

**INFLUENCE OF STAKEHOLDERS INVOLVEMENT ON PERFORMANCE OF
EARLY CHILDHOOD EDUCATION PROGRAMMES IN BRIDGE
INTERNATIONAL SCHOOLS IN MUKURU AND KIBERA IN NAIROBI
COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements for
the Award of the Master of Arts Degree in Project Planning and Management of the
University Of Nairobi**

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DECLARATION

This research project report is my original work which has never been presented to any other institution or university for the award of any degree, diploma or certificate

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DEDICATION

This work is dedicated to my husband Robert, my son Anselm and my daughter Bridget.

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My sincere gratitude goes out to my project supervisor Dr. Naomi Mwangi for your valued guidance, thank you.

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ABBREVIATION AND ACRONYMS

ANOVA	-Analysis of Variance
CBOs	-Community-based organizations
ECD	-Early Childhood Development
ECDE	-Early Childhood Development Education
ECE	-Early Childhood Education
GDP	-Gross Domestic Product
GER	-Gross Enrolment rate
GOK	-Government of Kenya
MOE	-Ministry of Education
NER	-Net Enrolment Rate
PMBOK	-Project Management Body of Knowledge
PMI	-Project Management Institute
PRAM	-Project Risk Analysis and Management
UNESCO	-United Nations Educational, Scientific and Cultural Organization
UNICEF	-United Nations Children's Emergency Fund
UNON	-United Nations Office in Nairobi

ABSTRACT

Stakeholder involvement in programme management plays a critical role in project performance. Development programmes have been shown to yield benefits in academic achievement. There have been arguments about the quality of implementation of many ECD programmes in low income communities in Kenya. The study sought to achieve the following objectives. To determine the influence of stakeholder involvement in programme identification on performance of Early Childhood programmes in Mukuru and Kibera Bridge International School in Nairobi. To assess the influence of stakeholder involvement in programme planning on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. To examine the influence of stakeholder involvement in programme implementation on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. To determine the influence of stakeholder involvement in programmes monitoring and evaluation on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. This study adopted descriptive survey research design as it would enable collection of data to answer to research questions. The target population used for the study was staff working in Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya. The study population was 211 respondents who were Directors of Bridge International schools, Ministry of Education officers, teaching staff, parents and Donors making. Stratified samplings was adopted to select a sample size of 138 respondents. The study used both primary and secondary data. The questionnaire was used to collect primary data and had both open and close-ended questions. Secondary data was collected from organizations reports on stakeholders' involvement and performance of Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya. The collected data was edited for completeness and consistency and then coded and entered into SPSS for analysis. Quantitative technique, descriptive analysis such as percentage, frequencies, means and standard deviations were used to analyse quantitative data. Content analysis techniques was used to analyse qualitative data collected using open ended questions. Inferential analysis correlation and regression were done. From the findings, the study concluded that stakeholders' involvement influence performance of Early Childhood education development project in schools. The school achieved high teaching staff retention, increase learners enrolment, executed programme effectively and high learner retention in the schools to a very great extent due to stakeholder participation Early Childhood education programmes in the school. Correlation analysis shows a significant, strong and positive correlation between project identification, project planning, project risk management and monitoring and evaluation and the ECD programme performance. The study therefore recommended the adoption of stakeholder involvement in ECD development project in schools as an effective option in ECD programme performance in Mukuru and Kibera Bridge International Schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The realization of the role of human development and quality manpower training in accelerating the existing and the planned development projects across the globe has countries to give their largest shares to manpower development through the implementation of various educational projects (Gumo, 2003). According to the UNESCO (2013)'s Education for All Global Monitoring Report 2013/14, investing in human capital is vital in achieving economic growth and development in any country. According to the report, there is a positive correlation between education and overall economic growth of a country more specifically when education for local problems is embraced. One year of extra schooling of a labour force can contribute as much as 9% increase in GDP for the first year of schooling and 4% for the next three years (UNESCO, 2010). Education is recognized as a central element of development. It is an essential component that determines the character and pace of socio economic development in any nation.

Across Africa, Nigeria has been the country that comparatively shares its politics, resources and culture to Kenya. The country with over 100 million population of whom over 39 million are under 17 years and those below the age of 10 years going for over 15.21 million and those in the troubled informal settlements like the slums and the war

torn areas going for 9.12 million, the country has been in panic and still is as far as the providence of basic universal elementary education is concerned (UNESCO, 2010c; USAID/Nigeria. 2014). While studying the Factors that Need to Be Considered in Managing Projects in Africa, Muhammad (2014) looked at the implementation of ECD projects in the states in northern Nigeria and identified three major determinants of educational enrolment and ECD projects implementation. They included: socio-economic status of the local communities, educational infrastructure like classes, latrines, play grounds and furniture, and culture. Early childhood development programmes have the potential to benefit individuals as well as society. The early years of a child's life is a time when a child acquires concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perceptual motor skills required for learning to read and write, basic numeracy, problem solving skills, a love for learning and the establishment and maintenance of relationships. Bernard Van Leer Foundation (1994) observed that educationists and scientists world-wide drew attention to the importance and the advantages of pre-school programmes for the holistic development of the child. Early Childhood Education (ECE) therefore, is key to the development of the child's psychomotor, cognitive and affective skills. Nasibi (2005) notes that, a poor start leads to deficiency in the final product of the education system in spite of the length of time spent in the school.

