		Total
	Frq	%	Frq	%	Frq	%	Frq	%	
200-4000/=	0	.0	2	16.7	1	50.0	1	50.0	3 27.3
4001-6000/=	2	100.0	3	50.0	1	50.0	0	.0	5 45.5
Over 9000/=	0	.0	2	33.0	0	.0	1	50.0	3 27.3
Total	2	100.0	7	100.0	2	100.0	2	100.0	11 100.0

Source - survey data 2012

From the table above, out of the 11 ECD teachers who participated, 3(27.3%) of the teachers were being poorly paid, below KSh. 4,000/= , 1( 50%)of the teachers in the Faith Based Schools and Community schools were in this category. In the public sponsored schools all of the teachers were paid between 4,000/= and 6,000/= per month, 2(33.3%) of the teachers in private schools and 1(50%) percent of the teachers in Faith Based Schools were paid over 9,000/=. This suggests that the teachers in private schools and Faith Based Schools were well compensated than those from the public and Community sponsored schools. It explains earlier findings that (Table 4.2.4) that given the current economic difficulty, it is likely that the teachers are not motivated and their job satisfaction could be low. It is demoralizing to realize that teachers are even paid lower than how helps who have no professional qualifications. Currently they earn over 7000/= while there are ECDE teachers who earn less than 4000/= (Table4.3). This is a wake up call ECDE teachers should join hands and come up with a body to fight for their rights. However, effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991)

#### 4.3.2.2 Human Resource Management - Level of Teacher Motivation

The quality of the work done by the teacher is indicative of the level of motivation of the teacher. Although money is not the only motivator, it is a key factor of staff motivation. Highly motivated staffs do high quality work. The researcher cross tabulated the responses on the salary given to the teachers and the quality of home work the teachers gave to the pupils. The results are as given in Table 4.10

**Table 4.10: Schemes of Work and Teacher's salary per month**

Performance	2000-4000/=		4001-6000/=		Over 9000/=		Total	
	Fqr	%	Fqr	%	Fqr	%	Fqr	%
Excellent	2	66.7	2	40.0	2	66.7	6	54.5
Very Good	0	.0	0	.0	1	33.3	1	9.1
Fairly Good	0	.0	3	60.0	0	.0	3	27.3
Poor	1	33.3	0	.0	0	.0	1	9.1
Total	3	100.0	5	100.0	3	100.0	11	100.0

Source - survey data 2012

From the table 4.10 above, it is evident that teachers who were lowly paid were less enthusiastic about their work. 3(60%) had fairly good while 1(33%) were rated poor. These categories of teachers earning less than Ksh.6, 000/= as the monthly salary. The teachers who had excellent as a remark on the quality of the work they gave earned between 4000/= to 6000/=per month. This goes to imply that well paid teachers who are also recognized for their effort are more dedicated to their work than those who are not well paid. This confirms research by (Herzberg, Mausner, & Snyderman, 1959) which suggested that motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

#### 4.3.2.3 Human Resource management – Professional Growth - refresher Courses

As a good management practice, managers are expected to encourage the professional growth of the workers in their organizations. The researcher wanted to establish which of the sponsors was keen on ensuring the professional development of the teachers in the schools. To this end, the responses on the question on how often the respondents attended refresher courses was cross tabulated with the sponsor of the school. The results are given in Table 4.11

**Table 4.11: ECDE teachers' refresher courses and the school sponsor**

Duration	Public Schools		Private Schools		Community Schools		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Fqr	%
Once Per Term	2	100.0	1	20	1	50.0	1	50.0	5	45.5
Once Per Year	0	.0	3	60	1	50.0	1	50.0	6	54.5
Twice Per Year	0	.0	1	20	0	.0	0	.0	1	9.1
Total	2	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

From table 4.11 above the Private school were very irregular in taking their teachers for refresher courses with 20%(N=1) once per term, 60%(N=3) once per year and 20%(N=1) twice per year, followed by the Community and Faith Based Schools at 1(50%). The Public schools were more regular and constant at 100 %(N=2) per term. This implies that the public schools were keen on the professional development of the ECDE teachers in its schools.

Moreover, being professionally trained they must be aware that refresher courses expose teachers to current trends in educational matters. This is in line with Konchar (1998) who stated that "schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. Private schools may not be very keen on refresher courses as they might find it time wasting while children should be in class drilling children for better performance as it is the norm in most private schools.

