THE EFFECT OF MANAGERIAL LEADERSHIP ON THE PERFORMANCE IN EARLY CHILDHOOD EDUCATION CENTRES IN GUCHA SOUTH DISTRICT, KISII COUNTY, KENYA

BY

SIMION BATEREO NYAGWANSA

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY.

UNIVERSITY OF NAIROBI.

2012
DECLARATION

This research project is my original work and has not been submitted for an degree in any other institution.

Simion Batereo Nyagwansa

Date

This project has been submitted for examination with my approval as the supervisor.

Dr. Agnes Kibui

Date

Department of Educational Communication and Technology

University of Nairobi
DEDICATION

I thank God for giving me life and enabling me to reach this far. I dedicate this project to my dear wife and my late Parents.
ACKNOWLEDGEMENTS

I appreciate the contribution and support that I received from various individuals until I was able to successfully complete this research work. It is difficult to list all of them. However, the following were exceptionally important.

My first acknowledgement goes to my project supervisor Dr. Agnes Kibui for her constructive criticism, extended patience, encouragement and her true suggestions at every step to the end.

Secondly, I am gratefully to my dear wife Jane Sikia for her endless prayers and encouragement. My children Hezbon, Edwin, Edna (Robina) and Sharon (Paustina) for the love and encouragement. I thank my brother Zachary for his tireless effort to make sure that I had conducive environment during my study.

Finally, I wish to appreciate Peter Oseko Marende Matangi for his moral support and encouragement. I also want to thank Sharon Wandaga for her moral support and readiness to type and edit my manuscript of this report and encouragement. Dedan Kombo (Gucha District Dicece Programme Officer) for his material support, finally, my DEO Gucha South District (Clarice Mwita ) for her moral encouragement.
TABLE OF CONTENT

DECLARATION........................................................................................................................................ii
DEDICATION..........................................................................................................................................iii
ACKNOWLEDGEMENTS ..................................................................................................................iv
TABLE OF CONTENT ..........................................................................................................................v
LIST OF TABLES ...................................................................................................................................ix
LIST OF FIGURES ................................................................................................................................x
ABBREVIATIONS AND ACRONYMS ............................................................................................xi
ABSTRACT ..........................................................................................................................................xii

SECTION ONE
INTRODUCTION

1.1. Background to the Study .............................................................................................................1
1.2. Statement of the Problem ..........................................................................................................2
1.3. Purpose of the Study ..................................................................................................................3
1.4. Research Objectives ..................................................................................................................4
1.5. Research Questions ...................................................................................................................4
1.6. Significance of the Study ..........................................................................................................5
1.7. Limitations of the Study ..........................................................................................................5
1.8. Delimitation of the Study .........................................................................................................6
1.9. Basic Assumptions of the Study .............................................................................................6
1.10. Definition of Key Terms .......................................................................................................7
1.11. Organization of the Study .....................................................................................................7
### SECTION TWO

**REVIEW OF RELATED LITERATURE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>2.2</td>
<td>Concept of Management</td>
<td>9</td>
</tr>
<tr>
<td>2.3</td>
<td>Administration and Management of ECDE Centres</td>
<td>13</td>
</tr>
<tr>
<td>2.4</td>
<td>Management Functions</td>
<td>15</td>
</tr>
<tr>
<td>2.5</td>
<td>Leadership Styles</td>
<td>17</td>
</tr>
<tr>
<td>2.5.1</td>
<td>Autocratic Leadership Styles</td>
<td>17</td>
</tr>
<tr>
<td>2.5.2</td>
<td>Democratic Leadership</td>
<td>18</td>
</tr>
<tr>
<td>2.5.3</td>
<td>Laissez - Faire</td>
<td>19</td>
</tr>
<tr>
<td>2.6</td>
<td>Leadership in Schools</td>
<td>19</td>
</tr>
<tr>
<td>2.7</td>
<td>Theoretical Framework</td>
<td>21</td>
</tr>
<tr>
<td>2.8</td>
<td>Conceptual Framework</td>
<td>24</td>
</tr>
</tbody>
</table>

### SECTION THREE

**RESEARCH METHODOLOGY**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>25</td>
</tr>
<tr>
<td>3.2</td>
<td>Research Design</td>
<td>25</td>
</tr>
<tr>
<td>3.3</td>
<td>Target Population</td>
<td>26</td>
</tr>
<tr>
<td>3.4</td>
<td>Sampling Procedure and Sample Size</td>
<td>26</td>
</tr>
<tr>
<td>3.5</td>
<td>Research Instruments</td>
<td>27</td>
</tr>
<tr>
<td>3.6</td>
<td>Instrument Validity</td>
<td>28</td>
</tr>
<tr>
<td>3.6.1</td>
<td>Instrument Reliability</td>
<td>29</td>
</tr>
<tr>
<td>3.7</td>
<td>Procedure for Data Collection</td>
<td>29</td>
</tr>
</tbody>
</table>
3.8. Data Processing and Analysis ................................................................. 29

SECTION FOUR
DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.0. Introductions................................................................................................. 31
4.1. Background Information ............................................................................. 32
4.1.1. Questionnaire Return Rate .................................................................... 32
4.1.2. Demographic Information of the Respondents ....................................... 32
4.2. ECDE Centres Managerial Leadership Inadequacies ............................... 40
4.3. Effect of Various Managerial Leadership Styles have on the Performance of ECDE centres in Gucha South District. ......................................................... 42
4.4. Qualifications of (ECDE) Teachers and the Performance of ECDE centres. .............................. 45
4.5. The effect of Managerial Leadership of Stakeholders on the Performance of ECDE Centres. ................................................................................................. 47

SECTION FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.................................................................................................. 49
5.2. Summary of the Study................................................................................. 49
5.3. Summary of the findings............................................................................. 50
5.4 Conclusion.................................................................................................... 52
5.5. Recommendations....................................................................................... 53
5.6. Recommendation for Further Research.................................................... 53
LIST OF TABLES

Table 4.1. Distribution of teachers according to gender (sex) ........................................33
Table 4.2. Distribution of headteachers by sex (gender) ................................................33
Table 4.3. Distribution of chairperson by gender ........................................................34
Table 4.4. Distribution of chairperson by headteacher and teacher by age .................34
Table 4.5. Academic qualification of headteachers, chairperson and teachers of
   ECDE centre ........................................................................................................35
Table 4.6. Duration of time the chairperson, and teacher had stayed in the
   present school .......................................................................................................36
Table 4.7. Number of pupils managed at the present school .......................................37
Table 4.8. To determine the various leadership styles of headteacher of
   public ECDE centre in Gucha South District ....................................................39
Table 4.9. The response from the headteachers, teachers, chairpersons,
   parents and Dicece officers and inspectors .......................................................40
Table 4.10. ECDE centres managerial inadequacies .....................................................41
Table 4.11. Various managerial leadership styles employed by
   headteachers Gucha South District .......................................................................43
LIST OF FIGURE

Figure 2.1. Conceptual Framework ......................................................... 24
ABBREVIATIONS AND ACRONYMS

DICECE - District Centres for Early Childhood

ECDE - Early Childhood Development Education

NACECE - National Centres for Early Childhood Education

DEO - District Education Office

QASO - Quality Assurance and Standards Officer

TAC - Teacher Advisory Center

ZQSO - Zonal Quality Assurance and Standards Officer
ABSTRACT

This study investigated the effects of managerial leadership on the performance on ECDE centers in Gucha South District (Kisii County). The study particularly sought to determine inadequacies within ECDE centres, various leadership styles employed in ECDE Centers in Gucha South District, the relationship between the qualifications of the ECDE teachers and school management of ECDE centres, the effect of stakeholders on the performance of ECDE centers. The study was conceived due to the fact that the performance in the ECDE Centers in Gucha South was not good, despite the global campaigns on Education For All (EFA) and related declaration of children’s is rights. The study was conducted through descriptive research design which employed an ex-post facto design. Data was collected during the month of July to October using questionnaires and observation schedule. The study targeted all the public ECDE centers in Gucha South. A sample of 16 schools out of 104 was selected using simple random sampling techniques. Simple random sampling procedure was used to select participants in each category. The filled questionnaires were coded, cleaned and analyzed using statistical processes for social science (SPSS) and data was presented using tables, percentages and bar graph. From the study the following are some of the findings; The leadership style of headteacher were largely directive that is autocratic which scored (9) 56.25% as given by teachers (8) 50% by chairpersons (7) 43.75% by parents and (2) 40% by inspectors. In this regard, the headteacher gave their teachers less participation in planning and other ECDE centres administration. On the relationship between the teacher qualifications and ECDE centre performance, it was found that the data showed clearly that those ECDE centres with high number of trained teachers performed positively (Local MOE Office Report, 2011) and those with fewer trained teachers performed negatively. From the findings effective managerial leadership on the performance of ECDE centres is depended on many factors functioning in complex interaction. Some key areas were identified which have an effect on managerial leadership of ECD centres, that were the style of leadership applied by various Head teachers has an influence on effective managerial leadership.
SECTION ONE

INTRODUCTION

1.1. Background to the Study

Managerial leadership in any organization including Early Childhood Development Education (ECDE) Centers is an important component of running a successful institution like Early Childhood Development Education (ECDE) Centers. The success of this component depends on the right knowledge and skill of those who are managing these centers. According to Griffin (1984) managerial leadership is a process of planning, leading and controlling an organization, composed of human, financial and other resources. In order to achieve the institutional goals in an efficient and effective manner. Emmanuel (2009) argues that management in relation to Education setting is a field of study concerned with the operations for the purpose of achieving the expected goals of Education.

Early Childhood Development Education managers’ main task is to set the Early Childhood Development Education. Educational objectives, formulate plans, set financial revenue, identify tasks and motivate the working personnel. The management of Early Childhood Development Education Centers in Kenya is very critical because these are the institutions which create the base for the school going children who climb up the ladders of education up to University and beyond, and if it is not well managed then the product (pupils, students) will be affected throughout the process of Education. In addition, the managerial leadership of Early Childhood Development Education (ECDE) Centers is prime in ensuring that sound policies, objectives and goals are formulated and
implemented effectively in the ECDE Centers and the means of achieving are
determined. For these reasons, the organs of school management committee, headteacher
and the teaching staff, is important, but unfortunately some of them have been trained
haphazardly.

Although the Government of Kenya has taken steps to strengthen the capacity, there is
still a lot to be done. From the researcher's explanatory research and other works of
researchers (Okumbe, 2001) Republic of Kenya, (1968) the role of school committees in
ECDE Centers include financial management, staff and pupils, provisions of physical and
materials resources, interpretation and implementation of curriculum and instructional
programmes, management of school community relationships. These roles which are
delegated to the committees and headteachers require managerial knowledge and skills
which are generally inadequate. As a result of this inadequacy the Early Childhood
Development Education (ECDE) Centers are not doing well, which eventually affects the
outcome of pupils when they enter and come out of primary level. Therefore, this study
was set to investigate the effect of managerial leadership on the performance of Early
Childhood Development Education (ECDE) Centers.

