INFLUENCE OF CORPORATE LEADERSHIP ON PROTECTION OF THE RIGHTS OF CHILDREN IN ECD CENTRES IN BARINGO COUNTY, KENYA

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DECLARATION

I hereby declare that this research project is my original work and has not been presented for a degree or examination in any other Institution or University.

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This research project is submitted for examination with my approval as the University Supervisor.

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DEDICATION

My greatest gratitude goes to Abba Father for enabling and guiding me through my

academic life. I dedicate this research project to my grand daughter,

Professor Chelsea Cecilia Ayiti, for her undying support.

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ABSTRACT

The background of this study assessed how the structure of corporate leadership can effectively help to achieve the intended goals of Early Childhood Education (ECE). Since this is an aspect that has not been there in the ECE for long, the sector has not managed to protect the rights of children in ECE with ease. This has been as a result of the administrators' inability to steer their centres to sustainable and stable centres of protection of the rights of ECE children. The lack of proper mechanism to monitor and evaluate the ECE sector on the principles of corporate leadership has plunged the sector into an opaque, insecure and an unaccountable state. The statement of the problem for this study explicitly brings out how corporate leadership has not been exercised in the ECD sector; this has made its integration in the ECD centres a hefty challenge translating to the rights of children being shelved aside in all or most ECD centres; due to unprofessionally management based on the proprietor's line of thought or the indirect management of the host primary school administrators. The purpose of the study was to determine the influence of corporate leadership on the rights of children in ECD centres in Baringo County; by illustrating how decision-making safeguards the rights of children on ECD centres; determining the effect of ECD curriculum supervision on protection of the rights of children in ECD centres; investigating the role of staff development in safeguarding the rights of children in ECD centres; establishing how institutional development safeguards the rights of children in ECD centres and to find out how influencing of staff motivation on protection of the rights of children in ECD centres, in Baringo County. Descriptive survey design was adopted with focus on the influence of corporate leadership on the rights of children in ECD centres. The target population was the staff of ECD centres in Baringo County. Stratified random sampling technique was used to select a sample of 52 ECD centres as target. The study found that Corporate leadership is necessary and vital towards the accomplishment of the protection of the rights of children in ECD centers, the ECE curriculum supervision has played a fundamental role in protection of the rights of children to quality education in the ECE sector, on institutional development, the study found out that it has been very effective in bringing about results based on better or improved working conditions, good teaching materials and aids, and motivation of pupils to learn, it was also found out that staff motivation enhanced employees' taking of initiative, improved accountability, team work and professional capacity. The researcher, from the evidence given, concludes that the current state of corporate leadership implementation in ECD centers as a key to protecting the rights of children is wanting. The study made the following recommendations for policy action; corporate leadership should be implemented fully in all ECD centers to enhance the protection of the rights of ECD pupils; the existing state of corporate leadership in ECD centers administration should be reviewed since it does not fully encourage pupils' rights protection and the teachers and administrators need to be trained more on corporate leadership as the current understanding of many is inadequate. The study also proposed further research on the need to address much more comprehensively the direct indulgence of corporate leadership to the protection of children's rights in ECD centers.

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ABBREVIATIONS AND ACRONYMS

ANOVA: Analysis of Variance

a: Significant Level (alpha)

ECD: Early Childhood Development

ECE: Early Childhood Education

GoK: Government of Kenya

KIE: Kenya Institute of Education

MoE: Ministry of Education

n: Total Sample

P-value: Probability Value (got from SPSS analysis sheet/print out)

RoK: Republic of Kenya

SHMT: Stakeholder Management Theory

SPSS: Statistical Package for Social Sciences

INTRODUCTION

1.0 Background of the problem

Corporate leadership in ECD, according to Macey (2001), is an indispensable means of protecting the rights of children in ECD centres as it provides the environment required to secure good health, liberty, security, economic well-being, and participation in social and academic activities comprehensively. Pandey (2001) asserts that good performance in the ECD training immensely contributes to any country's national growth. Performing ECD centers produce an appropriate human resource capital as early in life as possible that is integral in spurring productivity. Improved national productivity is an important channel to eliminate poverty, disease and ignorance, hence improving human welfare (Croughy and Mark, 2006).

Macey (2001) states that corporate leadership is very essential in all institutions and can only be underestimated by institutions bound to fail. According to Goergan (2012), its effectiveness capitalizes on rules, processes, or laws by which businesses are operated, regulated, and controlled. By this, it means that corporate leadership's internal factors are defined by the administrators, stockholders or constitution of an ECD centre, without undermining external forces such government regulations. Hence corporate leadership in ECD centers provides a structure that works for the benefit of all concerned by ensuring that the centres adhere to accepted ethical standards and formal laws (Khalid, 2011).

Crawford (2007) traces the origin of corporate leadership in institutions as having arisen as a strategy to enhance the efficiency of corporations in the United States in early 19th century. The new concept was aimed at safeguarding the rights of proprietors and

stakeholders. Their ownership rights were increasingly being diminished by the continued securitization of their businesses into various business entities and institutions. But towards the culmination of the Second World War according to Arcot et al (2005), there emerged multinational corporations that created a managerial class. Over several decades, this managerial class metormophosized into corporate directors holding huge managerial powers. The result was numerous conflicts between the Chief Executives and the Board of Directors which undermined corporate values. Claessens et al (2002) relates the early 1990s exit of foreign capital in many countries to property asset collapse in capital generating economies. They blame the collapse on lack of corporate leadership mechanisms which eventually led to extensive bankruptcy of major multinational companies like Adelphia Communication in 1990s, Enron in 2000, AOL in 2004 and Tyco towards 2010.

Corporate leadership is founded on several principles which can be very crucial in ECD. These general principles are geared towards enhancing open governance of corporations (Principles of Corporate Governance, 2004). The principles include; one, the implementation of integrity and ethical behavior - this can be formulated in a manner to establish codes of conduct that can govern ECD centres administrators in decision making (Khalid, 2011); two, equitable treatment of all shareholders – this can ensure that all ECD centres stakeholders have equal rights and can easily exercise them hence encouraging pupils' participation in class (How to Work for Children, 2008); three, role and responsibility of the board – this principle of corporate leadership can aid ECD centres' management performance to be challenged for improvement by other stakeholders (Children are Everyone's Business, 2010); four, disclosure and transparency

- this can enhance ECD centres' accountability facilitating the issuance of clear and factual information on utilization of resources (Crane & Ali, 2010); lastly, interests of other stakeholders - this can reflect on ECD centres' responsibility towards non-shareholders including clients, workers and policy makers (Sapovadis, 2007).

The same principles that can make corporate leadership a great asset to the ECD can become its weaknesses as stated by Low (2008) when they are not implemented at all or are poorly implemented. The corporate leadership principle of integrity and ethical behavior is usually very difficult to implement except in large institutions where there exists established mechanisms to facilitate formulation and implementation of the codes (Easterbrook & Daniel, n.d.). The second corporate leadership principle of equitable treatment of all is a hefty challenge to achieve (Embedding Human Rights in Business, n.d.). This is because trying to equate and give an open forum for all shareholders and their distinct standpoints on various issues could be chaotic, cumbersome and time consuming.

The corporate leadership principle of role and responsibility of the board becomes a challenge as it usually leads to deeper disintegration rather than amalgamation of institutions' operation strategies (Low, 2008). This occurs where there is conflict of interest among the board members or there lacks coordination on the activities of the board. The fourth corporate leadership principle of disclosure and transparency becomes a weakness thus not achieved when other more influential factors including corruption, managers or directors' vested interests and external pressures are given more prominence (Ertuk, 2004). Lastly, the corporate leadership principle of interests of other stakeholders

becomes a weakness for lack of proper mechanisms for implementation (Sapovadis, 2007). Though it is geared towards incorporating non-shareholders to feel as part of the institution, there is no clear path on how this can be achieved comprehensively.

Where corporate leadership has been effectively adopted and efficiently implemented, such institutions have managed to attract investors with ease. This has been the result of the administrators' ability, through corporate leadership concepts, to steer their institutions to profitability and stability. To achieve this feat, Dzekmekci (2004) asserts that it has to be done in a transparent, secure and accountable manner. Corporate leadership has also nurtured competitive companies which have managed to prevail despite world economic crises that have felled many similar but differently run companies (Dennis & MacConnel, 2003). This proves responsible leadership effectiveness in management of resources provided. It is also to corporate leadership that proper use of limited resources has been accredited to (Principles of Corporate Governance, 2004).

According to Easterbrook and Daniel (n.d.), corporate leadership does influence the rights of children in ECD centres. Corporate leadership achieves this by building good will (How to Work for Children, 2008). A strong record on child rights builds confidence among vital stakeholders upon whom an ECD centre's legal and social license to operate and future performance of the general ECD sector leadership may depend. This takes into account the ECD pupils and appeals to governments who view responsible business leadership as a measure of suitability to operate. The intangible benefits of nurturing corporate leadership include increased sensitivity to children's needs and concerns as well as increased security in the learning environment (Children are

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Everyone's Business, 2010). Corporate leadership can thus help to protect the rights of children in the ECD centres by ensuring proper management is in place that will facilitate positive steps to include the most marginalized of these children like the poor, and those suffering from AIDS and other ailments.

The primary purpose of this is to enhance not only the performance, effectiveness and contribution of ECD administrators, but also to improve the effectiveness of ECD sector as a whole in fulfilling its role in safeguarding the rights of children to education (Children are Everyone's Business, 2010). This in overall contributes to a stable and sustainable future. It should be in no-one's interests to do business in an environment where the potential of future generations of workers and consumers is compromised by child rights violations such as subjection to poverty, violence, abuse, a lack of access to health and education, and inadequate participation in society (How to Work for Children, 2008). Corporate leadership can facilitate the protection of rights of children in ECD centres by making education acceptable to all pupils through provision of relevant and quality education and maintenance of conducive physical structures for all genres of pupils (Children are Everyone's Business, 2010).

1.1   Statement of the problem

Corporate leadership has aided to improve the performance of numerous institutions. As a result, companies have attracted more investors, improved employees' performance, utilized limited resources effectively, and surveyed the present market and forecasted future market behavior appropriately. This has enabled these institutions to prevail where others have had a hard time surviving in business.

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Contrary, corporate leadership has not been exercised in the ECD sector. This has made its integration in the ECD centres a hefty challenge translating to the rights of children being shelved aside in all or most ECD centres. This is because management of the sector is done unprofessionally based on the proprietor's line of thought or the indirect management of the host primary school administrators. This denies ECD centers the needed management structural capacity to implement corporate leadership appropriate for safeguarding the rights of children. Being made to look like appendage organs of the larger primary school, the ECD centres activities are therefore not given priority.

Corporate leadership offers a child socio-academic guidance, technical and interpersonal skills, and physical and mental security. This can help to enhance pupils' class and field participation. It can give assurance that future needs and expectations of children will be looked into today for a smooth tomorrow. Corporate leadership ensures that a child lives in a conducive environment for both physical and academic growth.

The above scenarios stress the need for corporate leadership and how it can be helpful in facilitating the rights of children in the ECD sector. There are numerous rights that it can influence in the ECD sector in Baringo County. The problem of this study will be to investigate the influence of corporate leadership on the rights of children in ECD centres in Baringo County.

1.2   Purpose of the study

The purpose of this study was to determine the influence of corporate leadership on the rights of children in ECD centres in Baringo County.

1.3   Objectives of the study

The broad objective of this study was to analyze the influence of corporate leadership on the rights of children in ECD centres in Baringo County. The specific objectives of the study were:

i)   To illustrate how decision-making safeguards the rights of children on ECD centres in Baringo County.

ii)   To determine the effect of ECD curriculum supervision on protection of the rights of children in ECD centres in Baringo County.

iii) To investigate the role of staff development in safeguarding the rights of children in ECD centres in Baringo County.

iv)   To establish how institutional development safeguards the rights of children in ECD centres in Baringo County.

v)   To find out the influence of staff motivation on protection of the rights of children in ECD centres in Baringo County.

1.4   Research questions

This study was guided by the following research questions;

i)   What is the effect of decision-making on protection of the rights of children in ECD centres in Baringo County?

ii)   How does ECD curriculum supervision protect the rights of children in ECD centres in Baringo County?

iii) What is the role of staff development in achieving the rights of children in ECD centres in Baringo County?

iv)   How does implementing institutional development safeguard the rights of children in ECD centres in Baringo County?

v)   How does staff motivation influence the protection of the rights of children in ECD centres in Baringo County?

1.5 Significance of the study

The dominant literature on the rights of children with regard to education has for long concentrated on achieving basic universal education. This study, contrary to previous studies, focused on the same theme but from a slightly different perspective. It specifically looked into the influence of corporate leadership on the protection of the rights of children in ECD centres in Baringo County.

The study is significant in a number of ways. First, the Ministry of Education will be informed on the extent to which corporate leadership can be implemented in the ECD centres to protect the rights of pupils. ECE teachers will also be informed on the roles that corporate leadership can play to improve quality and performance in ECD learning. This will safeguard the rights of children to not only accessing basic universal education but also to quality education.

The ECD centres administrators will also learn how corporate leadership can reduce supervisory hours, heighten morale, enhance social upbringing and improve performance. By achieving these feats, the rights of children to maintenance of records, class participation and protection against discrimination will be met.

Lastly, the study is important as its findings can be used by policy makers to formulate reform strategies pertaining to the ECD sector. This will enable policy makers to come up with clear policy guidelines relating to the protection of the rights of children.

1.6 Limitations of the study

One limitation of the study was that the findings of this study can only apply to areas that have similar characteristics like those of Baringo County. Also, the research relied on respondents who might, at times, have given incorrect responses which was beyond the researcher's control.

1.7   Delimitations of the study

The research covered all registered ECD Centres in Baringo County with focus being made on Kabarnet Division. It took into consideration both administrators and teachers. This was done through questionnaires. Other stakeholders such as the officials from the Ministry of Education were not included in the study.

1.8   Basic Assumptions

The following assumptions were made in the study; one, respondents gave honest responses when filling the questionnaires; and two, the teachers sensitized on corporate leadership have the ability to safeguard the rights of children more effectively.