The involvement of stakeholders in early childhood development education programmes therefore is vital, since it forms the child's foundation for learning. Meaningful stakeholder engagement is not an end in itself, nice to have, or just a good way to manage

crises when they come along. It may start as an activity to help solve a problem but as the continuous loop of engagement develops and matures over time, stakeholder engagement becomes an essential and mutually beneficial strategic function that results in better-informed staff and constituents as well as more effective policies, projects, programs and services. Stakeholder involvement influence success or failure of Early Childhood development and educational programmes performance in major slums in east Africa. According to UN (2014) report, Tanzania has the third highest slum growth rate in Africa, over 6% per year, and the sixth largest slum population. With over 6 million people living in slums, slum dwellers make up more than two-thirds of its urban population. A report by UNICEF (2012) shows that the responsibility of child rearing and early childhood education development projects in Tanzania has in many places remained unsuccessful in the hands of individual families and communities without a proper and competent institution and stakeholder involvement in education development programmes to provide for their continued needs of education and development.

Early childhood education program in Kenya operates on the basis of partnership, collaboration and networking. The main stakeholders in ECE are the parents, the community and the private sector. Other partners include Government of Kenya and its constituent ministries coordinated by Ministry of Education (MOE). Nongovernmental organizations (NGOs) such as, community-based organizations (CBOs), Faith-based organizations have been providing support to ECE as well as bilateral and multilateral partners including UNICEF, Aga Khan Foundation (AKF), Bernard Van Leer Foundation (BVLF), World Bank, and UNESCO. The policy on partnerships aims at enhancing the

involvement of various partners in the provision of ECE services (UNESCO, 2005a). The roles of these stakeholders and the coordination mechanism were defined in the National ECDE Policy Framework developed in 2005 by UNESCO in collaboration with the MOE and standard guidelines launched in 2007. The Ministry of Education on the other hand provides policy guidelines on capacity building of ECDE personnel, develops curriculum, supervises ECDE programs and registers ECE centres. Ministry of Education also trains and certifies ECE teachers and trainers and maintains standards and quality assurance (Republic of Kenya, 2000). The NGOs and FBO have complemented the government's efforts by mobilizing resources, supporting capacity building for ECE programs and advocacy through community sensitization (UNESCO, 2005).

On realizing that an effective ECD programmes enhances a country's social economic growth and political stability, the government recognizes the critical role played by stakeholders in the success of the Early Childhood programmes and allow private partnership with the government in provision of ECD projects (Mwangi & Kimenyi, 2005). Bridged International has partners with the government in an effort to improve early childhood centers. Bridge International established its first country headquarters in Nairobi and developed an early childhood programme where teacher detailed lesson guidelines based on world-class pedagogy following the Kenyan national curriculum.

Bridge International Academies is a chain of private nursery and primary schools founded in Kenya in 2008. Through a business model that is highly standardized using technology at each point of its service, Bridge delivers high-quality education at low cost. As of January 2014, it became the world's largest chain of nursery and primary schools, serving 80,000 students and employing 2,700 teachers in 259 academies. The Bridge international centers adopted technological model in Early Childhood Development project where Broadband and data Connectivity Technology and the use of Internet through a second- or third-generation (2G or 3G) network are critical to the model, both at the management and academic levels. Instructional activities are supported through technological tablets, giving teachers access to in-house standardized and scripted curricula, learning materials, and student record systems. The stakeholder's involvement influences the development and implementation of ECD projects in Kenya with special bias to the ECD projects in the slum areas. Bridge continues to engage its stakeholder's governments, teachers, communities and parents in efforts to achieve success of its early childhood Development project.

1.2 Statement of the Problem

Stakeholder's involvement in ECD programmes is regarded as important and emanate from two sources namely, parents and educators. Firstly, most parents work far from their homes and as such are unable to attend parents' meetings. Some lack of knowledge and information about ECD programmes affect their interest in involvement. The involvement of stakeholders in early childhood development programmes is vital, since it

forms the child's foundation for learning. The involvement of stakeholders in ECD programmes influence quality outcome of children training.