1.2. Statement of the Problem

The school management committee, the headteachers and support staff play very critical
role in Early Childhood Development Education (ECDE) Centers. As stated in Education
Act 211 laws of Kenya (1980) they have been given power to manage finances, human
resources (staff and pupils) provide physical facilities, learning material and equipment.
interpret and implement the curriculum and instructional programmes and create good working relationships with the community (MOE, 2004).

However, studies which have been done in Kenya on the effectiveness of school committee have revealed that many school headteachers and school management committee are ineffective in managing Early Childhood Development Education (ECDE) Centers. For example, a study by Ogeno (1987) and world bank (1986) revealed that most school committee members were not knowledgeable on their duties, because they lack managerial capacity and leadership skills. In addition there have been reports indicating that many of the committees, headteachers and support staff exhibit high level of inefficiency for example the quality Assurance and standards report (Gucha South District, 2010).

The same report indicated that in some primary schools business in the committee meetings are conducted in vernacular due to high level of illiteracy in English and Kiswahili. In view of the above preliminary findings, the study is set to investigate the effect of managerial leadership on the performance of Early Childhood Development Education (ECDE) Centers.

1.3. Purpose of the Study

The purpose of the study was to investigate the effect of managerial leadership on the Early Childhood Development Education (ECDE) Centers performance. It is anticipated that the ministry of education will use the information generated from the study as an indicator to the areas that need strengthening in Early Childhood Development Education.
Center management and policy formulation. The finding will also be a pointer of reference to the ministry of education to improve planning strategies and decision making in Early Childhood Development Education (ECDE) Centers.

1.4. Research Objectives

The broad objective of this study was to find out the effect of managerial leadership on the performance of Early Childhood Development Education (ECDE) Centers. However the following specific objectives guided the study:

i. To find out how various managerial leadership styles affect performance in ECDE centre in Gucha South District.

ii. To examine the relationship between the qualifications of managerial leadership of ECDE teachers on performance of ECDE centres in Gucha South District.

iii. To determine the effect of managerial leadership of stakeholders on the performance of ECDE centres in Gucha South District.

iv. To establish the effect of managerial leadership inadequacies on performance of ECDE centre in Gucha South District.

1.5. Research Questions

This research was guided by the following questions:

i. What effect does various managerial leadership styles have on the performance of ECDE centres in Gucha South District?

ii. What relationship is between the managerial leadership qualifications of ECDE teachers on the performance of ECDE centres in Gucha South District?
iii. What effect does managerial leadership inadequacies have on the performance of ECDE centres in Gucha South District?

iv. What effect does managerial leadership have on the performance of ECDE centres in Gucha South District?

1.6. Significance of the Study

The findings of the study might benefit several groups of people and organizations:

The Ministry of Education officials in charge of curriculum development and planning, teachers, school management committee, teachers and support staff. The learners in education system will have a better understanding of the necessity of providing good and positive managerial leadership in these centers, the Directorate of the quality Assurance and standards will also use the findings to re-evaluate the activities and probably apply the recommendations made by the study to improve its performance in relations to the management of Early Childhood Development Education (ECDE) Centers. It will also indicate to the school management committees, headteachers and teachers of Early Childhood Development Education (ECDE) Centers, their inadequacies in managerial skill, knowledge and execution of the mandates and how to overcome them.

1.7. Limitations of the Study

The following conditions limited the study, inadequate cooperation from the respondent in filling the questionnaires and suspicious respondents deliberately gave false information, limited time frame to conduct the research, inadequate information from
resources like latest books, technicalities in handling cyber tools that required knowledgeable person in browsing and downloading required information.

1.8. Delimitation of the Study

The study confined itself to the activities of the school management committees, the headteachers and the ECDE teachers in the centers especially their supervisory roles, limited to the ECDE centers in Gucha South District but the report was generalized to cover other ECDE Centers in Kenya, but not to cover primary schools, secondary schools and other institutions of higher learning.

The data collection was obtained from the leadership activities of ECDE Centers, management committees, headteachers, the teaching staff and other stakeholders (Dicece officers, zonal quality assurance and standards officers, advisory teacher’s center) tutors within period of three months from that date the proposal was approved.

1.9. Basic Assumptions of the Study

For the purpose of that study the following assumption were made:

All ECDE Centers were equipped equitably with all the basic learning facilities. All ECDE managerial leadership had been equally exposed to ECDE centers management training. All ECDE management teachers were properly qualified to teach in ECDE Centers. The quality assurance and standards officers were incorporated in the ECDE Centers in their assessment exercises.
1.10. Definition of Key Terms

The following were the definitions of terms that were used in that study:

**Headteacher** - The head of an ECDE Center

**School Management Committee** – A body elected by parents and appointed by the Minister for Education to oversee the management of school.

**Parents/Teacher Association** – A body elected by both teaching staff and parents to create good working relationship with the community in which the ECDE is situated.

**Education Act** - A law of Kenya enacted by parliament to govern the Education system in Kenya.

**Pupil** - Is a learning child in ECDE Center.

**Teacher** - Is a qualified person carrying his/her appointed duties and responsibilities in an ECDE Center.

1.11. Organization of the Study

The study has five sections. **Section one** includes the introduction and background to the study. The topics covered included; the statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations, delimitation of the study, the basic assumptions, definitions of the terms and organization of the study.
Section two contains a review of the related literature which included the following sub-headings: introduction, concept of management, management function, leadership styles, leadership in schools, administration and management in ECDE Centers, theoretical framework and conceptual framework.

Section three deals with the methodology, which outlined the research design, target population, sampling techniques, research instruments which was used and procedures for data collection, validity and reliability of the instruments, data processing and analysis.

Section four has data analysis, presentations and findings.

Section five focuses on summary, conclusions and recommendations.
SECTION TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section presents and discusses a review of literature related to the study. The discussion is organized in seven areas which include: concept of management, Administration and Management of ECDE Centres, management functions, Leadership styles, Leadership in school, theoretical framework and conceptual framework.

2.2. Concept of Management

Management is defined as a process of planning, organizing, staffing, controlling activities in an organization in a systematic way in order to achieve a common goal (Okumbe, 1999). It is a term used to describe the techniques and expertise of efficient organization, planning, directing and control of operations in a given institution (Koech report 1999). The managers are required to organize the activities in an orderly manner which is consistent with the expectations of other members of the organization. The management activities are inter-related and should be directed towards a goal. The managers are responsible for identifying, recruiting, employing and retaining their staff to ensure efficiency and effectiveness set for that organization (Okumbe, 1999).

Through planning, the managers are involved in selecting and ordering tasks that are required to achieve either short or long term goals (Aida & Steerns, 1987). They develop the role structure for people working in the organization ensuring that all tasks designed to achieve the goals are assigned to people with relevant skills (Heinz 1993). The managers are also involved in function of organizing and staffing. Those activities
include identification, recruitment, employment and retention of the staff. Each member
of the organization is required to contribute output in his/her activities which will
ultimately contribute to the overall success of the organization (Okumbe, 1999). In the
function of directing, the managers are required to motivate their employees to do their
best as they lead and influence them towards the appropriate goals for the success of the
organization (Okumbe, 1999) controlling as a management function involves the
measuring and controlling organizational performance against goals and plans (Aida,
1987). All the management functions are continually inter-related so that any
organization may attain its goals. Managers make plans for implementing future activities
and they organize these activities with their responsible staff that will do them.

They motivate their staff and lead them in their tasks and finally control these activities
through evaluation, to determine whether the desired goals are attained (Graham and
Bennet 1974). Management is widely recognized as one of the most fundamental aspects
in any educational organizations (Cole, 1950). According to him it entails prudent in
utilization of resources in order to enhance efficiency in the delivery of quality education.
Okumbe (1999) outlines six functions of educational management which include,
formulating sound policies, goals and objectives and determining methods to achieve
these objectives, procuring resources necessary for the achievement of these objectives,
organizing and controlling activities in the school in order to achieve objectives with
maximum efficiency and effectiveness, influencing and motivating human resources
available, integrating school and its activities into the set up of the society within which it
is founded, evaluating school’s activities to determine whether it is achieving the predetermined objectives.

Similar functions of management are also found in various theories of management and administration of organizations, some of which will be used in this study. One of the theory which will be used in this study is management theory because the focus of this study is management of ECD centres.

Henry Fayol (1841-1925) is one of the most recognized contributors of concept of management. His principles of management have continued to influence management practices in school organizations upto this day (Okumbe, 1999). According to Okumbe, Fayol defines management as forecasting and planning, organizing, commanding, coordinating and controlling. According to Okumbe, Fayol say that forecasting and planning involves outlining short and long term activities which include strategies to achieve such activities. He adds that organizing means defining different roles of those involved in delivering services in educational organizations commanding is to ensure that the staff do the work while coordinating aspects refers to putting together the teachers, children and management body as one unit (Okumbe 1999) controlling function is making sure that everything is done in accordance with the laid down rules and regulations.

Olembo, Wanga and Karagu (1992) have viewed management as working with and through people to achieve common goals. He recognizes that the ability to deal with the many people who have a stake in the running of the schools including teachers, parent’s
pupil’s school committee and the wider community is important management skills. He further indicates that the style a headteacher applies to deal with people has an impact on management. According to MOEST school management guide (1999), there are several styles of management. The report states that an effective headteacher should be aware of the different styles of management that would help in achievement of the school objectives. Some of these styles include: autocratic, democratic, laissez faire and charismatic. **Autocratic** headteacher makes decisions without consulting anyone. She/he gives directive that must be carried out without questions.

The headteacher has confidence and uses manipulative skills to achieve the desired outcomes; **democratic** – the headteacher involves her or his subordinates and other partners in decision-making process. She/he encourages the staff, parents and others to set targets and look for ways to achieve them. Sometimes it becomes difficult to reach consensus when different people have different interests. **Laissez Faire**- a headteacher who uses this style of leadership does not set any rules. Each person becomes responsible for the activities to be done. This style requires committed people. otherwise different members of staff may do what they wish which will bring misunderstandings, **charismatic**- This style is based on the leader’s magnetic personality and influence on the staff and other stakeholders. A charismatic headteacher commands love, respect, faith and devotion because of her/his personal attributes, which include; eloquence, good posture and attractiveness.

An effective manager should not rely on one of these leadership styles but should use different approaches in management according to different situations (MOEST, 1999).
The theoretical framework discussed above has explained the principles of management. The Fayol management theory has emphasized the role of the manager in an institution in order to achieve set objectives effectively and efficiently.