1.9   Operational definition of significant Terms

Early Childhood Education: It refers to pre-primary school level of education with reference to Kenyan education system include baby class, pre-units and nursery schools. It incorporates the age up to 6 years.

Early Childhood Development: It looks into policies and programs relating to children from birth to 8 years. It incorporates both the parents/guardians and caretakers and their responsibility in protecting the rights of children to

achieving their full cognitive, emotional, social and physical potential.

Governance: It is concerned with the processes, systems, practices and procedures – the formal and informal rules – that govern institutions, the manner in which these rules and regulations are applied and followed, the relationships that these rules and regulations determine or create, and the nature of those relationships.

Leadership: It is the process of propelling an organization, a group of people, or other groupings into a focused pursuit of common goal(s); it is achieved through affecting members positively in good conduct, ethically and constitutionally.

Quality: Refers to the degree or standard of excellence where in education it reflects on performance and meeting the expected results.

1.10   Organization of the Study

This research is organized in five chapters. Chapter one comprises of background to the problems statement of the problem, purpose and objectives of the study, research questions, significance, delimitations, basic assumption and definition of terms. Chapter two deals with literature review on corporate leadership and its influence on the rights of children in ECD centres in Baringo County. Chapter three consists of research methodology focusing on researching design, target populations, sample and sampling

procedures, research instrument, validity and reliability of the research instrument, data collection procedures and data analysis techniques. Chapter four constitutes data analysis and discussion of findings. Lastly, chapter five deals with the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Literature review in educational research provides one with means of getting to frontier in one's particular field of knowledge (Gall and Borg, 1996). Unless one learns what has been done by others in one's area of study, one may not develop a project that would contribute to further knowledge that forms fundamentals upon which all future work must be built. Through the literature review, the researcher seeks to identify the element of corporate leadership in safeguarding the rights of children in ECD centres.

2.1 Corporate leadership, decision-making and children rights protection in ECE

ECD places emphasis on decision making through administrators and teachers for ECD learners as opposed to the practice of strictly using education officers located way off from the centres (Rok Quality Education and Training, 2005). With the increase in demand for ECE and in line with international development, there has been emphasis on good decision making in ECD centres (MoE Education Sector Review, 2003). This approach promotes the right of children to accessing quality education. Decision making in ECE according to Saitoti (2005) calls for restructuring of the education system in terms of physical facilities, curriculum, instruction and other aspects to children joining ECD centres.

In reality, with regard to Arun and Turner (2002), there could exist serious challenges in providing education to all ECD children unless it implements proper decision making. In order to achieve good decision making in ECE, there is a need to implement measures to increase participation of ECD all stakeholders (MoE Education Sector Review, 2003). The government of Kenya under the Free Primary Education

program is facilitating provision of additional capitation grants to facilitate implementation of decision making by re-training ECD centres administrators serving as the government's ideal focus (Rok Implementation of Free Primary Education, 2003). The funds are provided to ECD centres through the local county or municipal councils.

Saitoti (2005) asserts that lack of prior preparation and clear conceptualization of the philosophy of decision making can lead to emotional and social problems to ECD centres and their pupils. There are specific areas addressed by decision making which are ideal for the success of ECD centres, with reference to Rok Manpower Training in Education (1988), and regards the most appropriate teaching aids to be used; the issue of capacity building among the stakeholders; curriculum to be followed in the ECD centre; and physical learning environment for the safety if ECD pupils.

With reference to Arun and Turner (2002), ECD must actually recognize and reinforce decision making as one of the necessities for ECD children accessing their right to quality education. Practically, this can be achieved through choosing to provide information in the public domain on significance of ECD; providing forums for ECD learners to participate in co-curricular activities so as to enhance their talents early and to learn social integration skills; reviewing ECD teachers' education curriculum in order to impart decision making skills and competencies in teaching ECD pupils; and enforcing affirmative action in admission for ECD learners from all areas regardless of their physical or mental situations and at all levels.

2.2 Corporate leadership, curriculum supervision and children rights in ECE

The curriculum used in ECD is rigid and overloaded (Rok Education System, 1999). As a result, it does not take care of the individual needs of ECD learners in

education. The government of Kenya through Kenya Institute of Education has an ECE division where curriculum in ECD is developed. Kenya Institute of Education has made effort to develop pre-school curriculum for ECD children certificate curriculum for ECD teachers and various diploma curricula in ECE. Despite this effort, it is notable that several other curricula support materials for ECD learners require to be developed (Arun and Turner, 2002). The government and other stakeholders have to undertake coordinated and collaborative interventions to develop suitable curricula for ECD learners (MoE Education Sector Review, 2003).

Appropriate curriculum can enable ECD pupils acquire necessary skills and attitudes within settings that best suit them (Chance, 2004). The curriculum should be adequately responsive to the different categories of children in ECD centres. It should be flexible in terms of time, teaching/learning resources, methodology, mode of access, presentation and content (MoE Education Sector Review, 2003). Many subject areas of the 8.4.4 curriculum need to be adapted or have some areas prepared anew to suit ECD learners. In order to protect ECD learners' educational rights, according to World Bank Report (2004), there is a need to supervise the diverse curriculum used currently to meet the varied needs of ECD pupils. This can be achieved through developing curriculum for all specialized areas in ECE and supervise their implementation to ensure sensitivity to the needs of all ECD learners; and, expanding teacher training curriculum to include a component of ECE needs to develop their capacity to support ECD children more comprehensively.

2.3 Corporate leadership, staff development and children rights protection in ECE

Portar (2005) asserts that the capacities and skills of staff at all levels within ECD should be commensurate with the tasks they perform. The success of ECD depends on provision of excellent human and institutional capacity or simply good corporate leadership (Rok Implication of Free primary Education, 2003). There are gaps between competencies and the responsibilities of staff who undertake provision of ECD. These gaps can be bridged if proper corporate leadership is put in place. The ECD sector faces various challenges in respect to capacity building and human resource development. There is lack of systems to provide adequate information and skills inventory to guide those who perform deployment functions in the ministry of education (MoE Education Statistics, 2005).

Through government's resources and effort, ECD teachers continue to be trained even at university level in order to improve human resource development (MoE Sessional Paper No. 1, 2005). The government is committed to achieving social equality especially provision of equal opportunity and access to education for all ECD learners. The government of Kenya undertakes to ensure that all persons serving as members of ECD centres management committees and Board of Governors are trained in institutional management (Rok Education Sector Review, 2003). The government is focused on the development and implementation of an effective criterion for appointment and deployment of education managers at all levels of the ECE system (MoE Sessional Paper No. 1, 2005).

Staff development needs to be committed to observance of international standards that promote ECD learning nationally (The Kenya Example, 2004). The issue of staff

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development is of very significant concern in provision of ECE. Its success requires specialized personnel of teachers and other staff. MoE Sessional Paper No. 1, (2005) states that insufficient number of trained teachers has an effect on teacher-learner ratio in ECD centres. While some public ECD centres are lacking teachers, sometimes ECD teachers are posted in centres where their services are not or are minimally required. Rok Poverty Eradication Plan (1999) asserts that ECD teachers also, do not have an established promotional structure or scheme of service and this could be the reason why many of them opt for other forms of employment after training. When and where this happens, the capacity to protect the right of children to quality education is hindered.

ECD learners require services of other professionals and members of the community apart from teachers (ECD analysis in Baringo Central, 2002-2003). Such personnel include non-teaching staffs, psychologists, counselors e.t.c. Services of these professional are lacking in the ECE sector either due to lack of their training institution or money for their remuneration (MoE Sessional Paper No. 1, 2005). In order to facilitate provision of effective and efficient professional and support services to ECD learners, according to Rok Implication of Free primary Education (2003), staff development becomes imperative in safeguarding the right of children to quality education in ECD centres through ensuring deployment and retention of adequately trained ECD teachers and other support staff in ECD centres; developing mechanisms to improve effectiveness in human resource training and deployment in ECD centres; and, developing and implementing mechanisms to identify and strengthen recruitment procedures.

Ensure the staffing norm for teacher/pupil ratio is adhered to in all or most ECD centres.

2.4 Corporate leadership, institutional development and children rights in ECE

All ECD Learners, with emphasis to those with specific disabilities and special needs in education, require specialized educational resources at individual and at centre levels depending on the nature and extent of needs (Smith et al, 2001). The high cost of special equipment for disabled ECD learners remains a hindrance to the goal to protecting the rights of children in ECD centres against discrimination. To develop ECD centres as centres of learning and equal rights, the ECE administrators must recognize the insufficiency and inadequacy of assistive devices for all ECD learners including those with special needs (Rok Orphans and Venerable Children, 2005). This is to felicitate ECD learners' ability to cope with demands of daily life in school and outside. Mobility and reading aids for special needs ECD pupils, though expensive and requiring skilled maintenance, must be provided to enhance the right to equal opportunity in education (Rok Implication of Free primary Education, 2003). This provision must be in terms of physical structures, class furniture and trained workforce.

Provision of appropriate teaching and learning materials for ECE is a children's right hence ECD centres where these children learn must be developed with the welfare of these children at heart (Rok Implication of Free primary Education, 2003). The operation development of ECD centres must be in such a way as to facilitate the ability of the teachers in ECE to employ a variety of content, teaching and learning activities for overall institutional development (Smith et al, 2001). The funds allocated to development of ECD centres must be prioritized with special emphasis on buildings or other physical structures that encompass the children's learning areas. Teachers and support staff in ECD centres should be sensitized on needs assessment and maintenance

of specialized equipment and technological devices necessary to enhance ECD learning (ECD Analysis in Baringo Central, 2002-2003). Lack of these may hinder ECD learners' ability to cope with demands of daily life in school and elsewhere.

To support ECD learners to access affordable and advanced technological systems necessary for ECE institutional development; there should be a policy necessitating materials for construction of ECD facilities and learning materials be availed at a subsidized cost (UNICEF, 2001). In doing this, according to MoE Sessional Paper No. 1 (2005), institutional development will promote ECD children's right to safety is safeguarded through provision of information on available monetary, technical and construction materials aid; waiving of taxes, duties and other levies on assistive or learning devices/materials used by ECD pupils; striving to standardize, produce, fabricate, adopt, repair and maintain learning materials in training workshops for ECD teachers; and, facilitating establishment of class sections for ECD learners who are gifted and talented in certain areas or those with special needs.

2.5 Corporate leadership, staff motivation and children rights protection in ECE

Staff motivation is imperative for the success of ECD (Borja, 2007). Motivation plays a significant role in enabling provision of ECD in the country. ECE requires motivated human resource achieved through giving the staff incentives. Human resources required include specially trained teaching staff, support staff, professionals in assessment, counseling psychologists, social workers, parents and the community as a whole (MoE Sessional Paper No. 1, 2005). When responsibilities are shared, the staff is less overloaded thus feels motivated doing only that which they are specialized in (Knight & Sabot, 1990). Providing the required specialized teaching staff is a challenge

as the required number is rarely achieved. There is need for teachers in ECD centres to constantly be re-trained to ensure ECE is mainstreamed as planned.

Staff motivation is needed at both the individual and centre level. According to Mandra et al (2000), the nature and type of motivation required depend on the type of infrastructural and physical environment under which the staffs work; and the number of children taught including the disabled. The physical environment where ECD staffs operate should be conducive to them and to the ECD pupils (UNICEF, 2001). This calls for adequate allocation of material resources to ECD centres to improve the remuneration of the teachers and the physical structures and provide individual ECE learners with basic learning aids (Mungai, 2006). The local county councils or ECD centres proprietors must provide basic facilities and learning materials necessary to enhance staffs' working.

Adequate staff and proper utilization of administrative structures as to raise their morale, with reference to Eshiwani (1993), are crucial in the implementation and the realization of the rights of children in ECD centres. The main sources of motivation are good working environments, better remuneration, good leadership, and excellent cooperation between the teaching staff, ECD administrators, non-teaching staff and parents (RoK Integrated Quality Education, 1998). The teacher/pupil ratio for ECE learners should be maintained as low as possible. Implementation of these motivating factors among the staff of ECD centres is a major booster in the protection of the right of children to quality and relevant education (UNICEF, 2001).

Motivated staff can help protect the rights of children in ECD centres in achieving quality and relevant education in such ways as identifying priority programs in their ECD centres that can aid meet this right; provide quality individual time to each ECD learner

in their studies; agitate for the allocation of adequate funds for teaching and learning materials for ECE learners; and facilitate easy and timely access to the required equipments and materials needed for rendering quality and relevant education to ECD pupils

2.6 Theoretical basis of the study

The study will employ the Stakeholder Management Theory (SHMT) and the Agency Theory. The Stakeholder Management Theory has dominated the literature of business ethics for long. The theory was propounded by R. Edward Freeman in 1984. This theory relates to the corporate responsibility of a business firm. As such, stakeholders are largely formal in character hence allowing businesses to device and implement a variety of substantial conceptions. Part of the popularity of SHMT is undoubtedly due to the fact that these concepts provide a very broad umbrella under which a range of normative or general business principles can be accommodated.

The adequacy of SHMT may be questioned on either of two basic grounds. First, it may be inadequately developed as a theory *per se* i.e. it fails to address the full range of corporate responsibility issues involved in business and it does not provide adequate grounding for its position. Secondly, its problems may be linked not to the thoroughness of its inquiry, but rather to the adequacy of the tradition of normative theory (e.g. utilitarianism, Kantian deontology, etc.) on which it draws to develop its position.

The Stakeholder Management Theory has been largely effected in Europe. Its concepts are yet to find a real footing in Africa and more so in the ECE in Kenya particularly. Drawing from the tradition of "critical theory" known as the Frankfurt School and the work of Jürgen Habermas in particular, this theory has been popularized

in the last few decades in a myriad of businesses including but not limited to corporate and small business enterprises in both private and public ownership.