Although the government policy supports that every public school in preprimary section involve stakeholder to increase access of children to ECE, the contribution of stakeholders on performance of ECD programmes remain less explored. A study by the World Bank (2013) shows that, access and stakeholder participation in ECE in Kenya's slums and informal settings are very low with a Net Enrolment Rate (NER) OF 42% in 2009 and 50% in 2010. This means that 58% and 50% of the school-going age pupils were not in school in 2009 and 2010 respectively (GOK, 2012). The Bridge International to launch Early Childhood programmes centers in slums and engage the government, the parent, donor and partners, and teachers in management of ECD programmes. However, contribution of stakeholder's involvement on performance of the Bridge ECD programmes in Nairobi has not been explored.

Bridge Internationals use web-enabled informational communication technology ECD project to allows standardization of all school and education processes, enabling fast scale up at low marginal costs, effective monitoring both inputs such as a teacher's presence and outputs, a student's test scores, for real-time adjustments and data-based long-term strategic decisions and model improvements. Bridge academies management continues to engage governments, teachers, communities and parents in efforts to achieve success of early childhood programmes in the academies. However, the Bridge international academies are facing problems with the government through the Ministry of Education due to classification of the school. The Bridge International assumed to

operate under the alternative provision for basic education and training (APBET) category while Ministry of Education wants them to operate as fully fledged private schools and not to operate under the APHET guidelines. The aforementioned issues raise concern on the influence of stakeholder involvement on performance of Bridge international ECD project. Due to the issues surrounding the implementation and success of ECD programmes critical in informal settlement, this study sought to determine influence of stakeholder involvement on performance of ECD project at Mukuru and Kibera Bridge International Schools in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine influence of stakeholders' involvement on performance of Early Childhood Education programme in Mukuru and Kibera Bridge International Schools in Nairobi County, Kenya.

1.4 Research Objectives

The objectives of this study were:

- i. To assess influence of stakeholder involvement in Education Programme identification on performance of Early Childhood Education Programme in Bridge International Schools.
- ii. To establish the influence of stakeholder involvement in Education Programme planning on performance of Early Childhood Education Programme.
- iii. To examine the influence of stakeholder involvement in Education Programme implementation on performance of Early Childhood Education Programme in Bridge International Schools
- iv. To determine the influence of stakeholder involvement in Education Programmes monitoring and evaluation on performance of Early Childhood Education Programme in Bridge International Schools

1.5 Research Questions

The study sought to answer the following questions;

- i. How does stakeholder involvement in education programme identification influence performance of Early Childhood Education Programme in Mukuru and Kibera Bridge International Schools?

- ii. How does stakeholder involvement in education programme planning influence performance of Early Childhood Education Programme in Mukuru and Kibera Bridge International Schools?
- iii. How does stakeholder involvement in education programme implementation influence performance of Early Childhood Education Programme in Mukuru and Kibera Bridge International Schools?
- iv. How does stakeholder involvement in education programmes monitoring and evaluation influence performance of Early Childhood Education Programme in Mukuru and Kibera Bridge International Schools?

1.6 Significance of the Study

The study may be invaluable to the management board of Early Childhood Education Programmes in that it may provide an insight on how various stakeholders' engagement can influence the performance of the Early Childhood Education Programmes.

The findings of the study through this project may enhance capacity and response by management and stakeholders leading to improvement in performance of Early Childhood Education Programmes. The consequent awareness and information among the management may lead to positive stakeholder engagements and follow up with programmes for resources as well as improvement in management. This may be manifested by their enhanced capacity to timely account for engagement of the stakeholders to improve success of Early Childhood Education programmes.

1.7 Delimitations of the Study

The study focused on determining influence of stakeholder involvement on performance of Early Childhood Education Programmes in Nairobi County, Kenya. The study was limited to Early Childhood Education Programmes Mukuru and Kibera Bridge International academies in Nairobi. The academies were launched between 2008 and 2009 in Nairobi slum that is home to over 100,000 people. From 2009 to 2015, Bridge expanded across Kenya, bringing its innovative approach to education to thousands more children every year. The independent variable of the study was education programme identification, education programme planning, education programme implementation and education programmes monitoring and evaluation education programme performance.

1.8 Limitation of the Study

In undertaking this study, the researcher could have encountered limitations as follows: Fear of victimization was a key limitation to this research work. Respondents might have been afraid to provide factual information on the basis that information provided could be used against them. There could be concerns of confidentiality of respondents thus affecting their honesty in providing information.

Respondents might have been uncomfortable sharing information with the researcher based on management rank differences, that is, the researcher being of a senior rank in management than the respondents and the evident chain of command in communication between junior and senior officers within the organization.

Based on these limitations, the researcher informed the respondents that this was research work and confidentiality of all respondents and information were provided and guaranteed, as it is one of the ethical issues in research. As a result, no respondent were victimized based on their contributions in informing this study.

The researcher also pointed out that neither names nor identification numbers were to be included in any of the research instruments and therefore no chances of linking any information to particular respondents. This influenced respondents in providing true, factual and adequate information.