2.3 Administration and Management of ECDE Centres

According to NACECE (2000) pre-schools should not be run and managed in isolation from primary schools. This will help in establishing coordinating between the two schools. An Early Childhood Development Education (ECDE) Centre which is attached to a primary school may have its activities fully integrated with those of school committee, however, private schools and others are run by the community, local authority, welfare organizations tends to differ in the way of management from school to school.

NACECE (2002) goes further to stipulate what the pre-school, teachers and managers with basic skills and knowledge they should have in order to manage the ECDE centre effectively and efficiently. These include the school committee; the school committee is composed with members elected by parents and are in charge of the responsibility of running the school. Every pre-school, public or private have management committee. An Early Childhood Development Education (ECDE) centre attached to a primary school is served by the same committee of primary school committee. This enhances smooth running of the two institutions since the parents of the children are in most cases from the same community. The pre-school have a representative on the existing primary school committee in charge of the interest of the pre-school. An Early Childhood Development
Education (ECDE) which is not attached to a primary school assumes autonomy and it has its own independent pre-school committee. The school committee is composed of thirteen members, either elected members, two of whom should be chairperson and treasurer respectively, three from the district education board. The headteacher is the secretary. The local council and the assistant chief are ex-official members.

The role of headteacher and that of headteacher which is not attached to primary school are the same. They include the following: Admission of children, collection of school funds for development, ensuring that admission to primary school and paying the teaching staff salary, planning for school development and implementing decision made by parents and the school, liaising with other community leaders in the development of the pre-school and allocating duties and supervising of support staff.

While the teacher has an important role to play in the stimulation and learning process of the child the teachers in Early Childhood Development Education (ECDE) takes the place of a mother but giving children love, attention, assistance, guidance and comfort. This is the reason why the teacher to understand the role well to adequately meet the needs. They also show the roles of manager/sponsor which is to oversee the running and management of the school and also to expected support the development of the school through activities such as donation for expansion of Early Childhood Development Education (ECDE) Centres.
The role of local leaders is to be involved in running of Early Childhood Development Education (ECDE) centre. Those leaders include church leaders, members of the welfare and women organization and local administrators such as chiefs and councilors. They are expected to participate in the promotion of needs of young children by advocating for the children rights organizing and participating in raising funds for the Early Childhood Development Education (ECDE) centre soliciting donations for the centre ensuring the children are enrolled in Early Childhood Development Education (ECDE) centers, organizing local people to voluntarily provide labour when building classrooms, making furniture and developing learning materials. Therefore this study is set to investigate and establish whether these roles are done effectively and efficiently in order to enhance the Early Childhood Development Education (ECDE) Centre performance.

2.4. Management Functions

According to Makwara Berg (1999) center programme is accomplished through interplay of five main management functions, planning, organizing, staffing, staff welfare and controlling implementing of programmes.

Planning can be defined as an ongoing process of developing objectives and determining how they will be accomplished in an ECDE Center. Planning is the process of deciding what, how and when things should be done.

Organizing – it is the process of providing the means of achieving the goals and objectives of an ECDE programme or school and implementing the activities of the ECDE or school. It involves putting in order, arranging or systematizing.
Organization is a system with several components which are interconnected structurally and functionally and with specific goals. To organize is to determine who should do what, using what resources to achieve which objectives, by what time. Organization is concerned with systematic arrangements. It provides the necessary structure or framework which the staff, children and stakeholders work. An organization is also a machine for doing work. It included setting up facilities like classrooms, libraries and laboratories, providing necessary equipment, tools and materials, setting up rules and regulations and making arrangements for all programmes.

Staffing- involves recruiting, training, evaluating and compensating workers. For the manager to recruit the right staff, he/she should understand the needs of each job and the duties to be performed by the people to be recruited. The achievement of the goals and objectives of an ECDE programme will depend on the quality of staff recruited.

Staff welfare concerns with attending to the problems and needs of teachers and caregivers or workers that is the general well being of staff. Staff welfare includes: working environment and motivation. It aims at improving standards, developing people, strengthening partnerships and giving staff a sense of belonging.

Finally controlling implementing of programmes, controlling helps the management to know how well the programme is progressing towards the attainment of set objectives. Controlling involves monitoring the progress of ECDE programmes, and making necessary changes to achieve the set objectives.
2.5 Leadership Styles

Leadership styles are particular behavior applied by headteachers to influence their followers in an organization.

According to Campbell et al (1983) on the study on tactics of headteachers and their regard to nature and relevance it was observed that leaders contribute greatly to changing student attitude hence resulting into higher performance. Leadership styles are many as there are also many leaders. However, the three principal styles are autocratic, Laisses-fare and democratic leadership (Vnom, 1979) leadership makes employees to come out with strategies of making the organization to move forward to realizing its objectives (Rue and Btans, 1992).

2.5.1. Autocratic Leadership Styles

Autocracy believes that decisions or authority is vested on the leader. The subordinate are expected to be incompetent and lazy and take orders without questions. This leadership style makes tasks done faster, effectively and efficiently as decision making and communication is through one way of up down approach. However this style does not motivate and it leads to low morale among teachers and students. Headteachers who apply this leadership style realizes low performance in their school.

Hersey and Blanchord (1972) observed that with an immature work group, a headteacher can be very directive and authoritative not minding of any interpersonal maintenance hence demoralizing the morale of those under them. A leader may choose a leadership style because of forces around him/her. Headteachers who use autocratic leadership styles
perform very well in their duties. Authoritarian leaders do not allow any participation and only get concerned when giving praise when talking about the negative sides of events. Authoritarian leaders are impersonal and therefore never open in many situations. According to Mbiti (1974) authoritarian leadership do not earn any recognition from those who are governed as leadership is by the use of the thumb as in the military. However, autocratic leadership can quash opposition, can kill as in government and is not an incentive to other people's opinion.

2.5.2. Democratic Leadership

This style is associated with high team spirit and is characterized by high performance. School headteachers who use this leadership style advocates for both teachers and students participation. Such headteachers make consultation with teacher and students hence creating a conducive environment for working. Democratic leadership styles is the most desirable style for most leaders as it leads to better school performance. Headteachers who apply democratic leadership styles are high performers because they employee centred persuasive participatory and considerable when handling issues (Shettly, 1970).

Democratic leadership is also associated with high degree of initiative morale, cohesiveness; freedom of action and work quality Mbiti (1974) further noted that democratic leadership derives its recognition from power and authority from the support of the government. The freedom of the governed and their opinion are guaranteed and respected where democratic leadership is exercised. This leadership styles is also
motivating as key players are involved in decision making hence are part of the solution and success of the organization in a democratic environment.

2.5.3. Laissez - Faire

This leadership styles is where the subordinate are left to do as they wish whether the headteacher is there or not. Teachers and students behave the way they want using their own decision as they posses that attitude of care free. In a Laissez - Faire environment, indiscipline and poor performance are common as the headteacher does not provide any direction. School headteachers who apply this type of leadership styles are poor performers.

2.6 Leadership in Schools

Fishmen (1986) investigated on the influence of the headteachers leadership behavior on learner's performance and the headteachers leadership styles. This therefore, indicated that the headteacher’s leadership styles are closely associated with learner's performance. His findings showed that headteachers influenced learner's performance.

Cinco (1965) carried an investigation on leadership behavior, organizational climate and performance of schools in Mindanao, Philippines. He wanted to compare the perceptions of teachers in respect to the headteachers leadership styles in schools of Mindanao, and how this affects performance. The investigation revealed that learner's performance was highly influenced by leadership styles of the headteachers. Headteachers who were democratic performed highly than those who were authoritative.
Mangoka (1977) carried a study about the leadership behavior of Nairobi and Machakos school teachers. The findings showed that leadership was influenced more by academic qualification than administrative experience. The study also found that leadership behaviour was characterized by high performance especially in school which was headed by graduates. Leadership integrates a number of functions for purposes of accomplishing the intended objectives. Okumbe (1998) Koontz and Weignch (1989) observed that leadership plays an important role in guiding material and human beings into achieving the school goals. Good leadership in school brings about goal achievement as these schools perform well.

Performance according to Griffin (1994) is associated with sound leadership of the headteachers, a happy environment and devolution by the entire staff. Schools that register high performance have dynamic and effective leadership. Therefore a happy environment, learner's determination and effective leadership have a direct bearing on high performance in examination (Blanchord et al 1982).

Okumbe (1992) observed that job satisfaction is associated with leadership styles as exercised by the supervisors. He noted that leadership styles in schools has not reached the standard of being accepted by teachers. Headteachers have not received further training in educational administration beyond their undergraduate courses. For this reason they are not likely to perform. These findings therefore are likely to make this headteachers to improve the schools performance. As they need to be equipped with more leadership skills.
Lane (1987) in his investigation on leadership observed that schools policies and learners performance are determined by the nature of leadership in that school. Teachers' behavior depends on the types of instruction given by the school administration, school objectives and learner's academic performance relies heavily on the school administration.

Eshiwani (1983) investigated factors that influence performance among primary and secondary school pupils in western Kenya. Eshiwani (19930 observed that examination measure the output in education system and the internal efficiency of the schools. The output of an educational system should make learners meet their utilitarian goal hence their achievement. From the findings of his study, he found out that most headteachers in western province were incompetent and had no commitment and dedication. These findings explained why there was poor performance in schools in the province. Gucha South District is in the western region of Kenya which is one of the areas covered by Eshiwani (1993) study; performance in ECDE centres has been erratic over the years. As a result this study is set to investigate the effect of managerial leadership on the performance of ECDE centres in Gucha South District (Kisii County).

2.7 Theoretical Framework

The study was based on the path goal leadership theory which attributed to Martin Evans and Robert House who wrote separate papers on the subject (House and Mitehall, 1974). The theory emphasizes on how leaders can facilitate task performance by showing subordinate how good performance can be instrumental in achieving desired rewards.
The theory argues that people are satisfied with work and will work hard if they believe that their work will lead to things that are highly valued (Okumbe, 1999). The theory emphasizes that the managerial leadership should be motivating or satisfying to the extent that it increases goal attainment by subordinates and clarify the paths to these goals (Steers, 1991).

In this study, the school committee members, the headteachers who assume the managerial positions should take motivator and satisfier role to help the teachers recognize the importance of ECD Centers in the education process in Kenya. The path goals theory rests on two prepositions. First, that the leader’s behavior will be accepted and satisfying when the subordinate perceive of it to be an immediate source of satisfaction. In this study, the school committee members and the headteacher should assume the positions of the leader while the teachers and supportive staff take the positions of the subordinates.