Agency Theory operates on the assumption that business markets are efficient and adjust quickly to new circumstances hence admitting the existence of short to medium-run inefficiencies. The Agency Theory was propounded by Stephen Ross and Barry Mitnick in 1930s. Agency Theory takes the relationship of one or more people, the principals, engaging another person, the agent, to perform some service on their behalf which involves delegating some decision-making powers to the agent. The theory asserts that the principal can limit divergence from his interests by establishing appropriate incentives for the agent, and by incurring monitoring costs designed to limit opportunistic action by the agent. At times the principal may spend some resources on the agent to ensure the latter does take actions that may hurt the principal. The theory places the greatest emphasis on managers as being at the centre of the nexus of contracts. They are the only stakeholders that enter into a contractual relationship with other stakeholders. They also have direct control over the decision-making apparatus of the firm.

The agency Theory has had a great footing in the Kenyan soil for many decades. It's very effective in the insurance, banking and other formal businesses and has proved prolific where it has been effected professionally. Due to the relative autonomy of its principles, the agents possess a sense of direct ownership of the agencies thus creating a corporate culture with emphasis on creating a sense of belonging hence loyalty to the principals.

Both theories can amicably apply to ECD and be customized to facilitate the protection of the rights of children in the ECD centres. In case of the Stakeholder Theory

of Management, the stakeholders can be involved in formulating the various concepts under which the ECE sector is to operate. These may pertain to accounting, ethics, morality and legality aspects all geared to the protection of the rights of children in the ECD centres. The Agency Theory can be regulated by the government as the principal where it can formulate policies to govern the entire ECE sector and individual ECD centres' owners be the agents. Guided by equal and similar policies, it would be easy to regulate, govern, and protect the rights of children in ECD centres under this theory.

2.7 Conceptual framework

This study focuses on corporate leadership which will act as the independent variable and its influence on the rights of children in ECD centres, which will be the dependent variable. The relationship between the management aspects of corporate leadership and their influence on the rights of children in ECD centres will be assessed in this study. Management aspects of corporate leadership will serve as the independent variables and the rights of children are the dependent variable.

The independent variables included decision making, curriculum supervision, staff development, institutional development and staff motivation. These are very essential in corporate leadership as they enhance the protection of the rights of children in the ECE.

The dependant variables included access to quality education, lack of discrimination, conducive environment, social amenities, competently trained teachers and proper parentage. These will lead to improved performance, high standard education, quality service provision, and wholly nurtured child properly prepared for the future.

Decision-making
Quality education
Education system restructuring
Increase participation
Funds/grants management
Mitigate social problems

Curriculum supervision
Individual needs
Pre-school curriculum
Cultivating skills/attitudes
Special needs pupils
Flexibility in time, methodology

Staff development
Build capacity and skills
Higher learning training
Information and skills inventory
Ensure international standards
Service scheme

Institutional development
Classroom construction
Teaching materials
Co-curricular equipments
Learning assistive devices
Safety of pupils

Staff motivation
Better remuneration
Better working environment
Adequate teaching materials
Stakeholders Cooperation

Corporate Leadership
- Decision making
- Curriculum supervision
- Staff development
- Institutional development
- Staff motivation

ECE Children's rights
- Access to quality education
- Adequate learning materials
- Enough teaching materials
- Assistive devices for special needs pupils
- Lack of discrimination
- Disability,
- Tribe/race,
- Infection e.t.c.
- Conducive environment
- Buildings,
- Furniture,
- Stationeries
- Physical safety
- Social amenities
- Play grounds,
- Cultural and arts forums
- Competently trained teachers
- Class participation
- Maintenance of records
- Proper parentage
- Good Health
- Security

Outcome
- Improved performance
- High standard education
- Quality service provision
- Wholly nurtured child
- Properly prepared for the future
- Reliable future employee/employer

Fig 1. Conceptualized relationships among variables

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the research design used in carrying out the study. The chapter contains the following sections: research design, study area, target population; sample and sampling procedures, research instruments, pilot study, validity of the instruments, reliability of the instruments, instruments administration and data analysis techniques.

3.1 Research Design

Research design is a process of creating an empirical test to support or refute a knowledge Claim (Borg and Gall 1989). This study utilized descriptive survey design. According to Mugenda (2003), this design attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Descriptive survey is relevant in this study because it will enable the researcher to obtain pertinent and precise information that describes the existing phenomena by asking individuals about their perception, attitudes, behavior and values. It also allows the researcher to use a variety of research instruments to gather data for describing the nature of existing condition, identifying standards against which the existing conditions can be compared and determining the relationships that exist between specific events like those in the study.

3.2 Target Population

According to Borg and Gall (1989), target population refers to all members of a real set of people, events or objects to which we generalize hypothetical results of the research. Baringo County has 437 ECD centres and 544 ECD teachers. In Kabarnet

Division, there are 52 public ECD centres with about 2,380 pupils enrolled while the ECD trained teachers population is 127 and 5 untrained teachers making a total of 132 ECD teachers. The target population consisted of 52 Head Teachers of ECD centers in Kabarnet Division. This was subdivided into the four educational zones of Kabarnet Division namely Kabarnet, Chapchap, Ngolong' and Senetwo zones.

3.3 Sample and Sampling Technique

A sample is a subject of the population to which research intends to generalize the results (Wiersma, 1986). A total of 52 ECD centers were selected to comprise total sample to generate representative statistics at the national level. The sampling design involved a number of stages and challenges which are elaborated in this section. For Cluster selection in the first stage, 4 clusters were stratified by the educational zones. The objective was to make the total sample representative and descriptive of the unequal distribution of the population across the division. In the total sample, 13 ECD centers were randomly selected with equal probability in each zone to give the total sample of 52 ECD centers. This was to ensure that different types of ECD centers depending with their mode of management were all represented in the cumulative sample.

3.4 Research Instruments

The main tool used to collect data was a questionnaire. These were management questionnaires which consisted of 5 sections designed to collect information on demographic information, and understanding of corporate leadership and its influence on the rights of children in ECD centres.

3.5 Instrument Validity

Validity shows whether the items measure what they are designed to (Borg and Gall 1989). The study used document validity to examine whether the instruments would answer the research questions. Adjustments and additions to the research instruments consultations and discussion with the supervisor were done to establish content validity.

3.6 Instrument reliability

Reliability refers to the consistency of the research and the extent to which studies can be replicated (Wiersma, 1986). This was assessed by pilot study and later the items modified and others discarded to improve the consistency of the items.

3.7 Data collection procedures

Data was collected from the sampled case area of Kabarnet Division of Baringo County. All sections were completed by either the respondent or the researcher through regular visits to sampled ECD centers during a three-week period. A brief introduction was made to the respondents before filling in the questionnaires with the aim of explaining the nature and importance of the study to the respondents. During data collection time, confidentiality was assured to the respondents.

3.8 Data Analysis Technique

Data collected was checked for completeness, it was then summarized, coded and tabulated with assistance of Statistical Package for Social Sciences Software, version 17. Descriptive statistics and inferential statistic were used. Data containing the study results was then presented using pie charts, bar charts, graphs, and frequency tables in percentages to ensure information gathered was clearly understood. The qualitative data gathered from open questions was presented in prose form.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. The responses from respondents were compiled into frequencies and converted into percentages and presented in tabular form, graphical and pie charts. This was to facilitate easy analysis and understanding of the effectiveness of influence of corporate leadership on the protection of the rights of children in ECD centres in Baringo County. The study is significant in that the Ministry of Education will be informed on the extent to which corporate leadership can be implemented in the ECD centres to protect the rights of pupils; ECD centres teachers will be informed on the roles that corporate leadership can play to improve quality and performance in ECD learning; ECD centres administrators will learn how corporate leadership can reduce supervisory hours, heighten morale, enhance social upbringing and improve performance; lastly, the study will be important as the findings can be used by policy makers to formulate reform strategies pertaining to the ECE sector. A sample of 52 ECD centers was used.

Table 4.1 depicts the sample size and actual response rate from the target population which included ECD teachers and administrators. The study targeted to collect data from 52 ECD centers in Kabarnet Division, Baringo County.

Table 4.1 Response Rate

Respondents	Actual Response Rate	
	F	%
Teachers	38	73%
Administrators	14	27%
Total	52	100%

Source: Author (2012)

Table 4.1 shows that 38 (73%) of the teachers responded while 14 (27%) of the administrators responded out of the total 52 expected which represented 100% target response. This shows all of the respondents responded and this improved the reliability of the data collected.

4.2 Demographic Information

The demographic information was captured in order to determine the post, age, education level, ownership, gender, employment period, learning materials and the number of students. This was important because it gave the basic understanding of the respondents who took part in the study. Issues such as educational background of the respondents were important since they have an effect on reception of education and sensitization of corporate leadership towards its influence on the rights of children in ECD centres.

4.2.1 Gender

This was to establish the number of female and male teachers or administrators working in the ECE sector. Figure 4.1 below shows the distribution of teachers or administrators by their gender.
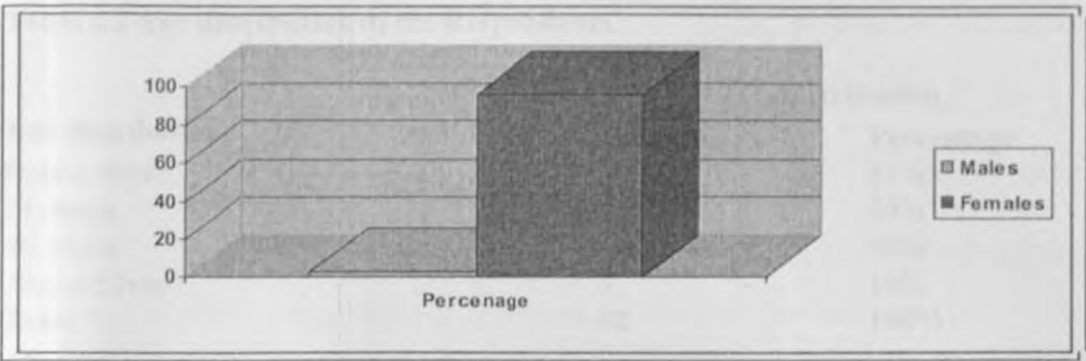
Figure 4.1: Gender of teachers/administrators in ECD centers sampled

Source: Author (2012)

N = 52, a = .05, p-value = .950

The Null Hypothesis H_0: $\mu_M = \mu_F$, was that, the number of men equaled the number of female respondents. The Alternative Hypothesis H_1: $\mu_M \neq \mu_F$, was that, the number of men did not equal the number of female respondents. With the p-value lesser than the significant level (p-value < a) and the calculated Effect Size Indicator (eta-squared) being equal to .76, it indicated that women explains 76% of the variance in influencing gender representation in the ECE. The conclusion was that women were overwhelmingly the majority 50 (96.2%) in ECE sector as shown in figure 4.1. It was also concluded that the evaluation was practically significant despite the fact that the study could not achieve a 50/50 percent gender representation. This was because the views of both genders were represented in this study albeit most men underrating teaching in ECD centers.

4.2.2 Age

This section sought to show the age bracket of the respondents. Table 4 2 below therefore shows the age distribution of respondents, that is, between below 30ys, 31-40yrs, 40-50yrs and above 51yrs.

Table 4.2 Age distribution of the Respondents

Age distribution	Distribution	
	Frequency	Percentage
Below 30ys	6	11%
31-40yrs	15	29%
40-50yrs	26	50%
Above 51yrs	5	10%
Total	52	100%

Source: Author (2012)

Table 4.2 shows that majority 26 (50%) of the respondents were between ages 40 to 50 years. Further, 15 (29%) of the respondents were middle aged, 6 (11%) were youthful under 30 years while only 5 (10%) were slightly aged as above 51 years. This shows that majority of teachers/administrators were moderately aged people probably with their own children, hence able to weigh matters related to the protection of the rights children in ECD centers.

4.2.3 Educational Qualification

This section sought to show the educational qualification (highest level of education) reached by the respondents. Table 4.3 below therefore shows the distribution of respondents by their educational qualification, that is, those who are Approved, P1, S1 and Diploma/Degree as their highest level of education.

Table 4.3 Educational Qualification of the Respondents

Educational Qualification	Distribution	
	Frequency	Percentage
Diploma/Degree	20	38%
Approved	5	9%
P1	16	31%
S1	11	22%
Total	52	100%

Source: Author (2012)

Table 4.3 shows that majority 20 (38%) of the respondents had a diploma or degree. 31% of the respondents were P1 graduates, 11 (22%) were S1 qualified while only 5 (9%) were of Approved. This shows that majority of teachers/administrators were highly educated and qualified in their jobs, hence capable of assessing how corporate leadership influence the protection of the rights children in ECD centers.

4.2.4 Employment duration as a teacher/administrator in ECE sector

This section sought to show the duration the teachers or administrators had been working / employed at the ECE sector. Figure 4.2 below therefore shows the duration of employment of respondents from those who had been employed for less than 1 year to those who had been employed for a period of over 21 years.
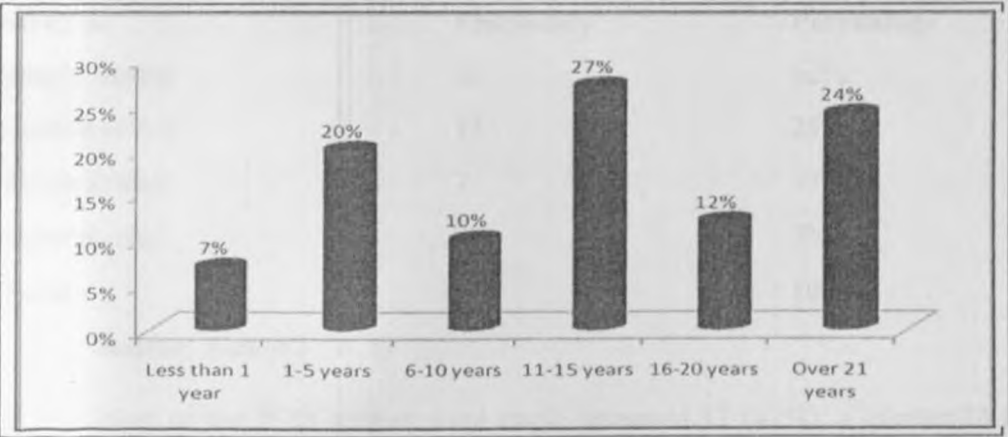
Figure 4.2 Employments duration in the ECE

Source: Author (2012)

The study found out that 27% of the respondents have been employed as ECE teacher or administrator for 11-15 years, 12 (24%) have been employed for over 21 years while 10 (20%) had been employed between 1-5 years. Only 7 (7%) of the respondents had been employed for less than 1 year while 6 (12%) revealed that they had employed for 16-20 years. This shows that majority of the respondents had been employed for over

10 years meaning that majority of the teachers or administrators are well experienced in their ECE jobs; this not only shows the capability they have to gauge the influence of the protection of rights of ECD pupils via corporate leadership but also on how to enhance it.