#### 4.3.2.4 Financial Management - Annual ECDE Budget of the Centre

No organization, schools included can achieve its goals without financial resources. The financial resources are in the form of budgets for acquiring various needs in the school. The researcher therefore wanted to find out which of the sponsors provided enough financial resources for the respective ECDE centres

**Table 4.12: Financial Management and school sponsorship**

Annual Budget	Public Schools		Private Schools		Community		Faith Based		Total
	Frq	%	Frq	%	Frq	%	Frq	%	
10,000-50,000/=	0	.0	0	.0	0	.0	1	50.0	1 9.1%
50,001-100,000/=	0	.0	3	60.0	0	.0	0	.0	4 3.6%
Over 150,000/=	2	100.0	2	40.0	2	100.0	1	50.0	7 63.6%
Total	2	100.0	5	100.0	2	100.0	2	100.0	11.100.0

Source - survey data 2012

From the table, it is evident that (7)63.6% of the ECDE centers were operating with an annual budget of over than KSh. 150,000/=. All public, Community and Private schools fell in this category. Faith Based Schools who comprised of 1(50%) were operating on over Ksh.150,000/= per year and the other half 1(50%) of the Faith Based Schools were poorly funded, operating with an annual budget of less than Ksh. 50,000/=. The possible explanation why public sponsored centres operated on an annual budget of over 150,000 was because of high enrolments and thus high collections. Parents are able to pay because ECD committees decide on the amount to pay taking into account the parents' income level (MOEST2005). Collections would be hundred percent. However it is worth noting that in spite huge budget performance in public schools was below average (Table 4.4, 4.5, 4.6, and 4.7). Probably auditing done was questionable (Table 4.13). In community schools parents are more concerned about their children's welfare and would ensure all fees are paid for maximum provision of resources. This confirms report by (ESSA, 2011) that most community members are deeply concerned about education and are willing to contribute to efforts to improve and expand local schools. It is also disturbing that in spite of the huge collections, performance in these community schools is wanting. The case goes to Faith based schools. Collection was 50 %(N=1). Religion plays major and multiple roles in education and schooling (Tietjen 2000). The Private schools spent more funds so as to have high quality facilities and resources in

order to attract more children hence make more profits as they among profit making companies (Oxfam International, 2006.)

#### 4.3.2.5 Financial Management - Head teachers' financial management Skills

The manager is expected to be in full charge of the ECDE center including financial resources. One of the aspects of management is financial management. The head teacher is supposed to have some basic skill of book-keeping and financial control. All head teachers are normally promoted from the pool of teacher, yet it is documented that the teacher training colleges do not train on such management skills. The researcher therefore wanted to establish if the head teacher went for refresher courses to sharpen their financial skills. Of particular interest was which sponsor was keen on having a skilled head teacher. The results of this are shown in the cross Table tabulation in table 4:13

**Table 4.13: financial management training and sponsor of the school**

Financial Management Training Attendance	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Yes	2	100.0	3	50.3	2	100.0	2	100.0	8	72.7%
No	0	.0	3	50.3	0	.0	0	.0	3	27.3%
Total	1	100.0	6	100.0	2	100.0	2	100.0	11	100.0%

Source - survey data 201

In reference to table 4.13, (8)72% of the respondent headteachers indicated that they had attended a refresher course of financial management. All the head teachers from the public sponsored schools, the Community and Faith Based Schools had attended the course. This contradicts (Wanderi, (2008) and (2005) who suggested these skills are not present in the administration of many public school (Wanderi; 2008) Ogembo (2005). In the private schools, 50 % ( N=3) had attended course on financial management while 50 % ( N=3) had not. This could be due to the reason that private schools are private firms and may avoid

auditing to evade income tax department or the mere fact that mostly they are run by non-professionals for commercial purposes and may be ignorant of financial management skills. Which would help them in maintaining book of accounts and seal loops that would create loses in their firms.

#### 4.3.2.6 Financial management – Audit of Financial records

Prudent financial management calls for regular audit of the books of accounts of the school. This would show whether the school funds are used properly or not. On the background of who the sponsor of the school was, the researcher wanted to establish if audits were being conducted and if so, by whom.

**Table 4.14 : Financial management – Audit of Financial records**

Financial Records Auditing	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
DSA	2	100.0	0	.0	1	50.0	0	.0	2	18.2
Internal Auditor	0	.0	3	50.3	0	.0	0	.0	3	27.3
Part-time Auditors	0	.0	1	16.7	1	50.0	0	.0	2	18.2
No Auditing	0	.0	2	33.3	0	.0	2	100.0	4	36.4
Total	2	100.0	6	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