Secondly, the leader’s behavior were motivating to the extent it makes subordinate’s satisfaction contingent upon effective performance and to the extent that it complements the subordinates work environment by providing necessary guidance, clarity of direction, and rewards for effective performance. In this study the expected guidance is an emphasis on use of resources available effectively in order to realize good performance by the Early Childhood Development Education (ECDE) Centers.
According to House (1977) a comprehensive theory of leadership must recognize at least four distinct types of leader behavior. **Directive leadership** - in this type of leadership the subordinates are not participants since the leader provide them with plans, including rules and regulations. Secondly **supportive leadership** - the leader shows concern for the well being and personal needs of the subordinates. He/she is approachable and friendly. Thirdly, **achievement oriented** leadership - the leader sets challenging goals and exhibits the contingency that the subordinates will achieve high standards since they are endorsed with requisite potentials; Fourthly **participative leadership** - in this type of leadership, the leader consults with the subordinates and embodies their suggestions in decision making.

Therefore this study expects that the school committee and the Early Childhood Development Education (ECDE) Centers administration will show their behavior in the course of the work in Early Childhood Development Education (ECDE) Centers.

The path goals theory stresses the effective leadership is a function of interaction between leader behavior and situational and contingency variables of subordinates characteristic and environmental factors. These contingents' factors interact, with the leader behavior attitude and behavior. The employee's behavior and attitude may be motivated or constrained. The path goals theory can be summarized as shown in figure 2.1.
Figure 2.1. Conceptual Framework of the study

**KEY**
- Direct relationship
- Indirect relationship

**Figure 2.1. On conceptual framework shows how the variable for my study are interrelated**
SECTION THREE
RESEARCH METHODOLOGY

3.1. Introduction

This section contained the research methodology. It included research design, population, sampling procedure and sample size, instruments, validity and reliability, procedure for data collection and data analysis.

3.2. Research Design

The study was descriptive in nature and it employed an ex-post facto design.

According to Kothari (1990) descriptive studies attempt to identity variables that exist in a given situation and at times to describe the relationship that exist between these variables. Burg and Gall (1989) have explained that in ex-post facto research design the causes are studied after they presumably have exerted their effect on another variable.

Kerlinger (1973) also defines ex-post facto research as systematic empirical inquiry in which the scientist does not have direct control of independent variable because their manifestation have already occurred or because they are inherently not manipulated. The design was chosen because the study tried to establish possible relationship between independent variable and dependent variable in an already existing situation. The independent variable was effect of managerial leadership and the dependent variable were performance of Early Childhood Development Education (ECDE) centres.
3.3 Target Population

Mugenda and Mugenda (1999) have defined the targeted population of a study as a complete set of individuals, cases or objects with some common observable characteristics. The population of that study was ECDE centres in Gucha South District (Kisii County). The district has four divisions namely Tabaka/ Rigena Division, Nyamarambe division, Etako division and Maticho/ Otendo. The number of ECDE centres in the four divisions is one hundred and four (Gucha South DEO's office statistics 2012). To elicit the required information the study targeted various categories which were comprised of Early Childhood Development Education (ECDE) teachers who are responsible for teaching and learning process in the centres, Early Childhood Development Education (ECDE) centre management committee and parents with children in the pre schools, management committee who provide physical and instructional facilities, primary school headteachers, who are the key decision makers regarding management of Early Childhood Development Education (ECDE) centres, DICECE officers/ zonal Inspectors/ TAG tutors who are the trainers and supervisors of Early Childhood Development Education (ECDE) teachers and centres respectively.

3.4 Sampling Procedure and Sample Size

The four divisions have one hundred and four Early Childhood Development Education (ECDE) centres (Gucha District DEOS Office 2012). The sample size comprised of 16 pre- schools. According to Mugenda and Mugenda (1999) descriptive research requires sixteen percent (16%) of accessible population which was adequate for a sample. Four schools per division were randomly selected to make a total of 16 schools in the four
divisions in each division each pre-school's name were written on a separate slip of paper and all slips were put in a container. The containers were shaken and the researcher selected 4 slips containing names of Early Childhood Development Education (ECDE) centres one at a time. Random sampling ensured that all the pre-school in each division had an equal independent chance of being selected for the sample.

Selection of Early Childhood Development Education (ECDE) teacher, one Early Childhood Development Education (ECDE) teacher was selected, in each of the 16 Early Childhood Development Education (ECDE) centres the chair person of the ECDE committee was involved, given that all Early Childhood Development Education (ECDE) centres are feeder schools for a particular primary school the head teacher was selected, in the 16 sampled Early Childhood Development Education (ECDE) centres one parent was selected who participates or who is involved in the Early Childhood Development Education (ECDE) child's name was written in a separate slip of paper and folded. All the slips were placed in a container and shaken and one was randomly picked and DICECE officers and zonal inspectors who are officials in charge of monitoring and supervising for smooth management of Early Childhood Development Education (ECDE) centres were selected.

3.5 Research Instruments

The research instruments consisted of questionnaires for sampled categories of various participants as well as observation schedule for the selected Early Childhood Development Education (ECDE) centres. Each questionnaire was used to solicit
information from target sample concerning Early Childhood Development Education (ECDE) Centre management. There were four questionnaires to be used for this study that is questionnaires for ECDE centre headteachers, questionnaires for ECDE teachers, questionnaires ECDE centre committee chairperson, questionnaires for DICECE officers and zonal inspectors and observation of schedule of ECDE centres and children.

3.6. Instrument Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda. 1999). According to best and Kalin (1998), validity is the quality of the data gathering instruments that enables it to measure what it is supposed to measure. In this study, internal validity ascertained through the appropriateness of the research design.

The information about the population and selection of the sample was detailed and data was collected through questionnaires and observation schedule. Context validity was done using professionals, expert’s colleagues and supervisors also approved the instruments from alongside the respondents of Gucha South District (Mugenda and Mugenda (1999). The concept measured by each instrument was assessed. The professional determined whether the set of items accurately represent the concept under study. Their comments were used to revise the items in questions.
3.6.1. Instrument Reliability

Reliability is the degree of consistency that the instrument demonstrates (Mugenda and Mugenda, 1999). To test for reliability of the items in each questionnaire, the researcher used the test-re-test technique. An appropriate group of participant was administrated to them. The same test was then administered again to the same group after one month under the same conditions. The score were then correlated from both testing periods to get the coefficient of stability. The instruments were adjusted accordingly.

3.7. Procedure for Data Collection

The first step was to obtain consent letter, of introduction from the Ministry of Education and district education office of Gucha south district. The investigator wrote a letter of introduction and request for appointment from the head teacher’s school management committee, chairperson, DICECE officers and zonal inspectors of schools which were involved. The researcher sends that letter two weeks in advance prior to the actual visit. The researcher distributed questionnaires personally by visiting sampled schools. The researcher conducted the focused groups to carry out the research. The questionnaire was collected immediately to avoid loss of some and also to save time.

3.8. Data Processing and Analysis

Mugenda and Mugenda (1999) observed that data analysis is the process of bringing order and meaning to the collected data. Data processing entail through reading of the data, which gave the researcher clear understanding of it. Before analysis is done editing and data clearing is done in order to ensure consistency and accuracy of the responses.
which were obtained in each instrument. Descriptive field notes were manually summarized during field work.

The data was analyzed both qualitatively and quantitatively according to the study objectives. The researcher started by analyzing the raw data immediately it was obtained. Response from every respondent were checked and then tabulated. The data was analyzed using the frequencies and percentages and presented using tables.
4.0. Introductions

This section contains the research findings and discussions. The main objective of the study was to investigate the effect of management leadership on the performance in ECDE centers in Gucha South District (Kisii County) managerial leadership involves good planning, organization of resources, directing and controlling various activities systematically to achieve the stated goals of an organization (Okumbe, 1999). The areas are discussed in relation to effective managerial leadership of ECD centre. The areas include; evaluating the criteria used in selecting the Early Childhood Development Education (ECDE) Centers leadership, to find out managerial leadership inadequacies within the Early Childhood Development Education (ECDE) Centers, to determine the various leadership style employed by headteachers of Early Childhood Development Education (ECDE) Centers, to examine the relationship between the qualifications of Early Childhood Development Education (ECDE) teachers and school management of ECDE Centers and to determine the effect of stakeholders Dicece officers, zonal quality assurance and standards officers, Teacher Advisory Centre (TAC) on the performance of Early Childhood Development Education (ECDE) centres.
4.1. Background Information

4.1.1. Questionnaire Return Rate

The study targeted 16 sampled pre-schools and Dicece office in Gucha south District. A total of 80 questionnaires were distributed and out of those 60 questionnaire were collected giving a response of 75%. Hertman (1979) notes that a return rate of 50% is adequate, 60% is good and 70% is very good. In this study the return rate was over 70% which was deemed to be very good and sufficient for data analysis. The respondents were quite cooperative and the date collected was taken to be a true representation of the respondent’s views due to the independence of the anonymous questionnaire techniques carried out. The filled questionnaires were coded cleaned and analyzed using statistical packages for social sciences (SPSS) and data presented using tables.

4.1.2. Demographic Information of the Respondents

The demographic information of the teachers, chairperson, headteachers, Dicece officers, were analyzed in this section. It is presented according to sex (gender) age, academic qualifications, duration of stay in the station (Centre), number of pupils managed, and call for meetings to discuss the school matters, distribution of headteachers, teachers and chairperson. This knowledge of demographic characteristic was useful in highlighting the important characteristics of the respondents who took part in that study. The responses were as shown in the Table below:
Table 4.1. Distribution of Teachers According to Gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>81.25</td>
</tr>
<tr>
<td>Female</td>
<td>03</td>
<td>18.75</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the Table 4.1 above, there were more female teachers than male teachers. This lead to a conclusion that the ECDE teachers teaching career in the district was female dominating since their representation was higher than male. The implication could be that male doesn’t like ECDE teaching, a possibility of male is that they are not able to handle young children like female.

Table 4.2. Distribution of Headteachers by Sex (Gender)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the Table 4.2 above the study found out that there were more male headteachers than female headteachers, women headteachers were few in the district possibly because women were given a very low profile on administrative matters and possibly women did not want to be burdened with more responsibilities.

While the percentage of male teachers was more than those of female teachers. This led to the conclusion that headship in the district was dominated by male since their representation was higher.
Table 4.3. Distribution of Chairperson by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found out that there were more male chairperson than female chairperson. Their percentage was higher due to cultural belief that male are able to administer than female and so they chose male more than female and also women seen not to be aggressive in leadership position.