4.2.5 Size of ECD centers

This section sought to show the actual sizes of ECD pupils in Baringo County. The questionnaire was designed to capture the sreams in each ECD center. Size is important to the study as it helps determine the teacher/pupils ratio hence gauge the ease of incorporation of corporate leadership in ECD centers. The findings are represented in table 4.4 below.

Table 4.4 Size of ECD centers

Streams	Frequency	Percentage
Single stream	32	62%
Double stream	13	25%
Triple stream	7	13%
4 and above	0	0%
Total	**52**	**100%**

Source: Author (2012)

Most of the ECD centers were single streamed 32 (62%), a quarter 13 (25%) of them were double streamed, 7 (13%) triple streamed while there were no four-streamed and above. This shows that with more teachers employed, the standard teachers/pupils ration can be attained easily and cost effectively. This would be vital in enhancing corporate leadership to safeguard the rights of children in ECD centers.

4.2.6 Population of ECD centers

This section sought to show the pupils population of ECD centers in Baringo County. Population is significant to the study as it can determine the staff and

development level needed hence gauge the ease of incorporation of corporate leadership in ECD centers. The findings are represented in table 4.5 next.

Table 4.5 Population of ECD centers

Pupils population	Frequency	Percentage
Male	632	52%
Private	576	48%
Total	**1208**	**100%**

Source: Author (2012)

Most of the ECD centers had more boys 632 (52%) than girls 576 (48%) hence the overall larger population of boys compared to girls. This could be attributed to various factors including culture which relegates girls' importance in society and thus their education is not given priority. Both genders nevertheless have an almost equal representation thus an advantage towards assessing the influence of corporate leadership in safeguarding the rights of children in ECD centers.

4.2.7 Special needs ECD pupils

There was no ECD center that had special needs pupils; neither was there a teacher or administrator that did not comprehend what it meant by special needs children.

4.2.8 Designation

This section sought to show the role played by the respondents. The questionnaire was designed to capture only the administrators and teachers of ECD centers. Designation is important to the study since it can determine the management model and implementation of corporate leadership in ECD centers. The findings are represented in table 4.6 next.

Table 4.6 Designation of respondents

Designation	Frequency	Percentage
Administrators	22	42%
Teachers	30	58%
Total	52	100%

Source: Author (2012)

Most respondents were teachers 30 (58%) while the rest 22 (42%) were administrators. This shows an averagely narrow disparity in designation. Both entities have equal ease of implementing corporate leadership to safeguard the rights of children in ECD centers.

4.2.9 Educational zones of respondents

This section shows the educational zones in which the research was undertaken. Figure 4.3 below, therefore, shows the educational zones, namely, Kabarnet zone, Chapchap zone, Ngolong' zone and Senetwo zone.
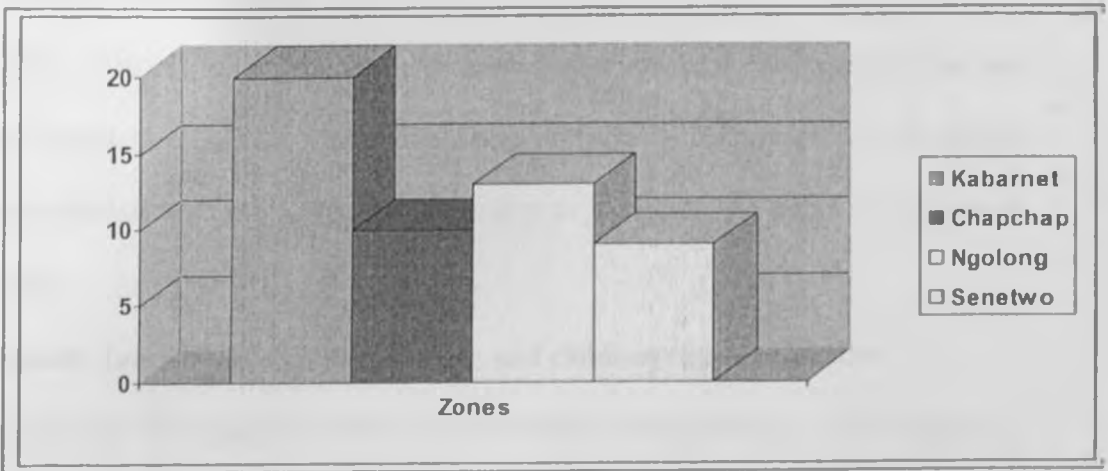
Figure 4.3 Educational zones of Respondents

Source: Author (2012)

Figure 4.3 shows that majority of the ECD centers/respondents were 22 (40%) were from Kabarnet zone. Further, 13 (26.64%) ECD centres were from Ngolong zone,

11 (20%) from Chapchap zone while the rest 9 (16.36%), are in Senetwo zone. This shows that Kabarnet zone is highly populated compared to the others being an urban centre.

4.2.10 Ownership of ECD centers

This section sought to show the ownership distribution of ECD pupils in Baringo County. The questionnaire was designed to capture the administration of ECD centers. Ownership is important to the study since it can determine the management model hence gauge the ease of incorporation of corporate leadership in ECD centers. The findings are represented in table 4.7 below.

Table 4.7 Ownership of ECD centers

Owner	Frequency	Percentage
Government	32	62%
Private	20	38%
Total	**52**	**100%**

Source: Author (2012)

Most of the ECD centers are public/government owned 32 (62%) while the rest 20 (38%) are privately owned. This shows a narrow disparity in ownership. Both entities have equal ease of taking in corporate leadership to safeguard the rights of children in ECD centers.

4.3 Corporate Leadership, decision-making and children rights protection

Corporate leadership is fundamental towards safeguarding of the rights of children in ECD centers. Corporate leadership is integrated into ECE via various strategies key among them being decision-making. This corporate leadership strategy must be understood clearly by the grassroot impelimenters: teachers and administrators.

4.3.1 Decision-making and access of quality ECE

This was to determine the extent in which decision making affect access to quality ECE. The findings are presented in figure 4.4 below which presents various aspects which seek to establish whether decision making as an aspect of corporate leadership influences rights of children in ECD centers.
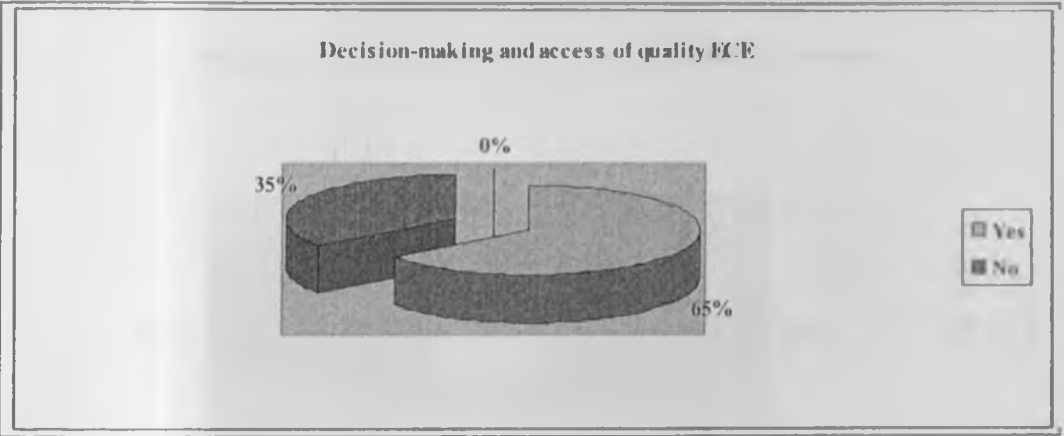
Figure 4.4 Decision-making and access of quality ECE

Source: Author (2012)

N = 52, a = .05, p-value = .950

The Null Hypothesis H_o: $\mu_{DM} = \mu_{AE}$, was that, decision making does influence access of quality of ECE. The Alternative Hypothesis H_1: $\mu_{DM} \neq \mu_{AE}$, was that, decision making does not influence access of quality of ECE. The significant level is greater than the probability (a > p-value). The calculated Effect Size Indicator (eta-squared) was equal to .26 indicating that decision making explains 16% of the variance in influencing access to quality ECE. The conclusion was that decision making affects access to quality ECE hence as it saw to it that better qualified teacher were posted, good teaching materials choice was done and improved technology was initiated. Thus the outcome evaluation could be termed as practically significant.

i. Decision making and restructuring of the ECE system

This was to determine the extent in which decision-making influences restructuring the ECE system. The desire was to gauge the extent of restructuring implemented in the ECE as a result of corporate leadership. The findings are presented in figure 4.5.
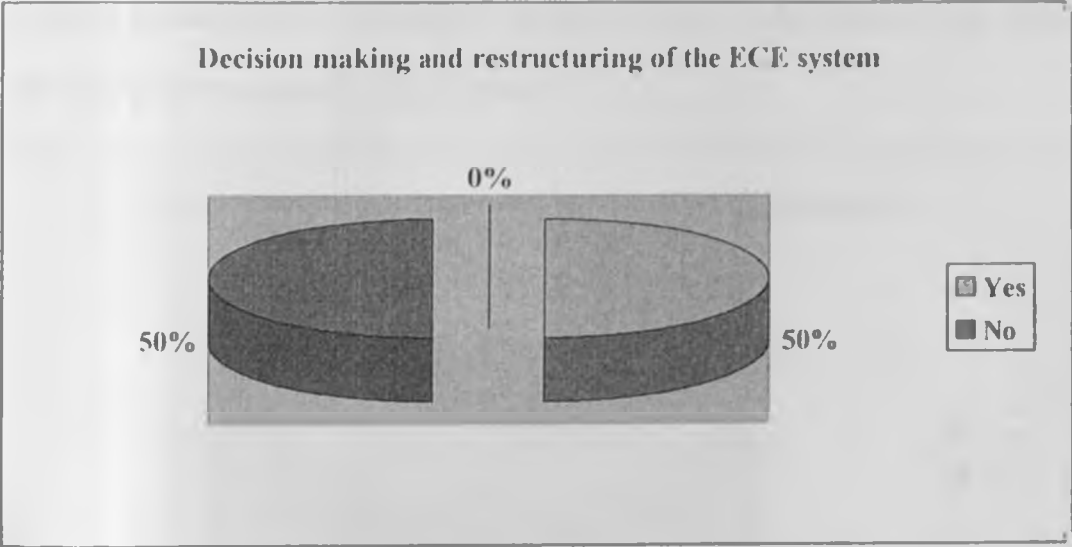
Figure 4.5 Decision making and restructuring of the ECE system

Source: Author (2012)

n = 52, a = .05, p-value = .05

The Null Hypothesis H_0: $\mu_{DM} = \mu_{RE}$ was that decision making influenced the restructuring of the ECE system hence protecting ECD children rights. The Alternative Hypothesis H_1: contrary, was that, decision making did not influence the restructuring of the ECE system. Since the probability value was equal to alpha (.05 = .05), the conclusion was neither to reject nor accept the Null Hypothesis. This was illustrated by the fact that equal respondents (50%/50%) put restructuring of the ECE system as a key aspect of decision-making. The respondents stated that catering for special needs pupils,

diversifying teaching methods, incorporating emerging issues were as important to some as they were not to others. Those against it wanted the restructuring to suit the international standards.

ii.   **Decision making and increased participation by stakeholders**

In this section, the study sought to investigate specifically the influence of increased participation by stakeholders on the protection of the rights of ECE children. The findings are presented in figure 4.6 next.

Decision making and increased participation by stakeholders

8%   0%

92%

Yes
No
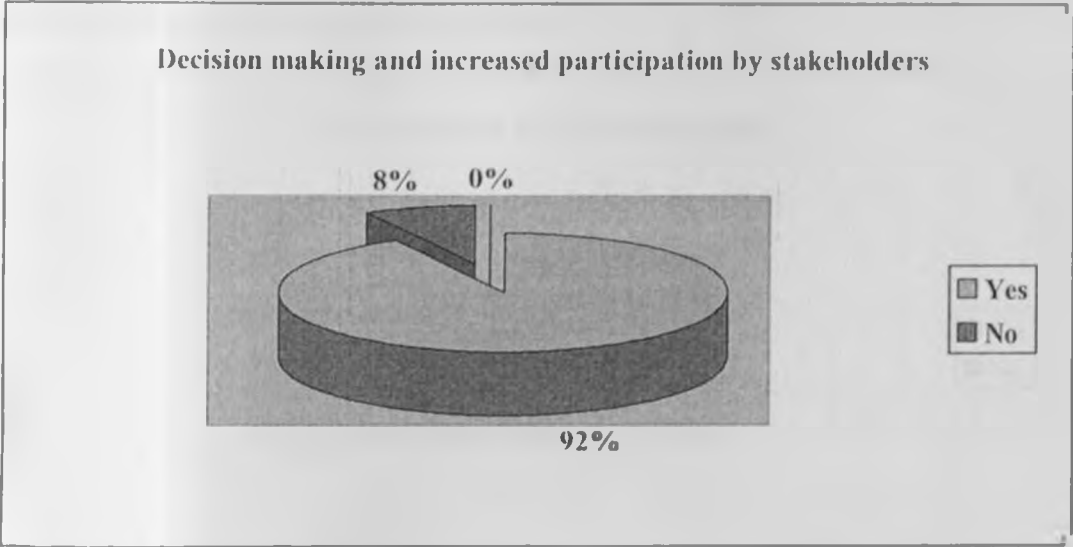
Figure 4.6 Decision making and increased participation by stakeholders