From table 4.14 , the Faith based ECDE centers did not do any financial audit at all. These comprised 2(100%).s Private schools ,3(50%) ,conducted internal audit , while 33.3%(N=) of the Private schools did not conduct any audit at all. The public schools had 2(100%) audited by DSA. However in spite of auditing being carried out, performance in public schools as below average (Table 4.4, 4.5, 4.6, and 4.7) It is likely that figures were just quoted to cover up the true picture on the ground. Probably auditing as shown in the table was not real and if conducted it is likely that the DSAs involved were unscrupulous officers who were corrupted and thus allowed misappropriation of funds or manipulation of books of accounts. According to (Education Act,1968) in the public primary schools, the SMC are mandated to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects. The head teachers might have realised that they lack necessary skills and opted to seek professional help or felt involving SMC would deny them a chance to have a share of the fee collected! This concurs with (Clark:2008;278) remarks that selected members of the (governing) body may be ill-

equipped. The Faith Based schools were least financially managed probably due to lack of avenues to question the religion leaders – would be questioning the spiritual fathers which is usually against church doctrines and may to ex-communication of church members making them turn a blind eye to such matters. This contravenes Education Act which states that BOG are mandated to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects (Education Act 1968 Cap 211).

#### 4.3.2.7 Physical Resource Management – Adequacy of Classes

The manager of the ECDE has the responsibility of allocating the scarce resources to ensure that all areas are sufficient funded in line with the systems approach to management. One of the areas is the development of physical facilities/infrastructure like classrooms. The researcher asked the respondents to indicate their opinion on how they agreed with the adequacy of the classrooms in the school, on the background of who the sponsors of the ECDE centre were.

**Table 4.15: Number of Classes and School Sponsorship**

Number of Classes is Adequate	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Strongly Agree	0	.0	4	80.0	1	50.0	0	.0	6	54.4
Agree	0	.0	1	20.0	1	50.0	1	50.0	3	27.3
Disagree	0	.0	0	.0	0	.0	1	50.0	1	9.1
Strongly Disagree	2	100.0	0	.0	0	.0	0	.0	1	1.9
Total	2	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

The table vividly shows 6(54.4%) of the respondents strongly agreed that the classrooms were adequate. All the Private schools and community schools had adequate classes with 4(80.0%) strongly agreed while 1 (20.0%) agreed. The high percent in private schools could be because they are profit making centres (Oxfam International, 2006) and thus strive to create a conducive environment to attract more ‘customers’. Managers in private schools might also have realised that small classes were easier to manage. This is in conformity with Blatchford 2003; Good and Brophy 2003; Hattie 2002) suggestions that teachers working with fewer pupils are able to correct tasks and provide feedback more frequently and are able to cover the curriculum more in depth than in larger classes .The Classrooms were not

adequate in all the public schools with 2(100.0%) strongly disagreeing. The inadequacy in the public school could be attributed to over-enrolment due to the free education program where preschool classes were occupied by primary school pupils who spill over from their congested classes. Parents would also take more children to public schools awaiting Free Primary Education (Republic of Kenya, 2005). The classrooms in the Faith based schools seemed enough may be due to the fact that mostly those who subscribe to that religion/faith would easily send their children to faith based schools hence the over enrolment in some of the faith Based School.

#### 4.3.2.8 Physical Resource Management – Availability of playing materials

Playing materials are very important in ECDEs. Children learn best through play and they develop their motor skills and social competence skills. If the playing materials are not available, the children are likely to be disadvantaged. The researcher wanted to establish which of the sponsors was keen on providing the playing materials in the ECDE center by cross tabulating the responses as shown in Table 4.1 Table

**Table 4.16: Fixed and Unfixed play equipment and the Sponsor of the School**

Availability of Fixed and Unfixed play equipment	Public		Private		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Strongly agree	0	.0	4	66.7	0	.0	5	45.5	5	45.5
Agree	0	.0	0	.0	1	50.0	2	18.2	2	18.2
Undecided	0	.0	1	16.7	1	50.0	2	18.2	2	18.2
Strongly disagree	1	100	1	16.7	0	.0	2	18.2	2	18.2
Total	1	100	6	100.0	2	100.0	11	100.0	11	100.0

Source - survey data 2012

From the table, 66.7%(N=4) of the private schools had both fixed and unfixed equipment, (50%N=1) percent of the Faith Based Schools had the playing materials. High percentage in private schools may be pegged on the fact that they wish to attract more customers for private gains (Oxfam International 2006). The Ministry of Education sponsored schools did not have this facility. Probably emphasis in public schools is laid in realisation of mean scores of KCPE. This suggests that the public school children are disadvantaged as far as their motor skills development is concerned which is detrimental to their health. According to World

Health Organization (WHO), (1946), health in its broader sense is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. It is disturbing to observe that public schools lack such facilities yet funds accrued in fees collection for annual budget is over 150,000/=(table4.12), raising further questions on auditing by DSAs (Table4.13)

#### 4.3.2.9 Curriculum and Instructional Management

One of the core businesses of the school is to deliver the curriculum – teaching and covering the various aspects of the education program or syllabus. The head teacher is expected to ensure that the teachers do their work as expected. This is done through keeping some records of how they do their work. This is through the use of schemes of work, lesson plan, checking pupils’ books, and pupils progress records. The researcher wanted to find out how the curriculum is managed by analyzing the records kept by the teachers. The findings are presented in the subsequent sections

#### 4.3.2.10 Curriculum management – Schemes of Work

Teachers are expected to prepare and use schemes of work in teaching. A scheme of work is a plan of how the teacher intends to cover the topics as stipulated in the syllabus in a particular term. The researcher asked for and analysed the schemes of work that the teachers were using and rated them from excellent to poor. The summary of the findings is given in Table 4.17.