1.9 Assumptions of the Study

The study assumed that the respondents who would participate in the study would be a representation of views of management of Early Childhood Programmes. The researcher also assumed that sampling would not be biased and the chosen sample population would participate voluntarily. This was possible due to positive perspective of the Early Childhood Programmes staff. There was an assumption that there would be availability of current information and current data required by the study. It was assumed that respondents would be adequately represented in this study regardless of percentages of respective gender that would participate as respondents.

1.10 Definition of Significant Terms

Stakeholder Participation: Officers at all levels, regardless of their respective ranks are the essence of the respondents and their full involvement enables their abilities to be used for its benefit.

Education Programme Identification: This is the stage in education programme process where one project-idea out of several alternatives is chosen and defined.

Education Programme Implementation: This is carrying out the activities described in work plan. This is the phase where visions and plans become reality.

Education Programme Monitoring: This is the the process for discharging responsibilities for setting and maintaining academic standards, and assuring and enhancing quality of the project.

Education Programme Performance- It is the measure of education programmes through cost, time and quality, are the basic elements of programme success

Programme Planning: This is outlining of events and activities that route-map through the education programme start to end must set out consistent estimating techniques to allow aggregation where required.

Stakeholder Involvement: This is the process by which an organization involves individuals, groups or organizations that may be influence by the Early Childhood programmes decision it makes or can influence the implementation of its decisions.

Stakeholder: Stakeholders are individuals, groups or organizations who, directly or indirectly, stand to gain or lose from a given development activity or

policy. In this case, the stakeholders in the Early Childhood development programmes are many but the study will focus on management and government officials since they are the key stakeholders in the projects.

Early Childhood Development (ECD): Refers to the physical, cognitive, linguistic, and socio-emotional development of a child from the prenatal stage up to age eight.

1.11 Organization of the Study

This research project report was organized in five chapters. Chapter one is the introduction which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitations of the study, basic assumptions and the definition of significant terms. Chapter two of the study consists of the literature review with information from other articles which are relevant to the researcher. Chapter three entails the methodology to be used in the research. Chapter four presents the data analysis and interpretation of the data. Chapter five presents conclusions, discussions and recommendations from the research findings. The chapter also suggests areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of how studies related to stakeholder involvement and performance of Early Childhood Development programme. This chapter presents the theoretical review and gaps identified in the literature reviewed. The conceptual framework is also presented to demonstrate the relationship between the variables.

2.2 Education Programme Performance

Education programme performance has been defined by the criteria of improving access to high quality early childhood education and child care, to support optimal child development in the early years and prepare children for formal schooling. It is the overall quality of an education programme in terms of its impact, value to beneficiaries, implementation effectiveness, efficiency and sustainability (IBBS & Kwak, 2000). Evidence of the education programme performance as the outcomes of participation in ECE has been examined as IQ scores, standardized achievement tests, grade retention, special education placement and high-school graduation (Campbell, Ramey, Pungello, E, Sparling and Miller-Johnson, 2002). Model ECE programs varied in amount, intensity and duration, but they typically involved participation for one or more years between the ages of birth and five years in high-quality programs.

Wylie Thompson and Lythe (2001) review showed statistically significant program effects on achievement beyond Grade Three in five of 11 model programs. The Abecedarian and Perry Preschool projects had effects on achievement persisting through to adulthood. The most successful programs were those that started earlier and provided longer and more intense programs. The Smith, Grima, Gaffney, PowellMasse and Barnett (2000) showed higher cognitive test scores in adulthood for the ECE participants, who gained higher scores on tests of reading and mathematics, had more years of education and were more likely to attend university than the control group. Most programs took grade retention and special education rates as performance indicator for early childhood education in ECE intervention groups. Gorey (2001) found that the average intervention effects on standardized measures of intelligence and academic achievement were large. At follow-up, three-quarters of the children who participated in ECE programs scored higher on IQ and achievement tests than comparison children (Flanagan & Norman 2003).

The criteria of Education programme performance for the project involve cost, time and quality which are basic elements of project success (Mohammed, 2002). Quality is all about the entirety of features requisite by a product to meet the desired need and fit for purpose. To ensure the effectiveness and conformity of quality performance, the specification of quality requirements should be clearly and explicitly stated in design and contract documents (Campbell, *et.al*, 2002). In Kenya, Education programme performance has been measured through student enrolment, education quality, Education programme cost, quality, customer or stakeholder's satisfaction, timeliness and achieving

of project objective is effective indicator to measure of Education programme performance (Nyikal, 2011).