Source: Author (2012)

n = 52, a = .05, p-value = .215

The Null Hypothesis, H_0: $P_{DM} = P_{PS}$, that is, there was correlation between participation by stakeholders, as an aspect of decision making, and the protection of the rights of ECE children The Alternative Hypothesis, H_1: $P_{DM} \neq P_{PS}$, depicted there was no correlation between the two. The observed correlation was .87 and since the probability value exceeded the alpha (.215 > .05), the Null Hypothesis could not be rejected. This

made the observed correlation practically significant thus the conclusion that increased

participation motivated pupils to learn, encouraged development and ensured pupils

security. The rest 4 (8%) thought otherwise. They argued that stakeholders only made

decisions take longer while they were no experts.

iii. **Decision making and provision of funds**

This was to illustrate the effect of decision-making towards the funds provided

either by government or other private funders. Figure 4.7 shows the extent to which

decision making affects the provision of funds.
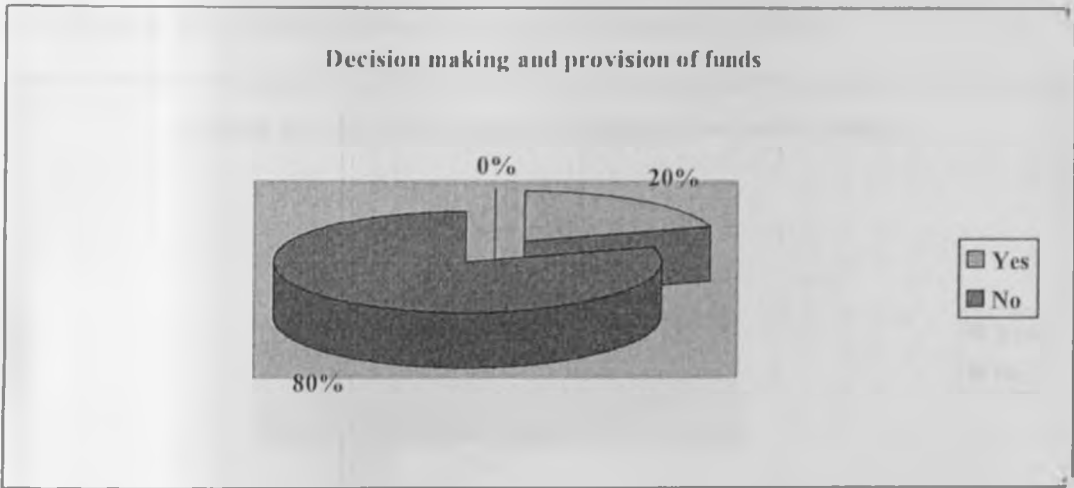
Figure 4.7 Decision making and provision of funds

Source: Author (2012)

n = 52, a = .05, p-value = . 033

The Null Hypothesis, H_0: $\mu_{DM} = \mu_{PF}$ was that, decision making influenced the

protection of ECE pupils' rights through attracting provision of funds while the

Alternative Hypothesis, H_1: $\mu_{DM} \neq \mu_{PF}$ was contrary. The Null Hypothesis failed as the

probability value was less alpha (.033 < .05). This gave the conclusion that decision-

making had no much influence on provision of funds and how the funds are used 42

(80%). They did not see it as significant towards building physical structures, acquiring good learning materials and enhancing better remuneration. This was because parents paid as fees most of the funds needed just to meet basic ECD centers requirements. Another 10 (20.4%) agreed that decision-making highly influences provision and usage of funds. This was more in privately funded ECD centers.

4.3.5 Decision making and mitigation of emotional and social problems

This sought to establish the extent to which decision-making influences mitigation of emotional and social problems in the ECE. The respondents agreed to different degrees of influence. The findings to this are presented in figure 4.8 below.
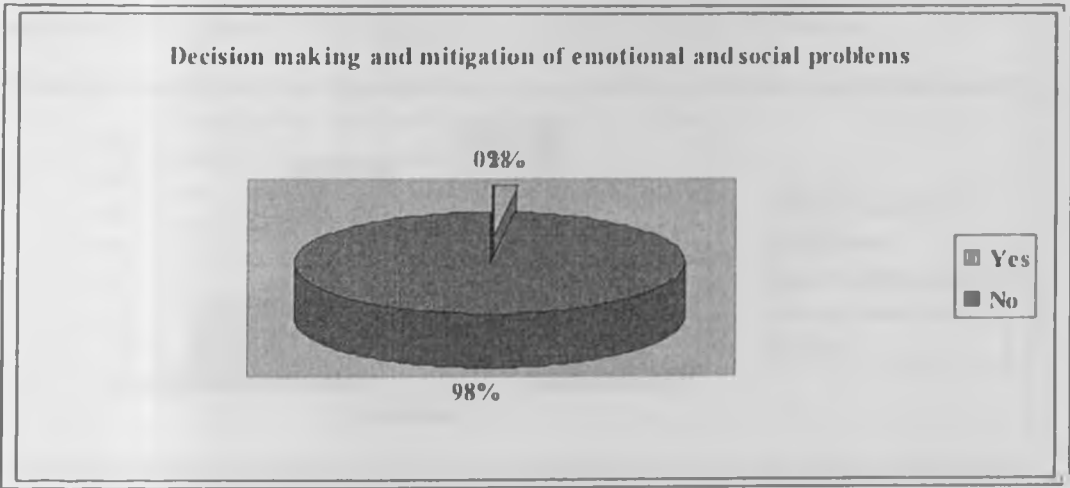
Figure 4.8 Decision making and mitigation of emotional and social problems

Source: Author (2012)

n = 52, a = .05, p-value = .042

The probabality value was less alpha (.042 < .05), the relationship between decision-making and how it influences mitigation of emotional and social problems in the ECE was statisticaly significant. Because of this, majority 51 (98%) of teachers and administrators rated the degree of influence of decision-making on mitigation of

emotional and social problems as negative. They felt it had little or no effect on ensuring

peace for learning, creating motivation for teaching and molding a wholly nurtured child.

Only 1 (2%) were positive. Most respondents disagreed because they felt issues of

emotion and peace were either beyond their control or were more a parental not an ECE

issue.

4.4 Corporate Leadership, curriculum supervision and children rights

4.4.1 Curriculum supervision and individual needs of ECD learners

The study also sought to determine the extent to which teachers/administrators

felt curriculum supervision as a component of corporate leadership influenced individual

needs of ECE learners. The findings are presented in figure 4.9 below.
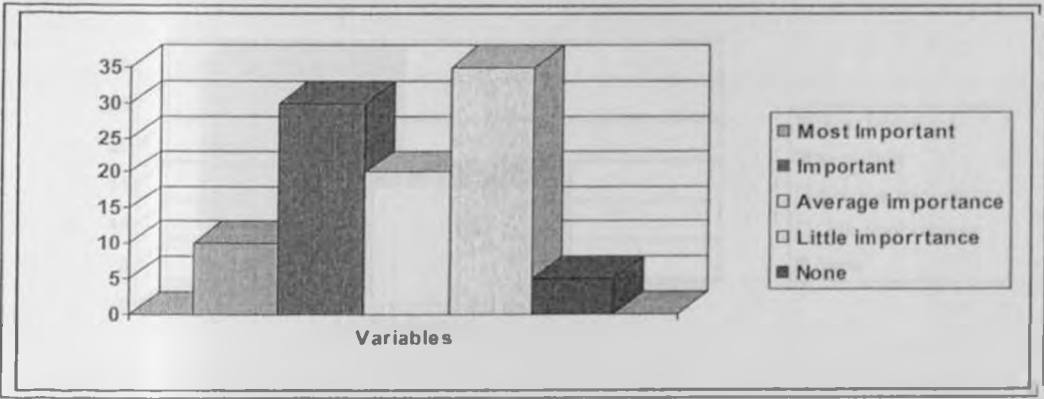
Figure 4.9 Curriculum supervision and individual needs of ECD learners

Source: Author (2012)

n = 52, a = .05, p-value = .004

The Null Hypothesis H_o: $\mu_{CS} = \mu_{IN} = \mu_{CR}$, that was curriculum supervision

influenced the individual needs of ECD learners hence protecting their academic rights.

The Alternative Hypothesis H_1: Not all equal, was that, curriculum supervision did not

influence the individual needs of ECD learners thus failed to protect their academic

41

rights. Since the probability value was less than alpha (.004 < .05), the conclusion was to reject the Null Hypothesis. This was cemented by the fact that the highest percentage of respondents 18 (35%) felt that supervision was of little importance followed by 16 (30%) that felt it was just important and 10 (20%) found it average. Only 3 (5%) felt it had no influence.

4.4.2 Curriculum supervision and developing curriculum for ECE colleges

The study also looked into the extent to which teachers/administrators felt curriculum supervision, as a component of corporate leadership, should influence the development of curriculum for ECE colleges as part of higher learning. The findings are presented in figure 4.10 below.
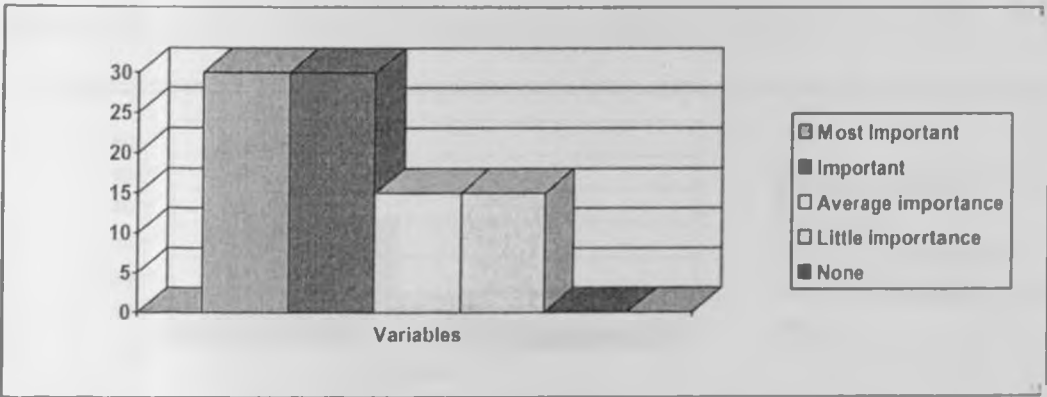
Figure 4.10 Curriculum supervision and developing curriculum for ECE colleges
Source: Author (2012)

$n = 52$, $a = .05$, p-value = .64

The Null Hypothesis H_o: $\mu_{CS} = \mu_{DC}$, that was curriculum supervision, as a component of corporate leadership, influences the development of curriculum for ECE colleges as part of higher learning. The Alternative Hypothesis H_1: contrary, was that, curriculum supervision did not influence curriculum supervision for ECE colleges as part

of higher learning thus failed to protect their academic rights. Since the probability value was greater than alpha (.64 >.05), the conclusion was to accept the Null Hypothesis. This was cemented by the fact that the highest percentage of respondents 17 (30%) felt that curriculum supervision was very important and just as important in influencing curriculum development for ECE colleges and other institutions of higher learning. These were followed by 8 (15%) that felt it was of both average and little important equally. None felt it had no influence or importance at all.

4.4.3 Curriculum supervision and Cultivating skills and attitudes in pupils

The study also sought to determine the extent to which respondents felt curriculum supervision, as a component of corporate leadership, cultivated skills and attitudes in pupils. The findings are presented in figure 4.11 next.
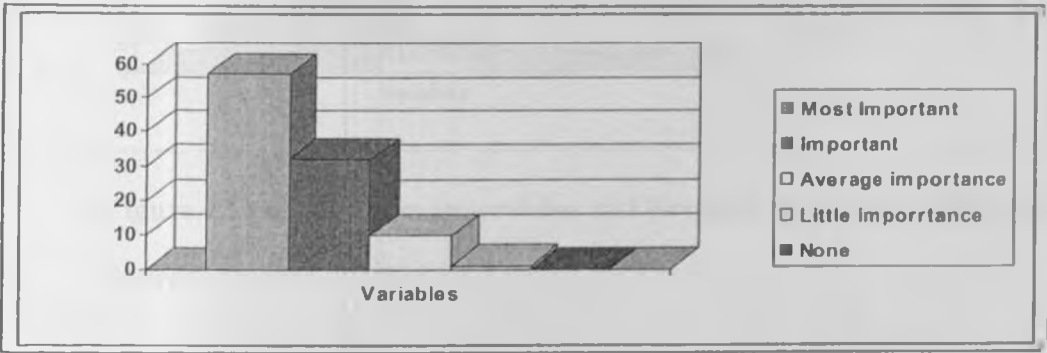
Figure 4.11 Curriculum supervision and Cultivating skills and attitudes in pupils

Source: Author (2012)

n = 52, a = .05, p-value = .31

The Null Hypothesis, H_0: $P_{CS} = 1$, that is, there was correlation between curriculum supervision, as a component of corporate leadership, and cultivation of skills and attitudes in pupils. The Alternative Hypothesis, H_1: $P_{CS} \neq 1$, depicted there was none. Since the probability value exceeded the alpha (.31 > .05), the Null Hypothesis was

positive. Thus the observed correlation was practically significant giving the conclusion that curriculum supervision helped cultivate skills and good attitudes 30 (58%) in pupils 17 (32%) felt supervision was of importance followed by 5 (10%) that felt it was of average importance. None felt it was of little or no importance.