**Table 4.17: Remark on availed Schemes of Work and the Sponsor of the school**

Availability of schemes of work	Public		Private		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Fqr	%
Excellent	0	.0	3	60.0	2	100.0	0	.0	6	54.5
Very Good	0	.0	0	.0	0	.0	1	50.0	1	9.1
Fairy Good	0	.0	2	20.0	0	.0	0	.0	3	27.1
Poor	2	100.0	0	.0	0	.0	1	50.0	1	9.1
Total	2	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

From the table slightly above a half of the schools , 6(54.5%) – had excellent schemes of work. About two thirds – 3(60.0%) - of the Private schools had excellent schemes all the Community schools had excellent schemes with2 (100.0%).Faith based schools 50%(N=1)

rated very good and 50%(N=1)poor. The Public sponsored schools were extremely poor in availability of schemes of work at 100%(N=2). This suggests that there was good curriculum supervision in the private and community schools. This goes to explain why the private schools perform well in national examinations and public always leading from behind! This is disturbing because according to according to Kwakwa (1973) the head teacher is a key person in any education system. He takes care of the final arrangements of the education of students in a school. This not the true picture in public schools where head teachers are highly qualified and expected to be more productive in their work.

#### 4.3.2.11: Curriculum management – Lesson plan

The lesson plan is a tool that the teacher uses to order their steps in the actual teaching in class. It outlines the teaching methods and the learning aids that will be used. This makes the teacher to have a compass of how to go about the lesson coverage. The researcher therefore wanted to establish if the schools used the lesson plan in their teaching. The teachers were asked to avail their lesson plans then the researcher rated them. The findings are given in table 4.18

**Table 4.18: Remark on Availed Lesson Plan and the Sponsor of the School**

Availability of Lesson Plans	Public Schools		Private Schools		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Excellent	0	.0	3	60.0	0	.0	0	.0	4	36.4
Very Good	0	.0	0	.0	1	50.0	1	50.0	2	18.2
Fairy Good	0	.0	1	20.0	0	.0	1	50.0	2	18.2
Poor	1	100.0	1	20.0	1	50.0	0	.0	3	27.3
Total	1	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source – Survey data 2012

The table shows that only 4(36.4%) percent of the schools had excellent lesson plans, and 2(18.2%) percent had very good lesson plans. The Private schools had excellent lesson plans (60%N=3), 50%N=1 percent of the Faith Based Schools and Community schools had very good lesson plans. The Ministry of Education sponsored schools had poor lesson plans. Again this goes to prove why the private schools lead the rest in national examinations as the curriculum supervision aspect of school management. It shows that head teachers were not playing their roles as managers as it was expected according to (Brunet and Boudreaslt 2001) conjectures that the head teacher acts as a manager-head teacher who is active in the field of management of resources and management of people in technical use.

#### 4.3.2.12: Curriculum management – Checking children’s books

The teachers are expected to check the pupils’ books so as to provide feedback on how they are fairing in class. Checking books also enables the teacher to identify grey areas and provide for remedial teaching. The researcher asked for the pupils’ exercise books and rated how the teachers marked the books. The results are presented in Table 4.19.

**Table 4.19: Remark on children’s book and sponsor of the school**

Remark on Children’s Book	Public Schools		Private Schools		Community Schools		Faith Based Schools		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Fqr	%
Good	0	.0	2	40.0	1	50.0	1	50.0	4	36.4
Fairly Good	2	100.0	2	40.0	1	50.0	1	50.0	6	54.5
Poor	0	.0	1	20	0	.0	0	.0	1	1.9
Total	2	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

In accordance to table4.19 above, out of the 11 schools none had been rated as either excellent or very good in checking the books. Only 4(36.4%) of the schools had been rated as good. These included 2 (40%) of the private schools and 2(50%) of both community and Faith Based Schools were in this category too. 6(54.5%) percent of the schools were rated fairly good. It shows there was keenness in monitoring of teacher performance in these schools. This explains why the Ministry of Education sponsored schools are always last in national examination. More so teachers’ morale in work could be low due to poor payments (table 4.3). This concurs with research by (Herzberg, Mausner, & Snyderman, 1959) which suggested that motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction which these teachers could definitely be lacking.