Table 4.4. Distribution of Chairperson by Headteacher and Teacher by Age

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Headteacher</th>
<th>Chairperson</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>20-30</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>12.5</td>
<td>8</td>
</tr>
<tr>
<td>41-50</td>
<td>10</td>
<td>62.5</td>
<td>3</td>
</tr>
<tr>
<td>50 above</td>
<td>4</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
<td>16</td>
</tr>
</tbody>
</table>

The study found out that most headteachers were aged between 41-50 years. This clearly indicated that most headteachers were advanced in age. Possibly this was attributed to the fact that to be appointed a headteacher one must have served as a teacher for a given duration of time thus making them get to headship at an advanced age.
This is because the majority of headteacher were between 41 and 50 years an indication that they must have taught for sometimes before being appointed as a headteacher.

On the age bracket of teachers were aged 31-40 years. This was an indication that most teachers in the district were young in age, the age of a teacher is important as it provides the general measure of the amount of experience that one has in the profession, assuming that the period given is the one spent by the teacher in the profession. This has an advantage to the learners because they are taught by experienced teachers. The age factor in reference to teachers indicated that most teachers were in their middle of their career and therefore they had the capacity to deliver and influence performance in ECDE centres.

On the age bracket of chairperson of ECDE centre the study found out that most chairpersons were aged 31-40 years. This clearly indicated that most chairpersons were mature in age and they were in position to be aggressive in their management of the ECDE centres.

Table 4.5. Academic Qualification of Headteachers, Chairperson and Teachers of ECDE centre

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Headteacher</th>
<th>Chairperson</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Primary (Std 8)</td>
<td>-</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Secondary (F IV)</td>
<td>14</td>
<td>87.5</td>
<td>4</td>
</tr>
<tr>
<td>A-level</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>University</td>
<td>2</td>
<td>12.5</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
<td>16</td>
</tr>
</tbody>
</table>

35
From the Table 4.5, indicated that the number of headteacher who had form four education (87.5%) were many while a few had university education. This implied that most of the school heads were informed on academic matters and well equipped to head their respective institutions. From the above table indicated that the number of chairperson with primary education (75%) was more and a few had secondary education. This implied that most of ECDE centre headteachers were not well informed on academic matters and were not well equipped to handle management issues in their respective institutions. On the academic qualification of the teachers in the district, the study found out that the majority of teachers in the district had secondary education and a small percentage in primary education. It was encouraging to find out that most of the teachers in Gucha South District ECDE centres had secondary education. This is a positive attribute of the study because teachers academic and professional qualification has significant influence on the managerial leadership and performance this implies that teachers were to deliver the information needed in the performance of ECDE centres.

Table 4.6. Duration of Time the Chairperson, and Teacher had Stayed in the Present School.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Headteacher</th>
<th>Chairperson</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1-4</td>
<td>3</td>
<td>18.75</td>
<td>16</td>
</tr>
<tr>
<td>5-8</td>
<td>2</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>8-12</td>
<td>5</td>
<td>31.5</td>
<td>2</td>
</tr>
<tr>
<td>Over 12</td>
<td>8</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
<td>16</td>
</tr>
</tbody>
</table>
From the findings of the study it was found that most headteachers had been in their present school for relatively along period of time and indicated that they were settled in their stations of work. This showed that either their services were good to the school community or they were too influential to continue staying in the same school for their own interests. Some headteachers were also pretty new to headship and only had an experience of between 1-4 years. The study found out that the majority of the teachers were new in their current schools, an indication that teachers are employed in the district. From the study found out that the chairperson are new, which implies election is done regularly to renew the committee.

Table 4.7. Number of Pupils Managed at the Present School

<table>
<thead>
<tr>
<th>No. of pupils</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-60</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>61-90</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>91-120</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>120-150</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the schools have a population of between 61-90 pupils. The high numbers of enrolment at ECDE centres was attributed to the high number of young parents who are giving birth and the agricultural potential of Gucha South District had. As a result teachers–pupil ratio was low leading to the poor performance in ECDE centre performance. In view of this finding the study enquired on the streams and the study found out that most schools had only two streams that is a pre-unit class, baby class and
nursery were put together. This is not good because baby class and nursery are not
supposed to be taught together. Therefore, this implies that learning facilities were very
few to allow creation of more streams. There was also a possibility of many pupils not
attended by the teacher because of the high enrolment per stream.

To determine the various leadership styles of headteacher of public ECDE centre in
Gucha South District, the headteachers and teachers were asked to respond to a specific
set of questions on the capacity to: motivate staff, ability to coordinate staff, school
support for teacher staff development, ability to relate well with range of people, ability
to communicate complex issues to staff, accountability on task performance, capacity to
set high standard for self and others, call for meeting to discuss the school matters. The
study observed that majority of heads (81.25%) agreed that they set for themselves and
others very high standards.
The study found out that 62.5 percent of the heads had the capacity to maintain and motivate staff. This is by either rewarding them or even praising who perform better before the rest.

The study observed that 62.5 percent of the heads could coordinate the activities of their staff like development staff motivation, sports and syllabus coverage which is the key to good performance in the centre. It was implied that the headteachers were democratic and therefore accepted by their teachers.
The study found out that 75% of the headteachers in the district sponsored teachers for further training especially the in-service courses. These made teachers feel motivated and appreciated as a result they also got determined to deliver to their best hence improvement in performance in ECDE centres. Majority of the headteachers (93.75%) indicated being in a position to work well with a wide range of people including teachers, pupils and other subordinate staff. This was an indication that the leadership styles applied here was accepted by the majority of the teachers.

Most of the headteachers (75%) disagreed that they took teachers to task over their failures. The study found out that 64 percent of the heads indeed called for meetings with teachers and parents to discuss school matters. The teachers believed that their respective headteachers were doing their best to improve their centre managerial leadership performance.

4.2. ECDE Centres Managerial Leadership Inadequacies

All the categories of respondents were asked this question. Their response were received and analyzed and presented in the table 4.2 below

<table>
<thead>
<tr>
<th>Table 4.10. ECDE Centres Managerial Inadequacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers  Teachers  Chairperson  Parents  Diocese officers  Inspectors</td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
From the data in the Table 4.10, shows (9) 56.25% of the headteachers indicated that there were inadequacies in the managerial leadership; (10) 62.2% of the teachers confirmed the same; (14) 87.5% of the parents agreed that there were inadequacies; (1) 100% of the Dicece officers agreed too; and (3) 60% of the inspectors confirmed that they were inadequacies in the managerial leadership in ECDE centres in Gucha South District.

A further question was asked on what the respondents thought were the inadequacies. The following answers were received by the researcher.

- The academic qualifications were inadequate especially on the part of management committee members who the majorities were not well educated.

- There were no induction training conducted for the management committee members, the headteachers and even some of the inspectors who are supposed to supervise the ECDE centre operation process.

- The headteachers and teachers themselves were not trained for the handling of the issues affecting a three year child in the ECDE centres.

- Many teachers in the ECDE centres lacked creative thinking and innovativeness on how to keep the ECDE centres children playful, happy and to be occupied all the time and also providing resting periods.

An interesting answer came from some inspectors and Dicece officers that even themselves were not provided with guidelines on what to inspect or suggest for development, because they were not properly equipped for ECDE centres management structures and administration.
4.3. Effect of Various Managerial Leadership Styles have on the Performance of ECDE centres in Gucha South District.

The study was to investigate and determine the various leadership style employed by headteachers in their day to day management of ECDE centres in Gucha South District. The following leadership style were put across to the respondents to indicate the type of leadership they thought fitted well with the ECDE centres headteachers.

The responses were received and analyzed and presented in the Table 4.11 below:

Table 4.11. Effect of Various Managerial Leadership Styles have on the Performance of ECDE centres in Gucha South District.

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Chairperson</th>
<th>Parents</th>
<th>Dicece officers</th>
<th>Inspectors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Directive</td>
<td>6</td>
<td>37.5</td>
<td>9</td>
<td>56.23</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Supportive</td>
<td>3</td>
<td>18.75</td>
<td>3</td>
<td>18.75</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>achievement</td>
<td>4</td>
<td>25.0</td>
<td>2</td>
<td>12.50</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Participative</td>
<td>3</td>
<td>18.75</td>
<td>1</td>
<td>6.25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
<td>16</td>
<td>100</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the data contained in the Table 4.11 above (6) 37.5% of the headteachers indicated that the managerial leadership style was directive the same was confirmed by teachers (9) 56.25%; the same applied to chairpersons (8) 50% parents (7) 43.75% and inspectors (2) 40%. It is also interesting to note that the inspectors who are supposed to advise the headteachers were also of the opinion that the headteachers exercised a lot of directive leadership which meant that the management committee and the teachers of ECDE
centres participated less in day to day running of the ECDE centres which brought in the question of poor performance in those ECDE centres.

Further probe on this matter by the researcher the outstanding answer which came out is lack of training on managerial leadership skills on how to handle ECDE centres operations. This was done through personal interviews one on one and also from the questionnaires.

The nature and quality of leadership a head teacher’s centre provides has an effect on management of the centre (MOEST, 1999). The leadership styles of head teachers identified in Gucha South District in the study were democratic and autocratic. The two types of leadership were observed during the visit to various primary schools that were sampled. The total number of primary schools visited were 16. Democratic type of leadership refers to those headteachers who involve other stakeholders in decision-making. They influence their subordinate but do not dominate their thinking. Decisions are made through consultation with those under them and other stakeholders (MOEST, 1999). Autocratic leadership on the other hand refers to those headteachers who rarely consult others when making decisions and solving conflicts. The headteachers acts independently. From the findings of the study, 56.52% (n=9) of the headteacher in Gucha south are autocratic while 43.75% (n=7) were democratic. When the two types of leaders were compared in relation to planning and co-ordination of activities in their centres there was a notable difference in relation to availability and support of management committees, feeding programs and learning/teaching materials.
From the study, 56.25% (n=9) of autoerotic managers interviewed stated that management committees are not necessary in the management of ECD centers. They said that they can manage their centre more effectively without involving parents and community members who usually form the committee in their centers. No management committees were found in their centers. According to the ECD teachers and parents interviewed, the headteachers made decision and compelled teachers to follow instructions and parents to pay the services provided to their children are sent home. These headteachers stated that they are in control and therefore do not need any committees to manage the center.

On the contrary 71.43% (n=5) of headteacher with democratic type of leadership stated that management committees are very important in running of ECD centers. It was found that in their centers there were management committees that deliberate on management issues and come up with an agreeable course of action. They encourage committees to set their own targets and come up with the best way to achieve them. They offer suggestions on management issues to committee members who then deliberate and make final decisions on the way forward. This was supported by MOEST in the school management guide (1999) where it states that the process of decision making should aim at greater participation of stakeholders in order to minimize conflict. Olembo et al (1992) who says that schools should be managed by committees in order to accomplish set educational goals and objectives effectively and efficiently. Growth and sustainability of ECD centers largely depends on the importance attached to early childhood development education by parents and community (Bernard Van Lees Foundation, 1994). Parents and community
should therefore be encouraged as much as possible to support and participate in management committees. This is also supported by Brighouse (1991). He asserts that, professional in schools, should generate dialogue with families and listens carefully to them so that parents would respond sensitively and gives the best services to the schools and their children. Parents are beneficiaries and should be encouraged to be in the frontline championing for better and attainable goals to improve management in ECD centers.