4.4.4 Curriculum supervision and response to special needs pupils

Though no ECD center acknowledged having special needs pupils, the respondents still had views on how curriculum supervision would influence special needs pupils. The findings are presented in figure 4.12 next.
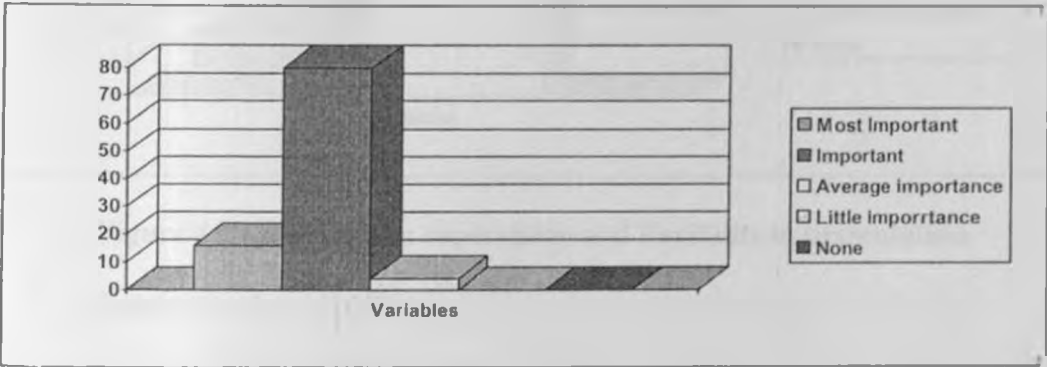
Figure 4.12 Curriculum supervision and Response to special needs pupils

Source: Author (2012)

$n = 52$, $a = .05$, p-value $= .211$

The Null Hypothesis, H_0: $\mu_{CS} = \mu_{SN}$, was that, curriculum supervision influences special needs pupils while the Alternative Hypothesis, H_1: $\mu_{CS} \neq \mu_{SN}$ was contrary. The Null Hypothesis could not be rejected as the probability value exceeded alpha (.41 > .05). The conclusion was that 42 (80%) of respondents felt the supervision was important followed by 8 (16%) that felt it was most important and 2 (4%) finding it as of average importance. None felt it as being of little or no importance.

4.4.5 Curriculum supervision and flexibility in presentation

The study also sought to determine the extent to which teachers/administrators felt curriculum supervision, as a component of corporate leadership, influenced flexibility in content, methodology and presentation while teaching. The findings are presented in figure 4.13 below.
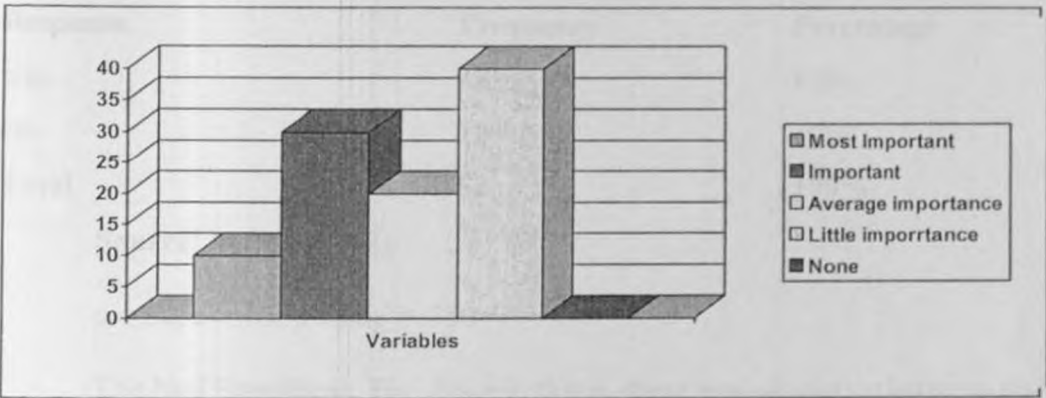
Figure 4.13 Curriculum supervision and flexibility in presentation

Source: Author (2012)

n = 52, a = .05, p-value = .028

The probabality value was less alpha (.028 < .05), thus the relationship between curriculum supervision, as a component of corporate leadership, and its influence on flexibility in content, methodology and presentation while teaching was negative. The study established that curriculum supervision was of little influence to flexibility of presentation by the highest percentage of 21 (40%). On the other hand, 16 (30%) felt curriculum supervision was of importance followed by 10 (20%) that felt it was of average importance while none (0%) felt it had no influence or importance.

4.5 Corporate Leadership, staff development and ECE children rights

4.5.1 Staff development and capacity building in ECE

This section sought to portray whether staff development builds capacity and skills that helps ECD pupils' learning. The findings are represented in table 4.8 next.

Table 4.8 Staff development and capacity building in ECE

Response	Frequency	Percentage
Yes	42	81%
No	10	19%
Total	52	100%

Source: Author (2012)

$n = 52$, $a = .05$, p-value = .150

The Null Hypothesis, H_0: $P_{SD} = 1$, that is, there was correlation between staff development and capacity and skills building among ECE teachers/administrators that enhanced the protection if pupils' rights. The Alternative Hypothesis, H_1: $P_{SD} \neq 1$, depicted there was no correlation between the two. The observed correlation was .60 and since the probability value exceeded the alpha (.150 > .05), the Null Hypothesis could not be rejected. This made the observed correlation practically significant thus the conclusion was that staff development influences the capacity and skills build-up among the ECE teachers and administrators as was supported by 42 (81%). They agreed that staff development does broaden their understanding making them more practical as well as improving their innovation skills.

4.5.2 Staff development and higher learning education for ECE teachers

This section sought to portray whether staff development should incorporate taking ECE teachers to higher learning institutions. The findings are represented in table 4.9 below.

Table 4.9 Staff development and higher learning education for ECE teachers

Response	Frequency	Percentage
Yes	40	77%
No	12	23%
Total	52	100%

Source: Author (2012)

n = 52, a = .05, p-value = .68

The Null Hypothesis H_0: $\mu_{SD} = \mu_{HL}$, was that staff development should incorporate taking ECE teachers to higher learning institutions to enhance the protection of pupils rights. The Alternative Hypothesis H_1: Not all equal, was that, staff development should not incorporate taking ECE teachers to higher learning institutions. Since the probability value was more than alpha (.68 < .05), the conclusion was positive to the Null Hypothesis as most respondents 40 (77%) supported the idea that staff development should incorporate ECE staff training in higher learning institutions. The rest 12 (23%) disagreed. Those positive agreed that staff development does help ECE staff reach international ECE standards, facilitate in-depth ECE research and cater for special needs pupils.

4.5.3 Staff development and collecting of skills inventory in the ECE

This section sought to portray whether collecting an information and skills inventory in ECE centers would help guide policy makers in the education ministry. The findings are represented in table 4.10 below.

Table 4.10 Staff development and collecting of skills inventory in the ECE

Response	Frequency	Percentage
Yes	26	50%
No	26	50%
Total	52	100%

Source: Author (2012)

$n = 52$, $a = .05$, p-value = .050

The Null Hypothesis, H_0: $P_{SD} = 1$, that is, there was a relationship between staff development and collecting an information and skills inventory in ECE centers to help guide policy makers in the education ministry. The Alternative Hypothesis, H_1: $P_{SD} \neq 1$, depicted the relationship was nil. As the probability value equaled the alpha (.050 > .05), the Null Hypothesis could neither be quite rejected nor quite accepted. This made the relationship seem both statistically and practically significant. Those that agreed implied that inventory would ensure national ECE sector understanding, create a single ECE data collection point and would help deduce current and future expectations which were opposed by half of the respondents.

4.5.4 Staff development and promoting international ECE standards

This section sought to portray whether staff development promotes international ECE standards. The findings are represented in table 4.11 next.

Table 4.11 Staff development and promoting international ECE standards

Response	Frequency	Percentage
Yes	27	52%
No	25	48%
Total	52	100%

Source: Author (2012)

n = 52, a = .05, p-value = .55

The Null Hypothesis, H_o: $\mu_{SD} = \mu_{IS}$, was that, staff development promotes international ECE standards while the Alternative Hypothesis, H_1: $\mu_{SD} \neq \mu_{IS}$ was stated contrary. The Null Hypothesis could not be rejected as the probability value exceeded alpha (.55 > .05). This gave the conclusion that the evaluation was practically significant as most respondents 27 (52%) agreed that staff development promoted the achievement of international ECE standards. The rest 25 (48%) disagreed. This portrays a small margin difference. Those positive agreed that staff development does assure quality service delivery, it standardizes teaching internationally and promotes pupils rights protection in the ECE respectively.

4.5.5 Staff development and service scheme or promotional structure

This section sought to portray whether service scheme or promotional structure influences the protection of children's rights. The findings are represented in table 4.12 next.

Table 4.12 Staff development and service scheme or promotional structure

Response	Frequency	Percentage
Yes	22	42%
No	30	58%
Total	52	100%

Source: Author (2012)

n = 52, a = .05, p-value = .37

With the probabality value being less than alpha (.37 >.05), the investigation whether service scheme or promotional structure influences the protection of children's rights was to the negative. This was portrayed by majority of respondents 30 (58%) disagreeing that service scheme or promotional structure influences the protection of children's rights. They did not see how it gives incentive to teachers, helps them plan further studies or encourages growth in their centres. Those positive 22 (42%) agreed with all that.

4.6 Corporate Leadership, institutional development and children rights

4.6.1 Institutional development and classroom construction

This section sought to investigate how classroom construction as an aspect of institutional development influenced the protection of ECE pupils' rights. The findings are presented in figure 4.14 next.

Figure 4.14 Institutional development and classroom construction

Source: Author (2012)

n = 52, a = .05, p-value = .211

The Null Hypothesis, H_o: μ_{ID} = μ_{CC} was that, classroom construction as an aspect of institutional development influenced the protection of ECE pupils' rights while the Alternative Hypothesis, H_1: $\mu_{ID} \neq \mu_{CC}$ was contrary. The Null Hypothesis could not be rejected as the probability value exceeded alpha (.211 > .05). This gave the conclusion that the evaluation was practically significant as depicted by 39 (75%) of the respondents who felt that institutional development had influence on classroom construction while 6 (12%) felt it was most influential, 4 (7%) felt it as moderate while 3 (6%) found it as of little influence; though none felt it as being of no importance.

4.6.2 Institutional development and teaching materials

This section sought to investigate how teaching materials, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The findings are presented in figure 4.15 next.

51

Figure 4.15 Institutional development and teaching materials

Source: Author (2012)

n = 52, a = .05, p-value = .044

The Null Hypothesis H_0: $\mu_{ID} = \mu_{TM}$, was that teaching materials, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The Alternative Hypothesis H_1: Not all equal, was that, it failed to protect ECE pupils' rights. As the probability value was less than alpha (.044 < .05), the conclusion was to reject the Null Hypothesis as the study found that 31 (60%) of respondents felt that teaching materials, as an aspect of institutional development, had little influence on the protection of ECE children rights protection. 10 (20%) felt it was of moderate influence while 5 (10%) felt it as both influential and of no influence. None felt it as being most influential.

4.6.3 Institutional development and co-curricular equipments and other technology

This section sought to investigate how co-curricular equipments and other technologies, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The findings are presented in figure 4.16 next.
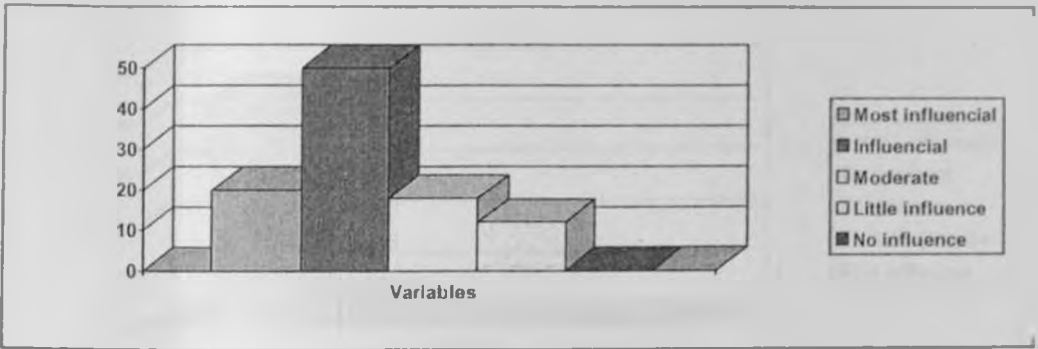
Figure 4.16 Institutional development and co-curricular equipments and technology

Source: Author (2012)

n = 52, a = .05, p-value = .50

The Null Hypothesis, H_0: $P_{ID} = P_{ET}$, that is, co-curricular equipments and other technologies, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The Alternative Hypothesis, H_1: $P_{SD} \neq P_{ET}$, depicted the opposite. The probability value exceeded the alpha (.50 > .05) thus the Null Hypothesis was retained. The study found that 26 (50%) of respondents felt that co-curricular equipments and other technology influenced the protection of ECE pupils' rights. 10 (20%) felt it was most influential, 9 (18%) felt it as moderate while 7 (12%) found it as of little influence. None felt it as being of no influence at all.

4.6.4 Institutional development and learning assistive devices

This section sought to reveal how learning assistive devices, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The findings are presented in figure 4.17 next.
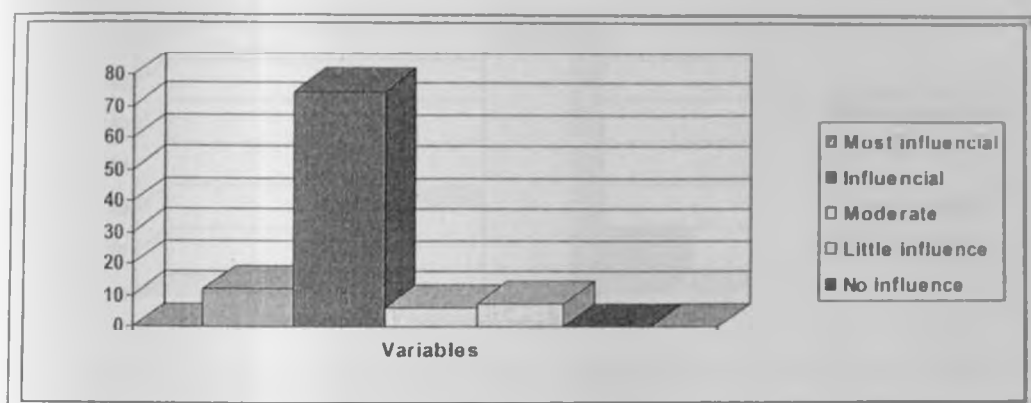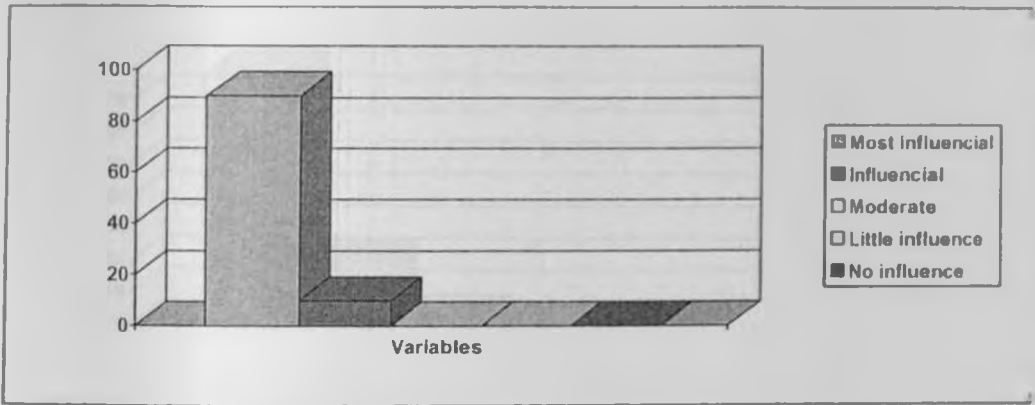
Figure 4.17 Institutional development and learning assistive devices

Source: Author (2012)

n = 52, a = .05, p-value = .211

The Null Hypothesis, H_o: $\mu_{ID} = \mu_{AD}$, was that, learning assistive devices, as an aspect of institutional development, influenced the protection of ECE pupils' rights while the Alternative Hypothesis, H_1: $\mu_{ID} \neq \mu_{AD}$ was illustrated contrary. The probability value exceeded alpha (.211 > .05) giving the conclusion that learning assistive devices were most influential in the protection of ECE pupils' rights 47 (90%). This was in relation to special needs pupils where applicable. 5 (10%) felt it was influential. None felt lesser than that.