#### 4.3.3 To establish the level of involvement of parents and community in the management of the ECDEs and learning achievement

The researcher had also wanted to establish how the schools involved other stake holders in the running of the schools. This is because research has shown that schools which involve the parents and the community in managing the schools perform better in examinations and the general discipline of the school. The researcher therefore set out to establish the level of involving the school the community in different aspects of school management juxtaposed on

the type of sponsor of the school. Some statements regarding involvement were made and the head teachers were required to state how they agreed to them.

#### 4.3.3.1 Involvement of Parents in Decision Making

The head teachers were asked to indicate how they agreed to the statement that 'parents' views are sort in decision making in matters of improving the school'. The responses are as shown in Table 4.20

**Table 4.20: Parents' views are sort in decision making in matters of improving the school and the school sponsor**

Responses	Public		Private		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Strongly Agree	0	.0	3	67.7	2	100.0	2	100.0	8	72.7
Agree	2	100.0	2	33.3	0	.0	0	.0	3	27.3
Total	2	100.0	5	100.0	2	100.0	2	100.0	11	100.0

Source - survey data 2012

The table shows that out of 11 respondent head teachers in the study were in agreement that the community was involved in decision making. Of these 8(72.7%) strongly agreed while 3(27.3%) just agreed. This suggests that most schools enlisted the support of the stake holders in managing the schools. This confirms (ESSA, 2011) that most community members are deeply concerned about education, and are willing to contribute to efforts to improve and expand local schools.

#### 4.3.3.2: Community Involvement in Maintaining Discipline in the School

The head were asked to indicate how they agreed on the statement that 'the community is involved in maintaining high standards of discipline in the school. The head teachers responded as captured in Table 4.21

**Table 4.21: Community's Involvement in maintaining discipline in school and school's sponsorship**

Response	Public		Private		Community		Faith Based		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Strongly Agree	1	100.0	2	33.3	2	100.0	2	100.0	7	63.6
Agree	0	.0	1	16.7	0	.0	0	.0	1	1.9
Disagree	0	.0	2	33.3	0	.0	0	.0	2	18.2
Strongly Disagree	0	.0	1	16.7	0	.0	0	.0	1	9.1
Total	1	100.0	6	100.0	2	100.0	2	100.0	11	100.0

Source – Survey Data 2012

From the 63.6 % ( N=7) s of the respondents strongly agreed that they involved the community in maintaining discipline in the schools. However, 50(N=3) of the private schools did not agree to this statement. This confirms the public view that some private schools are not open to the community because they are individual commercial enterprises with no share holding hence they are operated as private business or parents are not aware of their roles in the schools. This is in acceptance with both Ngidi (2004) and Mkhonto (1998) suggestions that the community is not highly involved because parents do not understand their role as School Governing Body (SGB) members and their training was also limited. It is also likely that the selected members of the (governing) body may be equally, ill - equipped for the task [(Clark; 2008; 278)].

## CHAPTER FIVE

### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 Introduction

This chapter presents the summary of the findings as obtained from the analysis. The summary then leads to the recommendations and the recommendations for further study. Finally it closes with conclusions.

#### 5.2 Summary of Findings

The research study was conducted Bamburi zone of Mombasa municipality in Kenya. The study was set to establish the influence of preschool management on learning achievement in preschools particularly sponsorship, management practices and the level of involvement of stakeholders in the management of the ECDEs and its relationship to learner achievement. The key sponsors were established as Public schools 18.1%(N=2), Private schools 45.8%(N=5), Community schools 18.2%(N=2) and Faith-Based schools (18.2%(N=2) and qualifications of the ECDE teachers slightly more than a half, 54.5%( N=6) of the teachers had Diploma in ECDE teaching and 45.5%(N=5) of the teachers had Certificate in ECDE. In terms of salary 27.3%(N =3) of the teachers was paid less than Ksh 4,000/= per month, about a half of the respondent teachers – 45.5 %( N =5) were paid between 4001/= and 6000/= while 27.3%N=3 was paid above 9000/=.

The study showed that in performance of the three domains ,namely, cognitive, affective and psychomotor, in cognitive domain public schools had the least learner achievement of a (mean=10.82) in Language and (14.80) in Mathematics while private schools led in Language with a (mean = 22.3) and faith –based schools topped in Mathematics with a (mean = 21.2). Total score in both tests was 25 marks.