4.4. Qualifications of (ECDE) Teachers and the Performance of ECDE centres.
The quality of ECD teachers depends on the type of training the teachers have undergone. They require practical skills to build their capacity in order to deliver quality ECD programs (MOEST 1999), 75% (n-12) interviewed who have trained though MOEST two years in service training course. A small percentage 25% (n=4) were untrained teachers. When teachers who have undergone the two year course were compared with the untrained, there was a marked difference in their supporting of management committees, feeding programs and learning/teaching materials.

According to the study 25% (n=4) of untrained teachers did not identify management committees useful in running of centres. They indicated that ECD centres can be managed by headteachers and teachers themselves without a committee. They stated that most parents in management committees are illiterate and therefore would not understand about ECD management issues. Trained teachers on the contrary indicated the need for ECD centre committees in the management of ECD centres. The findings showed the
75% (n=12) of them supported the participation of management committees as shown in the table below.

**Frequency and percentage of teachers supporting management committees**

<table>
<thead>
<tr>
<th>Teachers status</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained MOEST 2 yrs course</td>
<td>10</td>
<td>83.3</td>
<td>2</td>
<td>16.7</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Untrained other courses</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Trained teachers indicated that without parents support in the centers there is a gap between home and schools.

They said that they link with parents through the children regarding collection of local materials they use in teaching. They stated that parent’s efforts in turn enhance effective learning in the centres. These findings stated that when parents are involved in decision-making, they are encouraged to fully support and get involved in ECD programs and this will make a significant difference to children’s progress. Establishment of ECD centre committee is considered a very important measure of quality (MOEST, 2004) since the committee is composed of parents of ECD children; their participation enhances sense of ownership and therefore, ensures sustainability of the programs.

From the study findings the trained teachers were found to be more supportive of ECD committees than untrained teachers. The reason behind this could be because during their training they are made to understand the need for ECD committees and urged to involve them in ECD activities as much as possible. Their support of management committees is also in agreement with Koech report (1999). He asserts that involving parents who are
beneficially in ECD management improves quality by ensuring that the program remains relevant to the needs of the child parents and the community as a whole.

4.5. The effect of Managerial Leadership of Stakeholders on the Performance of ECDE Centres.

Effective management of ECDE centre is dependent on adequate support and guidance promoted by relevant stakeholders (Ngome, 2002) it entails frequent visits, follows up and guidance in the organization of ECDE activities and mobilization of parents and communities. In the study, stakeholders include DICECE officers, ZQASO and Teacher Advisory Centers (TAC) tutors. Out of the eleven stakeholders sampled 27.3% (n=three) were DICECE offices 45.4% (n=five) were quality Assurance offices 27.3% (n=3) were TAC tutors. The three categories of stakeholders play a significant role in ECD management in the areas of management committees, feeding programs and learning /teaching materials.

From the study 81.8%(n=9)of the stakeholders supported ECD Centers management committees. Centers with management committees are well organized because parents participate in decision making concerning the centre. They are involved in training of committee members on management of issues such as book keeping and management. The result shows that 18.2% of the stakeholders did not support management committees.

It was noted that ZQSO whose major role is supervision of primary schools. The ZQSO sampled indicated that some parents in ECD committees are ignorant about ECD management issues and therefore they should not be charge with responsibility of making
decisions about the centers. They stated that they have not been trained on the ECD managing issues and therefore they are not able to advice and guide parents on ECD issues. This confirms the findings by Kitheka (2003). In a case study of the inspectorate on inspectors Training and development it was relevant that there is no specific training policy of inspectors at the ministry of the education. The ZQSO are expected to assess ECD teachers when they are in training and professionally advice and guide them in ECD teachers when they are in training and professionally advice and guide them in ECD management issues. Without training the inspector will not be able to offer any support or guidance.
SECTION FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. This study focuses on the effect of managerial leadership on the performance of ECDE centres, in Gucha south district (Kisii county).

5.2 Summary of the Study

The purpose of the study was to investigate the effect of managerial leadership on the performance of ECDE centres in Gucha South District (Kisii County). Four research questions were formulated to guide the study. Research question one sought to find out how various leadership style affect performance in ECDE centre, research question two sought to find what relationship is between managerial leadership qualification of ECDE teacher on the performance of ECDE centre, research question three sought to determine the effect of managerial leadership of the stakeholders (D.iece officers, ZQSO TAC tutor) on the performance of ECDE centre and research question four sought to find what effect managerial leadership inadequacies have on the performance of ECDE centre.

The study was descriptive in nature and it employed an ex-post factor design. The study targeted all 104 public pre-primary schools. A sample of 16 pre-primary schools was selected through purposeful simple random sampling technique. Data was collected by use of questionnaires and observation schedule. A total of 80 questionnaires were
distributed out of which 60 were collected giving a response rate of 75%. The collected questionnaires were coded, cleaned and analyzed using the frequencies and percentage and presented using tables.

5.3. Summary of the findings
On the first objective which was to find how various managerial leadership affect performance of ECDE centre in Gucha South District, the study found out that the managerial leadership style employed in Gucha South District were directive (autocratic) (-%) supportive (Democratic) (-%) achievement (autocratic mixed with democratic) (-%) and participative (-%) leadership style. Achievement (autocratic mixed with democratic) was dominant with (-%). The above managerial leadership style affected the performance of ECDE centres differently because the nature and quality of leadership headteacher’s centre provide has an effect on the management of the centre (MOEST, 1999). The two mixed managerial leadership autocratic and democratic was observed during the visit to various primary schools that were sampled. This leadership style affects the performance of ECDE centre positively compared to the other leadership style that is directive type of leadership because the leaders sets challenging goals and exhibits the contingencies that the subordinates will achieve high standards since they are endorsed with requisite potentials.

On the second research objectives, which sought to find what relationship is between managerial leadership qualifications of an ECDE teacher on the performance of ECDE centre, the study found out that the quality of ECDE teacher depends on the type of
training the teacher have undergone. They require practical skills to build their capacity in order to deliver quality ECDE programs (MOEST, 1999), when teachers who have undergone the two year course were compared with untrained, there was a marked difference in their supporting of management committee, feeding programs and learning/teaching materials. The reason behind this could be because during their training they are made to understand the need for ECD committees and urged to involve them in ECD activities as much as possible.

On the third research objectives which sought to determine the effect of managerial leadership of the stakeholders (DICECE officers, ZQSO and TAC tutors) on the performance of ECDE center, the study found out that effective management of ECDE center is dependent on adequate support and guidance promoted by relevant stakeholders (Ngome, 2002). It entails frequent visits, follows up and guidance in the organization of ECDE activities and mobilization of parents and communities. In the study stakeholders include DICECE Officers, ZQSO and Teacher Advisory Centres (TAC) tutors. The three categories of stakeholders play a significant role in ECD management in the areas of management committees, feeding programs and learning/teaching materials.

On the forth research objective, which sought to find what effect of managerial leadership inadequacies have on the performance of ECDE centres, the study found out that, there were managerial leadership inadequacies in the ECDE centres that affect the performance of ECDE centres. They found out the following as inadequacies within the ECDE centre, that affect performance academic qualification were inadequate especially on the part of
management committee members who the majorities were not well educated. There were no induction training conducted for the management committee members, the headteachers and even some of the inspectors who are supposed to supervise the ECDE centre operation process, some of the headteachers and teachers were not themselves trained for the handling of the issues affecting a three year old child in the ECDE centres. some ECDE teachers lacked creative thinking and innovativeness on how to keep the ECDE centre children playful, happy and be occupied all the time and also providing resting periods.

5.3 Conclusion

Based on the findings and general observations made during the study, since various managerial leadership style affect ECDE centre performance differently, the headteacher of the ECDE centre is supposed to use various leadership style as the situation demands.

On the qualification of the ECDE teachers; the teacher is supposed to be trained to enable him/her to perform managerial leadership role effectively and efficiency. On the effect of managerial leadership of stakeholder, the Dicece officer, quality assurance and standards officers are supposed to have frequent visits, follow up and guide in the organization of ECDE activities and mobilization of parents and communities on the managerial leadership inadequacies within the ECDE centre they should be reduced to enable effective and efficient managerial leadership in the ECDE centres.
5.4. Recommendations

From the findings, several recommendations have been made; it is believed that if these recommendations are implemented effective managerial leadership of ECD centres would be enhanced. It is further recommended that all ECD teachers should be trained in MOEST 2-years in-service course to enhance the ECD management skills. There is also need to harmonize management practices of ECD centres to ensure uniformity and co-ordination among various providers of ECD services.

The government should look into ways of supporting ECD centres through free education policy. All stakeholders should be sensitized and trained on ECD management issues. All headteachers of ECD centres should apply alternative style of leadership in management of the centres according to different situations that arise in the centres.

5.5. Recommendation for Further Research.

The results from this research study has influenced the need for further research to find out other factor especially in other districts, which affect effective managerial leadership on the performance of ECDE centres. There is need also for further research on management in centres run by churches, local authorities and NGOS and document best practices that promote effective quality of managerial leadership on the performance of ECD centres.
REFERENCES


Pupils in Western Province a Policy Study. B.ER Nairobi Kenyatta University College.


Ministry of education (2010), KCSE Results Analysis, Unpublished, Masaba South District Education Office.


APPENDIX I

LETTER TO THE RESPONDENT

University of Nairobi
Department of Education Communication
and Technology
M.Ed (ECE)
P.O. Box 92
Kisii.

May – 2012

Dear Sir/Madam,

I am currently a master’s student at the University of Nairobi undertaking education research on Impact of Managerial Leadership on the Performance of ECDE centres in Gucha South District Kisii County.

Having been randomly chosen to participate in the study, I request you to freely and openly respond to the questionnaire. Your response will only be used for this research work. Your identity will be kept private and confidential.

I hope you will take my request into consideration.

Thank you in advance.

Yours faithfully,

Simon Nyagwensa
University of Nairobi
Dear Sir/Madam,

Your center has been selected for this study; please answer the questions in the questionnaire as honestly as possible. The information you will give will be treated in the highest confidentiality and will be used for educational purposes only. Please do not write your name.