4.6.5 Institutional development and safety of pupils

This section sought to show how safety of pupils, as an aspect of institutional development, influenced the protection of ECE pupils' rights. The findings are presented in figure 4.18 next.
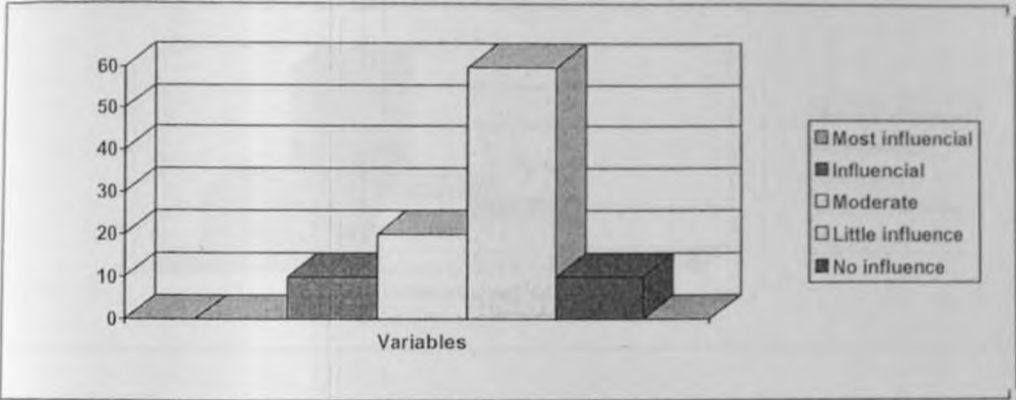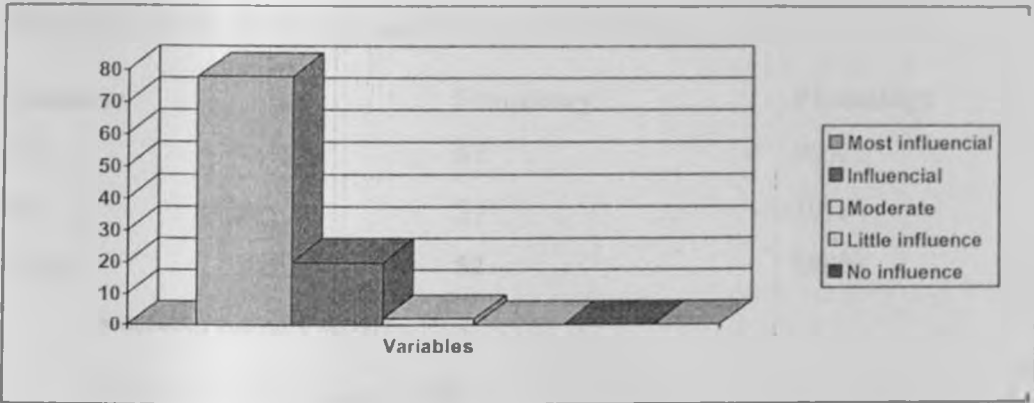
Figure 4.18 Institutional development and safety of pupils

Source: Author (2012)

n = 52, a = .05, p-value = .77

The probabality value overceeded alpha (.77 > .05), hence the relationship between how safety of pupils, as an aspect of institutional development, influenced the protection of ECE pupils' rights was practicvaly significant. This was ilustrated by majority of respondents 41 (78%) who felt that safety of pupils influenced the protection of ECE pupils' rights. 10 (20%) felt it was most influential while 1 (2%) felt it as of moderate influence. None felt it as being of little or no influence.

4.7 Corporate Leadership, staff motivation and children rights protection

4.7.1 Staff motivation and better remuneration

This section sought to look into whether better remuneration, as a component of staff motivation, influences the protection of ECE children's rights. The findings are represented in table 4.13 next.

Table 4.13 Staff motivation and better remuneration

Response	Frequency	Percentage
Yes	47	90%
No	5	10%
Total	52	100%

Source: Author (2012)

n = 52, a = .05, p-value = .047

With the probabality value being less alpha (.047 < .05), the relationship between better remuneration and staff motivation towards ECE children rights protection was statisticaly significant. The eta-square equaled .491 depicting amoderately large relationship. Because of this and the fact that these two variables are vital in real world, it was also concluded that this relationship is also practically significant. This was shown by majority of respondents 47 (90%) that agreed better remuneration influences the protection of ECE children's rights. They tagged this optimism on the principles that better remuneration improved their living standards, helped teachers to concentrate on pupils and helped maintains teachers in the profession as well.

4.7.2 Staff motivation and improved working environment

This section sought to look into whether improved working environment, as a component of staff motivation, influences the protection of ECE children's rights. The findings are represented in table 4.14 next.

Table 4.14 Staff motivation and improved working environment

Response	Frequency	Percentage
Yes	38	73%
No	14	27%
Total	**52**	**100%**

Source: Author (2012)

n = 52, a = .05, p-value = .70

The Null Hypothesis H_o: $\mu_{SM} = \mu_{WE}$, was that improved working environment, as a component of staff motivation, influences the protection of ECE children's rights. The Alternative Hypothesis H_1: Not all equal, was that, improved working environment, as a component of staff motivation, had little influence on the protection of ECE children's rights. Since the probability value was more than alpha (.70 < .05), the conclusion was in support of the Null Hypothesis. This was augmented by the fact that the highest percentage of respondents 38 (73%) agreed that improved working environment influenced the protection of ECE children's rights. They accredited this optimism on the facts that improved working environment aided pupils concentration in class, motivated their class attendance and also nurtured their talents. Those in opposing 14 (27%) disagreed or could not agree totally with that.

4.7.3 Staff motivation and adequate teaching/learning materials

This section sought to look into whether adequate teaching/learning materials, as a component of staff motivation, influence the protection of ECE children's rights. The findings are represented in table 4.15 next.

Table 4.15 Staff motivation and adequate teaching/learning materials

Response	Frequency	Percentage
Yes	34	65%
No	18	35%
Total	**52**	**100%**

Source: Author (2012)

n = 52, a = .05, p-value = .25

The Null Hypothesis, H_0: $P_{SM} = P_{IM}$, represented the correlation between whether adequate teaching/learning materials, as a component of staff motivation, influence the protection of ECE children's rights. The Alternative Hypothesis, H_1: $P_{SD} \neq P_{LM}$, depicted there was no correlation between the two. The probability value exceeded the alpha (.25 > .05), thus the Null Hypothesis could not be rejected. This made the observed correlation practically significant thus the conclusion that adequate teaching/learning materials influence the protection of ECE children's rights 34 (65%). This was because, according to respondents, adequate teaching/learning materials facilitated ease of teaching, enhanced individual learning thus ensuring quality education delivery. 18 (35%) disagreed totally with all or most of that.

4.7.4 Staff motivation and cooperation among all stakeholders

This section sought to look into whether cooperation among all stakeholders, as a component of staff motivation, influences the protection of ECE children's rights. The findings are represented in table 4.16 below.

Table 4.16 Staff motivation and cooperation among all stakeholders

Response	Frequency	Percentage
Yes	28	54%
No	24	46%
Total	**52**	100%

Source: Author (2012)

n = 52, a = .05, p-value = .513

The Null Hypothesis, H_o: $\mu_{SM} = \mu_{CS}$, was that, cooperation among all stakeholders influences the protection of ECE children's rights while the Alternative Hypothesis, H_1: $\mu_{SM} \neq \mu_{CS}$ was not viable. The Null Hypothesis could not be rejected as the probability value exceeded alpha (.513 > .05). There was a only a small margin between the majority of respondents 28 (54%) that agreed that cooperation among all stakeholders influences the protection of ECE children's rights, and those that disagreed 24 (46%). The opposing respondents tagged this pessimism based on the view that cooperation among all stakeholders did not drive into quick development nor ensured education standard is maintained. They asserted that it only prolonged progress due to bureaucracy. Nevertheless, they did agree that cooperation among all stakeholders ensured pupils security is guaranteed.

4.7.5 Staff motivation and incentives

This section sought to investigate whether incentives, as a component of staff motivation, influences the protection of ECE children's rights. The findings are represented in table 4.17 next.

Table 4.17 Staff motivation and incentives

Response	Frequency	Percentage
Yes	17	33%
No	35	67%
Total	52	100%

Source: Author (2012)

n = 52, a = .05, p-value = .039

With the probabality value being less alpha (.039 < .05), the relationship between incentives, as a component of staff motivation, and its influence on the protection of ECE children's rights was negative. Because these two variables are prominent in daily life, it was also concluded that this relationship is both statisticaly and practically significant. It was worth noting that majority of respondents 35 (67%) disagreed that incentives influences the protection of ECE children's rights. They attributed this to the view that one did not need any incentive to protect pupils' rights. This could be attributed to the fact that most respondents were parents, more so mothers thus did not need incentives to protect the children. Those that agreed felt that incentives helped teachers to reside near ECD centers ensuring accessibility to the schools hence leading to the improvement of education standard.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section of research provides a summary on the findings of the research, the conclusions of the study, the recommendations, further research and limitations on the influence of corporate leadership on the rights of children in ECD centres in Baringo County.

5.2 Summary of Findings

The purpose of the study was to determine the influence of corporate leadership on the rights of children in ECD centres in Baringo County.

The type of research design adopted was descriptive design. The target population of this study comprised of teachers and administrators of ECD centers, here the focus was mainly on people who directly deal with ECD pupils on daily basis in their learning environment. The population that took part in the study comprised of 52 staffs from an equal number of ECD centers. The study employed stratified random sampling technique. Questionnaires were used as data collection instruments for this study which were both open and closed ended. Descriptive statistics was used to summarize the data and the findings were presented in form of frequency distribution tables, pie charts and bar charts.

The study first revealed that all ECD teachers and adminstrators had formal education up to O-level and above. On the other hand the study showed that majority of the teachers and administrators had tertiary level certificates. On the influence of

corporate leadership, most of the respondents agreed that it was vital in safeguarding the rights of children in ECD centers. Majority of the respondents also agreed that corporate leadership was necessary to steer forward the rights of special needs children in the ECE sector. The respondents also agreed that corporate leadership was a vital component in the ECE sector that needed to be incorporated in all ECD centers' administration. Moreover, majority of the respondents agreed that reforms and modernization of the ECE sector were necessary as to set aside all ECD centers from the mother primary schools so as to offer optimum safeguarding of ECD pupils rights and for effective administration of corporate leadership. However, majority of the administrative respondents disagreed that corporate leadership has not been implemented in the ECD centers. Though they agreed there were areas that needed restructuring or more emphasis.

On ECE curriculum supervision, majority of the respondents agreed that curriculum supervision has brought positive results based on the fact that ECD pupils have been subjected to quality education whose implementation has been prolifically objective. However, the respondents were not sure whether the mode of supervision, for example, the adhoc supervision by ministry officials or the constant supervision by ECD center administrators was the optimal solution. Moreover, majority of the respondents revealed that they were not sure whether the improved children rights protection, better academic performance and timely completion of the syllabus was directly due to curriculum supervision.

The study also revealed that institutional development enhanced growth of pupils' skills, knowledge and physical build-up. This was agreed by majority of the respondents. On whether the teachers and administrators saw benefit on improvement of physical

developments like better learning materials, playing equipments and quality classrooms, most of the respondents agreed while a number of them disagreed that they had perceived any benefit. Those that agreed professed that institutional development worked best where both physical and human resources were developed concurrently. However, the disagreeing respondents saw either human resource development as part of institutional development as being of prominence while others still preferred the development of physical structures terming human development as a personal trait, for example, enforcing ECE pupils right to education was less difficult without teaching aids so long the teacher was willing to give her best. On the other hand, the other disagreeing respondents said it was impractical to teach without physical learning aids.

On decision-making, majority of the respondents agreed that it was a key element towards safeguarding of pupils rights in the ECE sector. They further agreed that current ECD centers administrators or decision-makers needed to be more autonomous. This is because most ECD centers are run under primary schools where head teachers are less concerned with the day to day activities of their centers. However, a lesser number of the respondents disagreed that decision-making was vital towards the protection of the rights of children in ECD centers. Others were not sure whether decision-making was very essential or not. This is because, a good number of the ECD centers, though government owned, were not run under any primary school and teachers or administrators were left to their own devices where parents also tried to dictate how they should be run. With this confusion due to lack of good decision making, these ECD centers were badly run.