**Affective Domain – Social competence – sharing:** 24 %(N=38) of the children performed at the level of 'Excellent'. Of these, the Faith Based Schools contributed 12(7.5%) followed by the Private schools at 11(6.8%) and 6(3.7%) were community schools. In the level of poor there was 9%(N=15). Out of these private schools contributed the most with 9 (5.6%) falling in this group. In the same domain – Cooperation with others: 75(46.5%) of the pupils scored an 'Excellent' or 'Very good' on cooperation with others. The Private schools led with 36(22.2%) contribution, followed by the Faith Based Schools and community schools who

both had 8.1%(N=13) The private schools were also the poorest in cooperation among the children with 10(6.5%) in this group.

In Psychomotor Domain – Coordinating eyes and hands: 25(21.2%) of the children scored either 'Excellent' or 'Very good'. Of these, 18(11.25%) were from the private schools followed by 6(3.8%) from the Faith Based Schools. The public sponsored schools were the worst. Out of the 40 children from the public sponsored schools, 13(8.5%) of them scored 'Fairly good' and 'Poor'. In motor domain – Balancing with one leg: 86(56%) of the pupils scored 'Excellent' and 'Very good', 29(18%) were public sponsored schools followed by 28(12.5%) from the Private schools, 15(13.75%) faith based schools and 14(8.72%) from community schools.

In human resource management – Teacher Compensation: the research study established that 27.3 %( N=3) of the respondent teachers were poorly paid, below KSh. 4,000/= while 1(50%) percent of the teachers in the Faith Based Schools and Community schools were in this category. In the private schools 33.3 (%N=2) of the teachers and 50 percent of the teachers in Faith Based Schools were paid over 9,000/=. In the level of teacher motivation: Teachers who were lowly paid were less enthusiastic about their work hence they didn't give the pupils quality work. The teachers who had excellent as a remark on the quality of the work they gave earned over Ksh. 9,000/= per month. In professional growth: it was established that public schools were regular in taking their teachers for refresher courses once per term whilst private schools were the most irregular as they their teachers sometimes once per term, once per year or twice per year.

In financial management - Annual ECDE Budget of the Center: 54.5%(N=7) of the ECDE centers were operating with an annual budget of over than KSh. 150,000/=. The public schools and Community sponsored schools 2(100%), 2(40%) of Private schools and 50 percent of the Faith Based Schools were operating on over Ksh.150,000/= per year.

Financial Management - Head teachers' financial management Skills: 72%(N=7)of head teachers had attended a refresher course of financial management. All the head teachers from the Ministry of Education sponsored schools, the Community and Faith Based Schools had attended the course. 50 percent of the head teachers from the Private schools had never attended any course on financial management. In auditing of financial records: Faith based ECDE centers did not conduct any financial audit at all! 50 %(N=3)of the Private schools

conducted internal audit, while 33.3 percent of the Private schools did not conduct any audit at all. The Ministry of Education sponsored schools and some community schools had their accounts were audited by the District Schools Auditor (DSA).

In physical resource management the study established the classes were adequate with 81.8 % ( N=9) of the respondents being agreement. All the Private schools and community schools had adequate classes. However Classrooms were not adequate in all the public schools with 2 (100%) strongly disagreeing. With availability of playing materials: 66.7%(N=) of the private schools had both fixed and unfixed equipment, 50%( N= 5)of the Faith Based Schools had the playing materials. The Ministry of Education sponsored schools did not have this facility. In reference to curriculum and instructional management - Schemes of Work: 54.5%(N=6) had excellent schemes of work. About two thirds - 60 %(N= 3) of the Private schools had excellent schemes all the Community schools had excellent schemes. The public sponsored schools had fairly good schemes while 2(100%) percent had poor schemes of work. In Lesson plans: 36.4 %(N=4) of the schools had excellent lesson plans, and 18.2 %(N=2) had very good lesson plans. In the Private schools 60 %(N=3) had excellent lesson plans, 50%(N=1) of the Faith Based Schools and Community schools had very good lesson plans. The public sponsored schools had poor lesson plans. In the checking children's books, no school had been rated as either excellent or very good in checking the books. 40%(N=2) of the private schools and 50 % (N=1)of both community and Faith Based Schools had been rated as good. In Involvement of Parents in Decision Making: All the head teachers in the study were in agreement that the community was involved in decision making. Of these 72.7 %(N=8) strongly agreed while 27.3 %(N=3) just agreed and finally in community involvement in maintaining discipline in the School: 63.6 %(N=7) of the respondents strongly agreed that they involved the community in maintaining discipline in the schools but 50%(N=3) of the private schools did not agree to this statement.

### **5.3 Recommendations**

Based on the study findings the researcher recommends that thorough supervision should be conducted in ECDE centres to establish the root cause of poor performance this being the foundation of learning to higher levels of education. There should be serious auditing in all the ECDE centres for transparency and accountability to ensure that all funds collected from the public give back quality services to the community. The government should consider employment of ECDE teachers who are neither here nor their in all cadres of government

employees yet a lot of resources are channelled to their training. The government should also come up with guidelines for ECDE teachers' remuneration to protect them from being exploited by unscrupulous employers who overwork them and pay them meagre salaries.