**BACKGROUND INFORMATION**

1. Sex  
   - Male [ ]  
   - Female [ ]

2. Name of ECD centre __________________

3. Division ____________________________

4. Current enrolment  
   - Boys [ ]  
   - Girls [ ]

5. Are children grouped by age  
   - Yes [ ]  
   - No [ ]

6. Age of the teachers  
   - Below 20 yrs [ ]  
   - 21 - 30 yrs [ ]  
   - 31 - 40 yrs [ ]  
   - 41 and above [ ]

7. Which language do you mainly use in communication with children in this centre?  
   - Kisii [ ]  
   - Kiswahili [ ]  
   - English [ ]  
   - Others (specify) __________________

8. How far is your residence from school

**A. ECD CENTRAL INFORMATION**

9. How old is this ECD centre?

10. How many teachers are in this ECD centre?
11. Are there other staff members a part from teachers?  Yes [ ] No [ ]

12. If Yes which ones ____________________________________________

13. Which is the main source of funds for this ECD centre?

   Fees [ ] IGA [ ] Fund raising [ ] Others (specify) _______

14. Who pays teachers’ salaries in this ECD centre?

   Parents [ ] Local council [ ] Sponsors [ ] Other (specify) _______

15. What is the general attitude of parents towards; (a) Pre-school education in general?

   Supportive [ ] Negative [ ] Indifferent [ ] Other (specify) _______

   (b) This ECD centre:

   Supportive [ ] Negative [ ] Indifferent [ ] Other (specify) _______

16. Does this ECD centre have a committee?  Yes [ ] No [ ]

17. If Yes what is the role of the committee?

   ____________________________________________________________

18. Who is involved in the meetings ________________________________

19. Do you think the committee is necessary  Yes [ ] No [ ]

20. Give reasons for your answer in question 19 above ________________

21. Do you think feeding programmes is necessary in ECD centre

   Yes [ ] No [ ]

22. Give reasons for your answer in question 21 above ________________

B. INFORMATION ABOUT ECD TEACHERS

23. How long have you been a pre-school teacher?

24. How long have you been in this pre-school?
25. In how many other schools have you taught before this one?

26. Have you undergone an pre-school training   Yes [ ]  No [ ]

27. If the answer is Yes in questions 26 above

(a) When ____________________ For how long? ____________________

Type of training      [ ] DICECE long course [ ]
DICECE short course   [ ] Montessori [ ]
KHA [ ] Other (specify) ____________________

28. What is the highest level of your education?

Primary [ ] Secondary [ ] Higher education [ ]

29. Do you use KIE ECD guidelines for your work in this centre?

Yes [ ]  No [ ]

30. If No, why ________________________________

31. Do you think development of material is necessary in ECD centers?

Yes [ ]  No [ ]

32. Give reasons for your answer in questions 31 above

33. Do you have terms and conditions of service   Yes [ ]  No [ ]

34. If Yes probe for details e.g. amount and progressions of salary leave housing health cover hours of duty ________________________________

35. Are you paid regularly   Yes [ ]  No [ ]

36. If No probe for conditions underlying payment ________________________________

What time do you report to work?

60
37. Do you enjoy your work?

__________________________

Give this reasons for your answer in 37 above

__________________________

38. Do you have any other comments you would give to make regarding yourself, your work or this pre-school?

__________________________

Thank you very much for your cooperation
APPENDIX III

QUESTIONNAIRE FOR ECD CENTRE COMMITTEE CHAIRPERSON

Dear Sir/Madam,

Your center has been selected for this study. Please answer the questions in the questionnaire as honestly as possible. The information you will give will be treated in the highest confidentiality and will be used for educational purposes only. Please do not write your name.

A. BACKGROUND INFORMATION

1. Name of ECD centre ______________________

2. Division ________________________________

3. Name of pre-school attached (if any) ____________________________

4. Number of children: Boys [ ] Girls [ ]

5. Type of school: Private [ ] Public [ ]

6. Total number of committee members: Male [ ] Female [ ]

7. Total Numbers of ECD teacher: Male [ ] Female [ ]

8. How many teachers are trained: Male [ ] Female [ ]

9. Who built the school ____________________________

B. ISSUES RELATED TO MANAGEMENT OF ECD CENTRES

10. For how long have you served in the committee? Months ________ Years ______

11. How are management committees members selected/appointed?

   Nomination by parents [ ]

   Appointed by Headteacher [ ]
Nominated by class parents [ ]

Others (specify) ________________

12. Do you agree with the method of selecting/appointing management committee members?
Yes [ ] No [ ]

Please give reason for your answer ____________________________

13. What are the recruitment processes that you carry out when recruiting your staff?
__________________________________________________________________________

14. Who is involved in the recruitment exercise?
Panel of interviewers [ ]
Management committee [ ]
Others (specify) ________________

15. Do you hold meetings? Yes [ ] No [ ]

16. If yes, how many times do you meet in school terms
Once [ ] Twice [ ] Thrice [ ]
As necessary [ ] Other (specify) __________________________

17. How will you describe the headteachers behavior in terms of;
(a) Communication with subordinate?
Very good [ ] Good [ ] Bad [ ] Very bad [ ]

(b) Distribution of duties
Very good [ ] Good [ ] Bad [ ] Very bad [ ]
(c) Sociability

Very good [ ] Good [ ] Bad [ ] Very bad [ ]

(d) Temperament

Very good [ ] Good [ ] Bad [ ] Very bad [ ]

(e) Participation by staff in decision making

Very good [ ] Good [ ] Bad [ ] Very bad [ ]

(f) Holding consultative meetings

Very good [ ] Good [ ] Bad [ ] Very bad [ ]

18. How is the chairperson of the management committee selected?

By management committee members [ ]

By the headteachers [ ]

By ministry official [ ]

19. Based on the above rating you have given will you describe the headteacher leaderships as;

Democratic [ ] Supportive [ ]

Achievement oriented [ ] Participative [ ] Others (specify) [ ]

20. Do you feel threatened when wanting to discuss issues with the headteacher?

Yes [ ] No [ ]

Explain __________________________________________________

21. Do you agree with this method of selecting chairperson?

Yes [ ] No [ ]

22. What other criteria is used to select the members of chairperson

_____________________________________________________________
23. Do you hold regular election? Yes [ ] No [ ]

24. If yes, how often?__________________________

25. In case the ECD center is part of a primary school) is the ECD centre representative in the committee? Yes [ ] No [ ]

26. List three major developmental activities committee undertook during the last one year?
   i. ________________________
   ii. ________________________

27. What is the main source of funds for the day to day operations for the ECD centre?
   Fees [ ] IGA [ ] Fund raising [ ] Other (specify) ________

28. Has any of the committee members received any training that is useful in the management of ECD centres? Yes [ ] No [ ]

29. If Yes (a)
   a. When ________________________
   b. By whom? ________________________
   c. Length of training ________________________

30. What is the general feeling of parents towards management committee in ECD centres?
   Supportive [ ] Negative [ ] Indifferent [ ]

31. Do you think it is necessary to involve parents in material development?
   Yes [ ] No [ ]

32. Give reason for your answer in question 23 above__________________________

33. What is the general attitude of parents/community towards the ECD education

65
Supportive [ ] Negative [ ] Indifferent [ ]

34. List two major criteria used in recruiting teachers for your centres?
   i. ________________________
   ii. _______________________

35. Currently are you satisfied with the management leadership skills possessed by headteachers and teachers
   Yes [ ] No [ ]
   Give reason for your answer

36. Based on your answer and reasons you have given how do you intend to either improve or maintain these skills?

37. How many of your teacher(s) are trained?

38. Do you think training for ECD teachers is necessary Yes [ ] No [ ]

39. Give two main reason for your answer in 28 above
   i. ________________________
   ii. _______________________

40. Mention for major ways the committee support the ECD teachers in their work
   i. ________________________
   ii. _______________________
   iii. _______________________

41. What is the average salary of teachers in this centre?

42. Are all teachers paid regularly Yes [ ] No [ ]
43. If No, give two main reasons
   i. _______________________
   ii. _______________________
   iii. _______________________

44. Does the school have a feeding programme

45. If yes, what is the nature of the feeding programme
   Prepared [ ] Centrally [ ]
   Children carry from home [ ] Other (specify) ______________

46. If No, Give reasons ____________________________________________________________________________

47. Do you have any other information you would like to share about the management of this ECD centre __________________________

Thank you very much for your cooperation
APPENDIX IV

QUESTIONNAIRE FOR DICECE OFFICERS AND ZONAL QUALITY ASSURANCE OFFICERS

Dear Sir/Madam,

Your center has been selected for this study; please answer the questions in the questionnaire as honestly as possible. The information you will give will be treated in the highest confidentiality and will be used for educational purposes only. Please do not write your name.

A. BACKGROUND INFORMATION

1. Sex Male [ ] Female [ ]

2. Name Division _____________________________

3. Name of zone _____________________________

4. How many schools do you have? In the division [ ] Zone [ ]

B. ISSUES RELATED TO MANAGEMENT OF ECD CENTRE

5. In which ways are you involved in the management centre in terms of

a) Training of teachers
   i. Recruitment Yes [ ] No [ ]
   ii. Examination Yes [ ] No [ ]
   iii. Other (specify) _____________________________

b) Assessment of teachers
   i. Routine Yes [ ] No [ ]
   ii. Examination Yes [ ] No [ ]
   iii. Other (specify) _____________________________
c) Inspection and supervision of ECD centres

i. Routine  Yes [ ]  No [ ]

ii. Examination  Yes [ ]  No [ ]

iii. Other (specify) ____________________________

d) Community mobilization

i. Training  Yes [ ]  No [ ]

ii. Teaching /learning  Yes [ ]  No [ ]

iii. Food demonstrations  Yes [ ]  No [ ]

6. Have you gone through any training that is useful in the management of ECD centre

Yes [ ]  No [ ]

7. If Yes

a) When ________________________________

b) by whom ________________________________

c) length of training ________________________________

8. Are you involved in the training of ECD teachers

Yes [ ]  No [ ]

9. Which content areas do teachers cover in the training? ________________________________

10. Do you organize/coordinate short course/workshops for ECD teachers and parents in your division/zone

Yes [ ]  No [ ]

11. If yes how often do you organize in a year

Once [ ]  Twice [ ]  Thrice [ ]

Necessary [ ]  Other (specify) ____________________________

69
12. Do you mobilize/train parents on ECD management issues

Yes [ ]  No [ ]

13. If yes, on what issue? ______________________________

14. Do you think feeding programme are necessary in ECD centres?

Yes [ ]  No [ ]

15. Give reasons for your answers in questions 14 above ____________________

16. What is your source of funds for the workshops/seminars you organize for parents and teachers

Committee [ ]  Ministry of education grants [ ]

NGOs [ ]  Other (specify) __________________

17. List three main challenges in the area of your jurisdiction

i. __________________________

ii. __________________________

iii. __________________________

18. How do you solve them? Explain __________________________

Thank you very much for your cooperation
APPENDIX V

QUESTIONNAIRE FOR HEADTEACHER

Dear Sir /Madam,

Your center has been selected for this study. Please answer the questions in the questionnaire as honestly as possible. The information you will give will be treated in the highest confidentiality and will be used for educational purposes only. Please do not write your name.