On staff development, majority of the respondents agreed that for corporate leadership to succeed as a safeguarding effort in protection of the rights of children in

ECD centers, it must be implemented. Further, the respondents agreed that staff development should be done regularly at the expense of the private owners or the government to enhance pupils' rights protection more so on the rising need to protect special needs children. The reason why there was no single ECD center with a special needs pupil was due to the culture of hiding special needs children at home and never taking them to school. The staff development that the teachers and administrators felt they needed related to the issues of community sensitization, children rights policies, handling of special needs pupils and the legal processes of defending or ensuring ECD pupils rights.

With relation to staff motivation, most respondents agreed that it was relevant for corporate leadership to achieve the goal of protecting the rights of children in ECD centers. On the other hand, a small number disagreed citing that safeguarding the rights of children was innate and did not depend on external factors like proper working conditions and better remuneration. The disagreeing respondents did not quite rule out these two elements but they emphasized that the teachers, themselves being parents or relatives to these children, had a natural role to protect the rights of these pupils whether they had physical incentives to do so or not. The minority, who were either not sure or opted not to comment, had the feeling that whether there was staff motivation of whatever sort or not, things would not change or could even get worse as teachers or administrators with more time and increased disposable income would find other economic activities to occupy themselves with other than look into matters of the ECD centers which is their key obligation.

5.3 Conclusions

The purpose of the study was to establish the influence of corporate leadership on the protection of the rights of children in ECD centres in Baringo County. The following are the major conclusions based on the findings and discussions.

Corporate leadership is necessary and vital towards the accomplishment of the protection of the rights of children in ECD centers. It has been effective in the private corporate business world and it has also proven very effective in both public and private ECD centers administration. This has been enhanced through staff development which has included specific areas of training, further education and undertaking normal and special needs children's rights sensitization programs offered privately, by the government or by Non-governmental organizations. Though much has been done, it is still evident that staff development has not fully enhanced teachers and administrators' level of understanding of various technical matters more so on children's rights protection.

The ECE curriculum supervision has played a fundamental role in protection of the rights of children to quality education in the ECE sector. It is as a result of this supervision that proper learning materials have been sought and put to work, curricullum has been upgraded or improved and the standard of teachers or administrators skills has been developed.

On institutional development, the study found out that it has been very effective in bringing about results based on better or improved working conditions, good teaching materials and aids, and motivation of pupils to learn.

It was also found out that staff motivation enhanced employees' taking of initiative, improved accountability, team work and professional capacity. However, employees have not fully given their best input in most ECD centers as many still feel demoralized due to what they termed as poor pay package offers.

The researcher, from the evidence given, concludes that the current state of corporate leadership implementation in ECD centers as a key to protecting the rights of children is wanting. Though in most ECD centers there are traits of its implementation, there are others where corporate leadership lacks in its entire. The majority of ECD centers are partial implementers. This is in both private and public ECD centers. Also, the current understanding of children's rights is inadequate. More emphasis is needed to cultivate the culture of ECD pupils' rights protection more so those with special needs who are denied even the basic legal rights to education and natural rights of socialization. However, there are those that feel the protection of the rights of children in ECD centers is not a complex decision-making issue but rather one that any person with a humane or motherly affection can effect with ease. Others felt it is a communal thing while others still felt a need for more security details to deal with issues relating to children's rights adulteration.

5.4 Recommendations for Policy Action

The study made the following recommendations for policy action:

i.   Corporate leadership should be implemented fully in all ECD centers to enhance the protection of the rights of ECD pupils. It is vital in improving ECD centers' teachers and administrators' skills, motivation level, supervision and management, institutional growth and professional capacity. This will improve

pupils' rights protection in terms of delivering quality education, offering security, increasing learning aids, counseling, health matters, comfortable learning shelters/classes and community-involvement.

ii. The existing state of corporate leadership in ECD centers administration should be reviewed since it does not fully encourage pupils' rights protection. All aspects of corporate leadership should be put into effect with focus been directed to the protection of the rights of children in ECD centers.

iii. The teachers and administrators need to be trained more on corporate leadership as the current understanding of many is inadequate. This would see the protection of children's rights being enhanced in ECD centers as few can be said to being fully compliant with the children's rights act.

5.4.1 Suggestions for further studies

With regard to the limiting factors in this study, it was not possible to carry out a comprehensive research on the influence of corporate leadership on the protection of the rights of children in ECD centres. Therefore there is need for further research to address much more comprehensively this area especially the direct indulgence of corporate leadership to the protection of children's rights in ECD centers. Data collection was based on questionnaires. Further research can be carried by involving the respondents (both the ECD centers teachers/administrators and the line ministry officials) on discussions on corporate leadership and the factors that influence the protection of the rights of children in ECD centers.

5.6 Contribution to the Body of Knowledge

Table 5.0 shows the contribution of the study to the body of knowledge. It highlights the gains to be realized from the study which will add knowledge to the present situation.

Table 5.0 Contribution to the Body of Knowledge

Objectives	Contribution to the Body of Knowledge
1. To illustrate how decision-making safeguards the rights of children on ECD centres in Baringo County.	-Enhancing of decision making through staff development which has included specific areas of training, further education and undertaking normal and special needs of children's rights sensitization programs safeguards the rights of children on ECD centres.
2. To determine the effect of ECD curriculum supervision on protection of the rights of children in ECD centres in Baringo County.	-Effective supervision and proper learning materials sought and put to work, upgrading curriculum improves the standard of teachers or administrators skills.
3. To investigate the role of staff development in safeguarding the rights of children in ECD centres in Baringo County.	-Enhancing staff development impacts and contributes to safeguarding of the children in ECD centers' rights
4. To establish how institutional development safeguards the rights of children in ECD centres in Baringo County.	-Effectiveness in bringing about results based on better or improved working conditions, good teaching materials and motivation aids pupils to learn.
5. To find out the influence of staff motivation on protection of the rights of children in ECD centres in Baringo County	-Staff motivation enhanced employees' taking of initiative, improved accountability, team work and professional capacity.

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Appendices

Questionnaire cover letter

Date :.......................

P.O. Box

Baringo

Dear (Respondent),

I am a student at University of Nairobi undertaking a Masters course in Early Childhood Education degree. Research project is part of the requirement of academic output before graduation. The topic of study is titled: **"Influence of Corporate Leadership on protection of the rights of children in ECD centres in Baringo County, Kenya."**

You are requested to respond honestly to the items in the questionnaire. Your contribution will be treated in confidence and greatly appreciated.

Sincerely yours,

_____

Margeret Mbakaya

Appendix A: Demographic characteristics of respondents

Dear respondent,

You have been identified as a key informant in this research. This questionnaire is intended to gather information that will be useful in building a general description of the influence of corporate leadership on protection of the rights of ECD children in Baringo County. The information provided will be used for purposes of research ONLY and will be kept confidential. Please DON'T indicate your name.

No.	Questions	Responses	Tick appropriately Or Give short explanation
1.	Please indicate your Gender	Female [ ] Male [ ]	No. of females _____ No. of males _____ Total _____
2.	Please indicate your age	Below 30ys [ ] 31-40yrs [ ] 40-50yrs [ ] Above 51yrs [ ]	
3.	What is your highest education level?	Degree/Diploma [ ] Approved [ ] P1 [ ] S1 [ ]	
4.	How many years have you been teaching?	Less than 1 year [ ] 1-5 years [ ] 5-10 years [ ] 10-15 years [ ] 15-20 years [ ] Over 20 years [ ]	
5.	What is the size of your ECE center?	Single stream [ ] Double stream [ ] Triple stream [ ] 4 and above [ ]	

6.	What is the total population of your ECE center?	Male pupils _____ Female pupils _____ Total _____	
7.	Are there special needs pupils in your ECE center?	Yes [ ] No [ ]	State condition _____ _____
8.	Please indicate your designation	Administrator [ ] Teacher [ ]	
9.	Which area is your ECE centre located?	Kabarnet zone [ ] Chapchap zone [ ] Ngolong' zone [ ] Senetwo zone [ ]	
10.	What type of ECE is it?	Public [ ] Private [ ] Faith-based [ ] NGO [ ]	

Thank you

Appendix B: Corporate Leadership, decision-making and children rights protection

No.	Questions	Responses	Tick appropriately Or Give short explanation
1.	Does decision-making enhance the access of quality education in your ECE centre?	Yes [ ] No [ ]	If yes, how? By improved technology [ ] Better qualified teachers [ ] Good teaching materials [ ] If no, why?_____ _____ _____
2.	Is restructuring the education system of significance towards the protection of the rights of ECE children?	Yes [ ] No [ ]	If yes, how? To cater for special needs pupils [ ] To diversify teaching methods [ ] To incorporate emerging issues [ ] If no, why?_____ _____ _____
3.	Does implementing measures to increase participation of all stakeholders a way of ECE children rights protection?	Yes [ ] No [ ]	If yes, how? Motivates pupils to learn [ ] Encourages development [ ] Ensure pupils security [ ] If no, why?_____ _____ _____
4.	Does provision of funds/grants by government or councils to ECD centers management aid in protecting ECE pupils' rights?	Yes [ ] No [ ]	If yes, how? Builds physical structures [ ] Buys good learning materials [ ] Enhances better remuneration [ ] If no, why?_____ _____ _____

| 5. | Does decision to mitigate emotional and social problems to ECE learners and teachers help to protect ECE pupils' rights? | Yes [ ]

No [ ] | If yes, how?
By ensuring mental peace for learning [ ]
Creates motivation for teaching [ ]
Moulds a wholly nurtured child [ ]

If no, why? _____
_____
_____ |

Thank you

Appendix C: Corporate Leadership, curriculum supervision and children rights

In a range of 1-5, state how these five areas of ECD curriculum supervision are important in your center?

5-most important, 4-important, 3-average importance, 2-little importance, 1-none

No.	Questions	Responses		Give short explanation
1.	Catering for individual needs of ECD learners	5 4 3 2 1	[ ] [ ] [ ] [ ] [ ]	
2.	Developing pre-school curriculum for pupils and ECE colleges	5 4 3 2 1	[ ] [ ] [ ] [ ] [ ]	
3.	Cultivating necessary skills and attitudes in pupils	5 4 3 2 1	[ ] [ ] [ ] [ ] [ ]	
4.	Response to different pupils categories like special needs pupils	5 4 3 2 1	[ ] [ ] [ ] [ ] [ ]	
5.	Flexibility in time, methodology, content and presentation	5 4 3 2 1	[ ] [ ] [ ] [ ] [ ]	

Thank you

Appendix D: Corporate Leadership, staff development and ECE children rights

No.	Questions	Responses	Tick appropriately Or Give short explanation
1.	Does staff development build capacity and skills leading to ECE learning success?	Yes [ ] No [ ]	If yes, why? Broadens teachers' understanding [ ] Creates teachers innovation skills [ ] Makes the teachers more practical [ ] If no, why?_____ _____ _____
2.	Would you say staff development should incorporate training ECE teachers in institutes of higher learning like universities?	Yes [ ] No [ ]	If yes, why? Reach international ECE standards [ ] Facilitate in-depth ECE research [ ] Cater for special needs pupils [ ] If no, why?_____ _____
3.	Would collecting an information and skills inventory in ECE centers help guide policy makers in the ministry?	Yes [ ] No [ ]	If yes, why? Ensures national ECE sector understanding [Creates a single ECE data collection point [Helps deduce current and future expectations [If no, why?_____ _____ _____
4.	Would you ensure international standards promoting ECE learning are effected in your ECD center?	Yes [ ] No [ ]	If yes, why? Assures quality service delivery [Standardizes teaching internationally [Promotes pupils rights protection [If no, why?_____ _____ _____

5.	Would service scheme or promotional structure influence the protection of children's rights in your ECD center?	Yes [ ] No [ ]	If yes, why? Gives incentive to teachers [ ] Helps teachers plan further studies [ ] Encourages growth in their centres [ ] If no, why?_____ _____ _____

Thank you

Appendix E: Corporate Leadership, institutional development and children rights

How would you rate these areas of institutional development as being of influence in protecting ECE pupils' rights in your school?

5 - Very influential, **4** – Influential, **3** – moderate, **2** – Little influence, **1** – No influence

No.	Questions	Responses		Give short explanation
1.	Classroom construction	5	[　]	
		4	[　]	_____
		3	[　]	_____
		2	[　]	_____
		1	[　]	
2.	Teaching materials	5	[　]	
		4	[　]	_____
		3	[　]	_____
		2	[　]	_____
		1	[　]	
3.	Co-curricular equipments and other technology	5	[　]	
		4	[　]	_____
		3	[　]	_____
		2	[　]	_____
		1	[　]	
4.	Learning assistive devices	5	[　]	
		4	[　]	_____
		3	[　]	_____
		2	[　]	_____
		1	[　]	
5.	Safety of pupils (including special needs pupils)	5	[　]	
		4	[　]	_____
		3	[　]	_____
		2	[　]	_____
		1	[　]	

Thank you

Appendix F: Corporate Leadership, staff motivation and children rights protection

No.	Questions	Responses	Tick appropriate Or Give short explanation
1.	Does better remuneration influence ECE pupils' rights protection?	Yes [ ] No [ ]	If yes, why? Improves their living standards [ ] Teachers concentrate on pupils [ ] Maintains teachers in the profession [ ] If no, why?_____ _____
2.	Does improved working environment influence ECE pupils' rights protection?	Yes [ ] No [ ]	If yes, why? Pupils concentrate in class [ ] Motivates pupils attendance [ ] Nurtures pupils talents [ ] If no, why?_____ _____
3.	Do adequate teaching/learning materials influence ECE pupils' rights protection?	Yes [ ] No [ ]	If yes, why? Teachers teach with ease [ ] Individual learning occurs [ ] Education quality is ensured [ ] If no, why?_____ _____
4.	Does cooperation among all stakeholders influence ECE pupils' rights protection?	Yes [ ] No [ ]	If yes, why? Development occurs quickly [ ] Pupils security is guaranteed [ ] Education standard is maintained [ ] If no, why?_____ _____

| 5. | Do incentives i.e. sponsored training, rent, fare influence ECE pupils' rights protection? | Yes [ ]
 No [ ] | If yes, why?
 Helps teachers reside near schools [ ]
 Ensures accessibility to schools [ ]
 Improves education standard [ ]

 If no, why?_____
 _____ |

Thank you