2.3 Stakeholder Involvement in Programme Planning and Performance of Early Childhood Development Programme

Management strategists and multinational management organizations like Northwest Finance Circle (2014) argue that stakeholder involvement is central in implementing the various child development and protection programmes across the world. According to the report, financial resources are ever useful in ensuring that infrastructure development is achieved, quality teachers are hired, and learning materials and relevant security is achieved. Lekunze, (2001) did a study on stakeholder participation in integrated water resource management in community water management projects in Cameroon. The study analyzed the participation of youth to water resource management by comparing the results of the different approaches used. The study established that the institutions that used a stakeholder participatory approach while involving the youth had greater chances of success than others that did not consider such an approach. Atiibo (2012) on the other hand examined stakeholder management challenges and their impact on project management in the case of advocacy and empowerment in the upper east region of Ghana. The study found that the interests and roles of the key stakeholders were very critical to the operations, however stakeholder management was found to be characterized by casual and ad-hoc actions and predominantly not institutionalized.

While focusing on the role of funds in the construction and maintenance of preprimary education infrastructure, Randi (2011) observes that the value for money in construction

and maintenance allows a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and what added value can be incorporated into the construction process. Issues to be addressed when considering value for money therefore include: Targeting investments to where the need is greatest; Coordinating childhood programmes with other educational interventions; Putting schools and communities at the centre of the process; Using modest design standards which provide safe, attractive, durable and flexible learning environments and allow access for all; Ensuring that there is a balance between new construction, renovation and maintenance; Using procurement approaches that are simple, transparent and lower costs; Focusing on the quality of construction;

Emphasizing on the provision of water, sanitation and hygiene promotion; Increasing the efficiency of building use, and Providing predictable, long term financial support, capacity building, monitoring and evaluation; and Creating a 'child-friendly' enabling learning environment (following UNICEF's guidance on this), with particular attention to the needs of girls.

Madeeha and Naqvi, (2014) observed that external stakeholders' engagement had significant and strong relationship with the project portfolio management success and with moderation; it partially moderated the project portfolio management success. Long term and short term objectives obtained by adding the supplier engagement. Supplier engagement enhanced the product worth and quality. Studies found positive effect of supplier's engagement in the project and product development. This study found positive and noteworthy impact of the supplier's engagement on the project portfolio management

success. O'Halloran, (2014) investigated the awareness of stakeholder management amongst project managers in the construction industry in Ireland. The outcome of the primary research showed project managers in the Irish construction industry considered the vast majority of stakeholder analysis and engagement methods as effective. The particular method adopted is often dependent on the characteristics of the project and stakeholders. The results suggest construction project managers in Ireland are more likely to undertake stakeholder management processes in accordance with a standardized methodology. In addition, the respondents strongly advocate the use of a project stakeholder register and the central role of stakeholder management in delivering successful projects.

2.3.1 Stakeholder Involvement in Programme Identification and Performance of Early Childhood Development Programme

A stakeholder is a person or group or organization that has interest or concern in an organization they can affect or be affected by the organization action objectives and politics, example of stakeholders are directors, employees, creditors, government, or community (Ashley & Barney, 2010). The project stakeholders are individuals or organizations that are actively involved in a project or whose interest may be affected as a result of ECD programmes and may as well exert influence over the ECD programmes objective and outcome. Stakeholders benefit for having their expectations understood and managed through communication of appropriate messages on one hand and the other hand ensuring that the stakeholders understand what support the ECD programmes from them. Stakeholders have a stake in the outcome of the project. It could be an interest, a

right, ownership. Rights can either be legal or moral ownership in a circumstance (Flanagan & Norman, 2003).

The initiation processes determine the nature and scope of the performance of ECD programmes. If this stage is not performed well, it is unlikely that the project will be successful in meeting the community needs. The key ECD programmes controls needed here are an understanding of the project environment and making sure that all necessary controls are incorporated into the project. According to Ackermann and Eden, (2001) any deficiencies should be reported and a recommendation should be made to fix them. The initiation stage should include a plan that encompasses the following areas: Analyzing the needs/requirements in measurable goals, Reviewing of the current operations, Financial analysis of the costs and benefits including a budget , Stakeholder analysis, including users, and support personnel for the project, Project charter including costs, tasks, deliverables, and schedule.

Legitimate and valid stakeholders need to be identified and their power and influence understood to manage their potential impact on the ECD programmes (Mc. Curley, Steve & Ricky, 2006). Identification of stakeholders is part of the project planning process, and consists of lifting individuals and groups considered by the project or be impacted by it, appropriate strategies can then be formulated and implemented to maximize a stakeholder's positive influence. This becomes a key risk management issue for project managers. Failure to appropriate the connection between the risk management and stakeholder's management has led to countless failure in ECD programmes (Malunga & Banda, 2004).

A stakeholder significance and support depends on the situation and the issues, continuing and support cannot be assumed, stakeholder classification strategies have been developed to attempt to understand each stakeholder's importance to the project and define the most appropriate relationship in management. A stakeholder can be a consumer or a buyer, one model categories stakeholders are based on assessing the stakeholder relationship with the project and the urgency of stakeholders claim on the project leading to a specific managerial action (Mitchell, *et al*, 1997).