A. BACKGROUND INFORMATION

1. Sex Male [ ] Female [ ]

2. Name of primary school ________________

3. Division _____________________________

4. How long have you served in this school?

5. How many feeder preschool are for this primary school?

6. Are you involved in the management of ECD centres? Yes [ ] No [ ]

7. If yes, give major roles you play in the management of the ECD centres

8. How is the chairperson of the management committee selected?
   By management committee members [ ]
   By the headteachers [ ]
   By ministry official [ ]

9. Do you agree with this method of selecting chairperson?
   Yes [ ] No [ ]
10. How are the following officials involved in developing your ECDE centre
   (a) Diocese officers_____________________________________________________
   (b) Zonal quality assurance and standard officers _________________________
   (c) Teachers advisory centre___________________________________________
   (d) Tutors___________________________________________________________
   (e) Parents___________________________________________________________
   (f) Other (specify) ________________________________________________

11. What other criteria is used to select the members of chairperson
   ___________________________________________________________________

12. What are the recruitment processes that you carry out when recruiting your staff?
   ___________________________________________________________________

13. Who is involved in the recruitment exercise?
   Panel of interviewers [ ]
   Management committee [ ]
   Others (specify) ____________

14. What is the total enrolment of the ECD classes?
   Boys [ ] Girls [ ] No response [ ]

15. What do you think makes your ECDE centre what it is?
   Managed by qualified teacher [ ]
   Experienced management committee [ ]
   High trained and experienced H/teachers [ ]

16. If you were given power to recruit teachers for your ECDE what minimum profession qualifications would you want?
PI trained [ ]
Upgrade teachers [ ]
Trained MOEST 2 years course [ ]
Others (specify) ________________

17. How many ECD teachers are in the preschool (s) in total? ________________

18. List two main problems/challenges that you face in management in the ECD centres? ______________________________________

19. Do you involve the pre-school teachers in primary activities
   Yes [ ] No [ ]

20. If yes, name three activities you involve then in
   ______________________________________

21. Is there a management committee in the ECD centre? Yes [ ] No [ ]

22. If yes, how often do you hold meetings?
   Once a term [ ] Once a year [ ] When necessary [ ]
   Other (specify) _______________________

23. Is there a feeding programme in your ECD centre Yes [ ] No [ ]

24. If yes what type of feeding programme?
   Centered Food brought from home
   Other (specify) _______________________

25. Do the ECD children undergo some kind of interview before being admitted to standard one? Yes [ ] No [ ]

26. If yes, what type of interview
   Oral [ ] Written [ ] Other (specify) _______________________

73
27. Do you visit the preschool?  
   Yes [ ]  No [ ]

28. If Yes, how many times in a school term?  
   Once [ ] Twice thrice [ ] When necessary [ ] Other (specify) __________

What is the general attitude of parents towards ECD education?  
   Supportive [ ]  Negative [ ]
   Indifferent [ ]  Other (specify) __________________

29. Give more comments to support your answer in 20 above  
   __________________________________________

30. Do you think teaching materials are important in ECD centres?  
   __________________________________________

31. Give reasons for your answer in question 22 above ________________________

32. Do you have any other comments regarding management of ECD centres  
   __________________________________________
To determine the various leadership styles of headteacher, they were asked to respond to the following set of questions as specified on the capacity of the headteacher to:

<table>
<thead>
<tr>
<th>Motivate &amp; maintain staff</th>
<th>Ability to coordinate staff</th>
<th>Support for staff development</th>
<th>Ability to relate well with range of people</th>
<th>Amiability to communicate complex issues to staff</th>
<th>Accountability on task</th>
<th>Performance</th>
<th>Capacity to set high standard for self and others</th>
<th>Call for meetings to discuss school matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not respond</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much for your cooperation
APPENDIX VI

OBSERVATION SCHEDULE FOR ECD CENTRE CHILDREN

Your center has been selected for this study; please answer the questions in the questionnaire as honestly as possible. The information you will give will be treated in the highest confidentiality and will be used for educational purposes only. Please do not write your name.

A. BACKGROUND INFORMATION

1. Name of ECD centre
2. Division
3. Location of ECD centre
4. Type of ECD centre ( ) Public ( ) Private

B. PHYSICAL FACILITIES (OBSERVE THE PREFERRED AND TICK)

5. Classrooms Permanent ( ) Semi permanent ( ) Temporary ( )
6. Type of building
   Classroom ( ) Hall ( ) Church ( )
   Somebody’s course ( ) Other (specify) ______
7. Ventilation and lighting Adequate ( ) Poor ( )
8. Is there size of classroom adequate for the number of children 1 square meter for one child Yes ( ) No ( )
9. Number of classrooms ________________________________
10. Type of furniture
    Chair and tables ( ) Form ( ) Desks ( ) Other (specify) _____
11. Is the furniture appropriate size for the children Yes ( ) No ( )
12. Is the furniture adequate
   Yes [ ]
   No [ ]

13. Are toilet available
   Yes [ ]
   No [ ]

14. If yes how many
   Type of toilets
   Pit latrine [ ]
   Flush toilet [ ]

15. Separate toilet for boys and for girls
   Yes [ ]
   No [ ]

16. Toilet apertures appropriate for children
   Yes [ ]
   No [ ]

17. Are kitchen facilities available
   Yes [ ]
   No [ ]

18. Does the centre have playing field
   Yes [ ]
   No [ ]

19. What outdoor equipment/playing material are available for children to use?

20. Is the ECD centre fenced
   Yes [ ]
   No [ ]

21. Is the compound safe/well kept for the safety of children
   Yes [ ]
   No [ ]

22. Is the ECD centre on its own or attached to a primary school
   Attached [ ]
   Not attached [ ]

23. Is the classroom doors lockable
   Yes [ ]
   No [ ]

24. Water source
   Piped/tap water [ ]
   Carried from the river/nearby source [ ]

25. Is water treated
   Yes [ ]
   No [ ]

26. If yes how
   Boiling [ ]
   Chemical [ ]
   Other (specify) [ ]

C. TEACHING/LEARNING MATERIALS

28. Are teaching/learning material available?
   Yes [ ]
   No [ ]

29. If yes, which one

30. If yes are they adequately displayed according to the corners of interest?
31. Are the learning materials displayed at the level of the children
   Yes [ ] No [ ]

32. Are K.I.E guidelines available? Yes [ ] No [ ]

33. If yes, are they being used Yes [ ] No [ ]

D. FEEDING PROGRAMS

34. Does the ECD centre run a feeding program? Yes [ ] No [ ]

35. If yes is it Centralized [ ] Food brought from home [ ]

36. If centralized, what kind of foodstuff are prepared at the centre (describe the whole meal)

37. If centralized, where is the food prepared
   Kitchen [ ] Open air [ ] Other (specify) ____________________

Thank you very much for your cooperation
<table>
<thead>
<tr>
<th>No</th>
<th>Item Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Photocopies during literature review</td>
<td>1,000</td>
</tr>
<tr>
<td>2</td>
<td>Typesetting printing draft of research proposal</td>
<td>1,200</td>
</tr>
<tr>
<td>3</td>
<td>Printing of draft proposal</td>
<td>2,400</td>
</tr>
<tr>
<td>4</td>
<td>Printing copies of final proposal</td>
<td>1,600</td>
</tr>
<tr>
<td>5</td>
<td>Making copies of project proposal</td>
<td>1,000</td>
</tr>
<tr>
<td>6</td>
<td>Spiral binding of copies of the proposal</td>
<td>3,000</td>
</tr>
<tr>
<td>7</td>
<td>Travels to meet and consult supervisor on proposal and visit library Kisii-Nairobi.</td>
<td>4,000</td>
</tr>
<tr>
<td>8</td>
<td>Travel to submit proposal to the ministry for permit.</td>
<td>4,000</td>
</tr>
<tr>
<td>9</td>
<td>Making copies of data collection instrument</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Travel to collect data</td>
<td>4,000</td>
</tr>
<tr>
<td>11</td>
<td>Typesetting and printing research report draft</td>
<td>8,000</td>
</tr>
<tr>
<td>12</td>
<td>Travel to consult with the supervisor on report</td>
<td>1,200</td>
</tr>
<tr>
<td>13</td>
<td>Typing final report</td>
<td>1,000</td>
</tr>
<tr>
<td>14</td>
<td>Photocopies of final report</td>
<td>250</td>
</tr>
<tr>
<td>15</td>
<td>Binding final report</td>
<td>2,000</td>
</tr>
<tr>
<td>16</td>
<td>Travel to submit reports to the University</td>
<td>2,000</td>
</tr>
<tr>
<td>17</td>
<td>Travels to submit report to the ministry of education</td>
<td>4,000</td>
</tr>
<tr>
<td>18</td>
<td>Lunch during travels</td>
<td>2,000</td>
</tr>
<tr>
<td>19</td>
<td>Airtime for research period</td>
<td>5,000</td>
</tr>
<tr>
<td>20</td>
<td>Miscellaneous</td>
<td>10,000</td>
</tr>
<tr>
<td>21</td>
<td>Total</td>
<td>56,590</td>
</tr>
<tr>
<td>YEAR</td>
<td>MONTH</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2011</td>
<td>December</td>
<td>Approval of topic</td>
</tr>
<tr>
<td>2012</td>
<td>January-March</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>2012</td>
<td>April</td>
<td>Approval of proposal and submission</td>
</tr>
<tr>
<td>2012</td>
<td>June-July</td>
<td>Report writing</td>
</tr>
<tr>
<td>2012</td>
<td>July-August</td>
<td>Submission of project</td>
</tr>
</tbody>
</table>
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss./Institution
Simion Batere Nyagwansa
of [Address] University of Nairobi
P.O.Box 30197 00100, Nairobi
has been permitted to conduct research in

Location: Gucha South
District: Nyanza
Province:

on the topic: The role of managerial leadership
on the performance in early childhood educator
in Gucha South District, Kisii County, Kenya.

For a period ending: 31 December, 2012

Applicant's Signature:

Research Permit No. NCST/RCD/14/012/156.
Date of issue: 15th November, 2012
Fee received: KSH. 1,000
CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) or four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK6055s63mt10/2015

(CONDITIONS-see back page)
Our Ref: NCST/RCD/14/012/1565

Date: 15th November 2012

Simion Batereo Nyagwansa
University of Nairobi
P.O.Box 92,
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 8th November, 2012 for authority to carry out research on "The role of managerial leadership on the performance in early childhood education in Gucha South District Kisii County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Gucha South District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Gucha South District before embarking on the research project.

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

DR M.K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Gucha South District.