#### **5.4 Suggestions for further research**

From this study, some gaps have been established which lead to suggestions for further research in financial management, teacher motivation and supervision in ECDE centres.

#### **5.5 Conclusions**

In conclusion the study established that there is good performance in private schools probably because they are profit making firms and thus keen in attracting and maintaining 'customers' in their schools while performance in public schools is the worst probably due to disconnect in management as the head teacher of the primary school is also in charge of the ECDE centre and might neglect it due to too much pressure in realisation of high mean scores in KCPE exam. However, parental involvement was highly rated in public schools probably because they were more open to them than private schools which were individually owned and thus run without much consultation from parents.

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## APPENDIX I

### LETTER OF PERMIT TO CONDUCT RESEARCH

University of Nairobi

P.O Box

Nairobi

Ministry of Higher Education and Technology

Jogoo House

P.O Box

Nairobi

Dear Sir/Madam

#### Request to Conduct Research on Management in Mombasa Municipality

This is to inform you that I am currently studying Early Childhood Education at the University of Nairobi. I wish to conduct a research on management in pre-schools. My research work includes field study to collect data that will form part of my Masters Degree. The purpose of this letter is to request you kindly to grant me permission to interview Zonal educational officers, DICECE trainers, head teachers, preschool teachers, school management committee members (SMCs) and other relevant stakeholders in sampled schools, in Bamburi zone, in Kisauni Division, Mombasa Municipality.

The information obtained from various respondents will be necessary for assessing how management is conducted in preschools. This is important because for effective learning to take place management has to play a pivotal role.

Yours sincerely

Zelipha W. Muriithi (Mrs)

## APPENDIX II: QUESTIONNAIRE SCHEDULE FOR HEAD TEACHERS

1. Please tick where necessary

Gender: Male  Female  Secular

Religion: Islam  Christian  Hindu

2. Who is the main sponsor of the centre

MoE  Private  Community  Faith based

3. i) Who is in charge of the pre-school H/T  Delegated teacher  Senior Teacher

4 i) What is the salary range of the teachers in the ECD centres 1000-2000

2000-4000  4000-6000  over 9000

ii) Who pays teacher's salary? GoK  Private  Commu   FBO  
NGO's

5 How often do ECD teachers go for refresher courses?

Once per Term  Once per Year  Twice per year  Never

6 Which programme is offered in your school?

KHA  Montessori  KIE curriculum  any other, specify

7 Which mode of assessment is commonly used by teachers?

Commercially acquired exams  Continuous assessment  Individualized  
progress record  any other specify

8 What is your approximate annual budget?

10000-50,000  50,001-100,000  100,001-150,000  Over 150,000

9 Have you attended any financial management training? Yes  No

10 Who conducts auditing of the ECD centres financial records?

District school auditors  Internal auditor  Part-time auditors

No auditing done

12 i) Does your school have SMC/BOG? Yes  No

ii) Does your SMC/BOG manage ECDE finances? Yes  No

### Part II

Instructions: please select your response against each statement and tick (✓) appropriately as official stated.

Key: SA-strongly Agree

A- Agree

UD-Undecided

DA- Strongly Disagree

D-disagree

S. No	Statement	SA	A	UD	D	SD
13	Parents views are sought in decision making in matters of improving school performance					
14	The community is involved in the development of the centres through: harambee, construction of facilities and labour					
15	The community is involved in maintaining high standard of discipline especially inside the school					

### APPENDIX III: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Please fill in the questionnaire for academic research proposes. Any information will be treated with at most confidentiality.

#### 1. Professional qualification

ECDE certificate  Diploma in ECDE   
Degree in ECDE  Any other, specify

#### 2. What type of curriculum training did you undergo?

Montessori  DICECE  KHA

#### 3. What's yours alary per month?

1000-2000  2000-4000  4000-6000  Above 9000

#### 4. What's the number of children in your class?

1-20  21-30  31-40  Above 40

5 i) Does your preschool have a head teacher? Yes  No

ii) If no, who heads your preschool?.....

6 i) Does the school provide resources for teaching / learning? Yes  No

ii) If yes, please list 5 of these resources.....

iii) In your opinion, are these resources adequate? Yes  No

7 i) Does your school have a school feeding programme? Yes  No

ii) If yes do you think the school the meals meets nutritional requirements for children?

Yes  No

8 i) How often do you attend refresher courses? Once per term  Once per year

Once in 3 years  Never attended

ii) Who pays for the refresher courses?