Anybody who can affect or is affected by the strategy of an organization or project is a stakeholder, they can be internal or external and they can be at senior or junior level. Some definitions suggest that stakeholders are those that have power to impact an organization or project in some way example people or small group with the power to respond to negotiate with and change the strategic future of the organization (Takim, 2009).

The level of the stakeholder participation in an ECD programmes will certainly fluctuate; project managers should work hard to ensure the participation is never nonexistence (Bojang, 2006). The ideas of involving people within the organization during policies implementation include, presenting the designs, workshops, open forums recurring agenda, items in established departmental meetings. Keeping people involved will facilitate the change process by ensuring people understand “why” behind the change. Lack of stakeholder participation within the project can lead to huge resistance to change. Business stakeholders are often limited to the most obvious the forgotten community in

which the business operates can often be overlooked as a key business sustainability stakeholder (Kastner, 2010).

Limited engagement leads to lack of understanding which leads to costly mistakes, when implementing the project (Atiibo, 2012). Lack of participation of key influencers within the program can lead to the whole program or part of an ECD programmes gets stalled. When people are involved they will feel responsible for the changes happening around them. Anticipate their point, changing roles, fear of redundancy, training and accountability. This varies from organization to organization. Within every organization reaction will vary between individuals and will be dependent on a range of factors including personal upbringing and previous experiences of change (Kastner, 2010).

Donor agencies are yet other stakeholders that are involved in the performance of street children program in Kenya. Donor agencies have the mission of funding the project and monitoring and evaluating as part of their mission they must make sure that this project lives to see their completion and gives advice to the community. Governments too are an important part of stakeholders, they want to ensure performance of ECD programmes is achieved (GOK, 2009).

2.3.2 Stakeholder Involvement in Programme Planning and Performance of Early Childhood Development programme

After the initiation stage, the project is planned to an appropriate level of detail. The main purpose is to plan time, cost and resources adequately to estimate the work needed and to effectively manage risk during project execution. As with the Initiation process group, a failure to adequately plan greatly reduces the project's chances of successfully

accomplishing its goals (Aden, 2008). It defines the project scope, develop the project scope, develop the project management plan, and identify and schedule the project activities that occur within the project. Rao (2001) defines planning as a common thread that intertwines all the activities from conception to commissioning and handing over the clockwork to client. This shows that planning encompasses the essential activities such as scheduling, break down structures, time estimates and statement of work.

Randi, (2011) argues that project management is planning, directing and controlling of company resources for a relatively short – term project which has been established for the completion of specific goal. ECD programmes planning generally consists of: determining how to plan, developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure, identifying the activities needed to complete those deliverables and networking the activities in their logical sequence; estimating the resource requirements for the activities; estimating time and cost for activities; developing the schedule; developing the budget; risk planning; gaining formal approval to begin work (Rosario, 2000).

In Additional processes, such as planning for communications and for scope management, identifying roles and responsibilities, determining what to purchase for the ECD programmes t and holding a kick-off meeting are also generally advisable. The most common tools or methodologies used in the planning stage are project Plan and Milestones Reviews. Stakeholders official are engaged fully in the planning stage. At this level, the officials prepare the project budget, work plan and open a bank account for the project funds to be channeled through (Madeeha & Imran, 2014). The District Works

Officer who is a Government official assists in preparation of bill of quantity for the ECD programmes. The other relevant departmental heads approve the budget and work plan for the projects in their relevant fields. The objectives of engaging stakeholders in planning include analyzing, anticipating, scheduling, coordinating and controlling and information management influence performance of ECD programmes. According to Rao (2001) the benefits of systematic plan is as breaking down complex activities into manageable chunks.

2.3.3 Stakeholder Involvement in Programme Implementation and Performance of Early Childhood Development Programme

So far it has become evident that the project management of projects is incredibly challenging (Zhai, Xin, & Cheng, 2009), stemming from the unusual risks and issues of great variety that traditional methods cannot process (Miller & Hobbs, 2005). This uncertainty and complexity relates to the defining characteristics of projects, long duration, huge investment and many uncontrollable emergent factors (Chang, 2013). There are several ways proposed to categorize the risks and issues. Some examples are by sponsorship/development, market, social acceptability, regulatory and political, financial, execution, and operation (Florice & Miller, 2001) or government relations; host community relations; contract management and procurement; and the influence performance of ECD programmes. However in this section we will simply distinguish between two sources exogenous events, occurring outside of the control of management, and endogenous events, arising within ECD programmes.