The school  Self  NGO  Publishers  Any other, specify

#### APPENDIX IV: OBSERVATION SCHEDULE FOR THE PRE-SCHOOL

S.no	Statement	1	2	3	4	5
	The number of classes in the school is enough.					
	The school buildings are up to the expected standards (ventilation, light, finishing, size, and roofing).					
	There is quality sanitation (adequate toilets, proper sewage, good drainage).					
	There is clean water in the school.					
	There are both fixed and unfixed play equipment.					
	There are adequate suitable sitting facilities.					
	The school is secured with a fence and a gate					
	There's a clean safe kitchen for preparing ECDE children's meals					

Key:

SA- Strongly Agree

A- Agree

UD- Undecided

D- Disagree

SD- Strongly Disagree

## APPENDIX V: DOCUMENTARY ANALYSIS FORM

Types of records	Available	not available	Remarks				
			E	VG	G	FG	P
Scheme of work							
Lesson plan							
Children's books							
Quality of work given to children							
Checked/marked							
Progress record							
Frequency of recording							
Teaching/learning resources							

### KEY:

- E - Excellent
- VG - Very Good
- G - Good
- FG - Fairly Good
- P - Poor

**APPENDIX VI: EARLY DEVELOPMENT INSTRUMENT: DOMAINS, SUB DOMAINS**

Domains	Sub-domains	Observations made				
		E	VG	G	FG	P
Psychomotor domain	<ul style="list-style-type: none"> <li>-Balancing on one leg</li> <li>-Throwing and catching the ball</li> <li>-Colors within the outline</li> <li>-Can hold the writing tool well</li> </ul>					
Affective domain (Social studies)	<ul style="list-style-type: none"> <li>Cooperates with others</li> <li>Shares with others</li> <li>Uses courteous words e.g. please</li> <li>Plays with others</li> <li>Ready to help others</li> </ul>					
Cognitive domain (Language and Mathematics)	<ul style="list-style-type: none"> <li>-Makes correct sentences.</li> <li>-Naming letters</li> <li>-recalls names of objects.</li> <li>-reads simple sentences.</li> <li>- completes missing numbers.</li> <li>-Can do simple addition and subtraction,</li> </ul>					

**KEY:**

E - Excellent

VG- Very Good

G- Good

FG - Fairly Good

P -Poor

KG III TERM 1 2012

LANGUAGE ACTIVITIES TEST

A. Make correct words

gge \_\_\_\_\_

ebll \_\_\_\_\_

tac \_\_\_\_\_

uns \_\_\_\_\_

estv \_\_\_\_\_

B. Write their names



C. Fill in the missing vowels - a e i o u

b--k    v-n    -nk    gl-ss    b-x

D. Read the sentences

This is a bus

The dog is big

Jill has a jug

mum has a mat

This is a car

E. Fill in the missing sound

a--d--f--h--

KG III TERM 1 2012

MATHEMATICS ACTIVITIES TEST

1. Complete the numbers

1 \_ \_ \_ \_ \_ 10

21 \_ \_ \_ \_ \_ 30

2. Put together

$4 + 1 =$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

3. Take away

$9 - 5 =$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

4. Fill in the missing numbers

$\square + 2 = 5$

$\square + 4 = 10$

5. Write in numbers

Six \_\_\_\_\_

four \_\_\_\_\_

nine \_\_\_\_\_

**APPENDIX IX: WORK PLAN**

	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Selection of title	■															
Chapter 1-3		■	■	■												
References					■											
Corrections					■	■										
Piloting						■										
Revision							■									
Data collection								■								
Data recording									■							
Data analysis										■	■					
Data cleaning												■				
Correction of report													■	■		
Submission of report																■

## APPENDIX X: ACTIVITY BUDGET

CORE ACTIVITIES	ITEMS/PARTICIPANTS	COST (KSH)
First meeting with supervisor	Stationery and travelling cost 4000/=	4000/=
Consolidation of literature	Library search Traveling expenses Ksh 300X30 days	9,000/=
Designing and developing research instruments	Typing and photocopying of research instruments Ksh 30X100 pages	3,000/=
Testing instrument validity and reliability	3x kshs 500	1500/=
Research induction and training (3 days)	Transport for research and two research assistants kshs 500X3X3 days	4,500/=
Pilot survey	100X7 days	700/=
Finalising of research instruments [typing and photocopying]	80 questionnaires in the zone X30	2,400/=
Seeking research permit	Travel x permit cost Kshs 1500	1500/=
Main field data collection (2months)	Travel, and subsistence for the researcher 300X120 days	36,000/=
Data processing, analysis and writing report	1 researcher 500X20 ays	10,000/=
Contingency(20)days	-	1,060/=
TOTAL	-	73,600/=