Although ECDE programmes have made impressive progress in terms of enrolment many 4-5 year olds still remain out of such programs e.g. enrolment grew from 488148 in 1982 to 1,204,606 in 2003, (EFA Global Monitoring Report, 2010), also, although enrolment between 1982 and 2003 increased by 40%, it was not uniform because the Gross Enrolment rate (GER) declined from 35.5% in 1990 to 33.4% in 1999 (Republic of Kenya, 2010). This means a large number children entering primary one do not go through ECD Programme (Republic of Kenya, 2010b). In recognition of this the government conceived and adopted session paper number 1 of 2005 titled ‘A policy Framework for Education Training and Research’ whose objectives to enhance access, equity, retention and quality of education at all levels by the year 2010 (KESPP Early Childhood Development Investment Programme (ECDIP) (2009).

In the programme implementation process, the government planned to start paying all pre-primary teachers in 2010, when it was expected that early childhood would be integrated into the basic education program. Until then, the Ministry of Education has been providing community support grants to a limited number of community-managed centers. In 2006 the government provided community support grants totaling Kshs. 300 million (\$3.75 million) to 4,000 ECCE centers around the country for infrastructure development, purchase of teaching learning material and salary top up for ECDE teachers.

Stakeholder participation in Project implementation is an important exercise for improving performance of ECD programmes. Implementation of project helps to coordinate people and other resources to carry out the plan. According to Donaldson &

Preston (2005), stakeholder participation in project implementation is required to transform the planned objectives and policies of a project into well-organized activities, allocation of resources, efficient utilization of these resources, and the efficient and effective conduct of specific tasks through a well-coordinated people and the resources to achieve the ECD programmes

Although such risks are not the focus of this study, they are noteworthy as they show what endogenous events of troubled project managers along with those coming from external stakeholders, as technological innovation does create high risk (Morrissey, 2007). The challenge is more with the managerial issues (Eweje *et al.*, 2012), in the way that sponsors often cannot manage unforeseen turbulence within the project organization, the inherent complexity and the difficulty in establishing a common understanding with internationally dispersed stakeholders (Chang, 2013). Without discussing the characteristic of differing or even competing agreements, interests, values and cultures of the internal stakeholders, altogether this creates an ambiguous culture (Takim, 2009).

Nonetheless, external risks have a much greater impact and occur more unexpectedly than internal ones Comparing to ECD programmes involve more extensive facets of society, and more uncertain factors affect the projects, even a small mistake can determine the performance of ECD programmes (Rao, 2001). Social and environmental issues, thereby, are the most common factors, often leading to political tension and intervention (Florichel & Miller, 2001).

Environmental protection is frequently critiqued by the public as it can have an existential impact on communities, and leading to socio-political pressure on the learning control projects (Thomas, 2000). Reports on the financial, social and environmental impact of projects are routinely denounced and with more force. Through the existing political stability in terms of support for control projects, laws, best practices, and other parts of the institutional framework becomes less reliable for project managers. As risks emerge over time, combine and amplify each other, turbulence from outside the control projects can abruptly go into stalemate showing the power of stakeholder's participation in risk management and performance of ECD programmes.

2.3.4 Stakeholder Involvement in Programmes Monitoring and Evaluation and Performance of Early Childhood Development Programme

According to the Project Management Institute (PMI) Standards Committee, project stakeholders are individuals and organizations who are actively involved in the project or whose interests may be affected by the execution of performance of ECD programmes .Stakeholders can affect an organization's functioning, goals, development and even survival (Atiibo, 2012). They also mentioned that stakeholders are beneficial when they help to achieve ECD programmes goals and they are antagonistic when they are opposed to the mission. Stakeholders are vital to the performance of ECD programmes because their unwillingness to continuously support the vision or objectives of the ECD programmes.

Stakeholder involvement in ECD programme monitoring and evaluation is an element of organizational capability that deals with stakeholder-related decision making, in the context of programme performance. They found that effective decision making through engagement with stakeholders affects firm's programme performance. Rosario, (2000) noted that a mechanism of programme reporting to make a learning programmes strategies, actions and achievements more transparent, to increase communication performance, develop a reputation for responsible behavior and achieve set objectives. Engagement of stakeholder through monitoring and reporting in programmes contributes by identifying challenges around performance. Senior leaders in organizations can adopt stakeholder engagement as an opportunity to influence other organizations and create alignment to structures and processes to support the vision and mission of project performance (Katiku, 2011)

Stakeholder involvement in ECD programme monitoring and evaluation for programme exist in a real world context where external factors such as national and international policies, climate, markets, and governance are dynamic and affect the communities and target populations in which programs operate (ADRA, 200). Local conditions such as politics, infrastructure, and services can also affect programs and their target groups. Stakeholder involvement in ECD programme monitoring and evaluation these changing conditions is necessary for program effectiveness and assessment of programme impact (Ivanceh, 2003). Monitoring and Evaluation (M&E) has become an expected and necessary component of any development program or project.

The primary purpose of stakeholder involvement in ECD programme monitoring and evaluation help to measure the degree to which an operational design is implemented as planned and some efforts in rural water development projects have lacked a clear focus on learning and results – including understanding what works and why, in what contexts, and how the best impacts can be achieved with resources invested. To remedy this, dozens of evaluations have been carried out and there have been recent efforts to take stock of evidence according to KfW and IEG (2011), including with systematic reviews (Waddington *et al*, 2010).

The communication, opinions and proposals flow in both directions and the organization which can change its behavior as a result of engagement. This process is not actually linear; rather it is an iterative process in which an organization learns and improves its ability to perform meaningful stakeholder engagement through developing relationships of mutual respect, in place of one-off consultations. Donaldson and Preston, (2005) developed a preliminary conceptual framework to explore the drivers of a firm's engagement with a nonprofit stakeholder and also to identify factors that impact on generating innovation through stakeholder engagement. Engaging stakeholders in construction is a formal process of relationship management through which clients, contractors and sub-contractors engage with a set of primary and secondary stakeholders, in an effort to align their mutual interest to reduce risk in projects.

The example of organizations has established the importance of proactive development of long-term rehabilitation with stakeholders and stakeholder engagement. In the project the stakeholder engagement and commitment process is supported by the project executive's

communication, to engage with project leadership and suppliers in order to introduce a right first time quality concept and to get their buy-in. On the downside, British Airways' management failed to properly engage with its important stakeholders prior to going operational—staff and paid the price of a tarnished reputation.

Whether the focus was on the successful rehabilitation centers or the unsuccessful opening, the reason of both the success and the failure was lack of stakeholder engagement in programme communication (Malcolm, 2001). Excluding important stakeholders from engagement in key project decisions is always a losing strategy. In August 2010, the UK programmes suffered a series of delays and increased costs by reducing the number of dispatches available to handle emergencies and the slow pace of work resulted in programme being not fit for purpose (Mohammed, 2002). These problems happened, in part, due to mismanaged relationships with major stakeholders and contractors and an adversarial relationship between the government and the main rehabilitation centers management.

2.4 Theoretical Framework

The concept of Participatory Development can be traced back to 1950s when most third world countries were gaining their independence from colonial rule. By 1960, it had spread to more than 60 countries in Africa, Asia and Latin America among others (Morrissey, 2007). The current study can be based on concepts of Participatory Development which lead to emergence of community-based forms of development in education sector.

2.4.1 Stakeholders Theory

The stakeholder approach has been described as a powerful means of understanding the firm in its environment. This approach is intended to broaden the management's vision of its roles and responsibilities beyond the profit maximization function and stakeholders identified in input-output models of the firm, to also include interests and claims of non-stockholding groups Maina, (2013). Patton (2008) elaborated that the stakeholder model proposes that all persons or groups with legitimate interests engaging in an enterprise do so to obtain benefits and that there is no pre-set priority of one set of interests and benefits over another. Associated corporations, prospective employees, prospective customers, and the public at large, needs to be taken into consideration.

Overall, a central and original purpose of stakeholder theory is to enable managers to understand stakeholders and strategically manage them (Patton, 2008). The managerial importance of stakeholder engagement has been that demonstrate that just treatment of stakeholders is related to the long term survival of the organization (McManus, 2004). While having its origins in strategic management, stakeholder theory has been applied to a number of fields and presented and used in a number of ways that are quite distinct and involve very different methodologies, concepts, types of evidence and criteria of evaluation. As the interest in the concept of stakeholders has grown, so has the proliferation of perspectives on the subject.

This theory emphasizes the significance of the relationship between the top management staff with the stakeholders. Specifically, managers should understand the success of the projects can be influenced greatly by the engagement of various stakeholders. These

stakeholders will engage depending on the relationship they foster with the top project management and not junior workers acting on their behalf.

2.4.2 The Theory of Reasoned Action (TRA)

The Theory of Reasoned action (TRA) which was developed in 1967 also relates to the current study. It was revised and expanded by Ajzen and Fishbein in the early 1970`s. By 1980, the theory was used to study human behavior and to develop appropriate interventions. The Theory assumes that human beings are rational and that they make systematic use of information available to them before they decide to engage or not to engage in certain behavior (Yulia, 2005). The theory looks at behavioral intentions as being the immediate antecedents to behavior. It is believed that the stronger a person`s intention to indulge in a particular behavior is, the more successful they are expected to be. Intentions are functions of salient beliefs or information about the likelihood that indulging in a behavior will lead to a specific outcome. Attitude is populated to be the first antecedent of behavioral intention. It is an individual`s positive or negative belief about indulging in a specific behavior (Lekunze, 2001). This theory can be applied to understand community participation in the sense that it is assumed that people will consider the implication of their actions before they decide to engage or not to engage in certain behavior. For instance if people perceive that participating in community projects will yield some benefits, then it is more likely that the community will increase their level of engagement and vice versa.

2.5 Conceptual Framework

The research relates Stakeholder engagement, project identification, project planning, project risk management and monitoring and evaluation with Programme Performance.

The variables are presented in Figure 1.

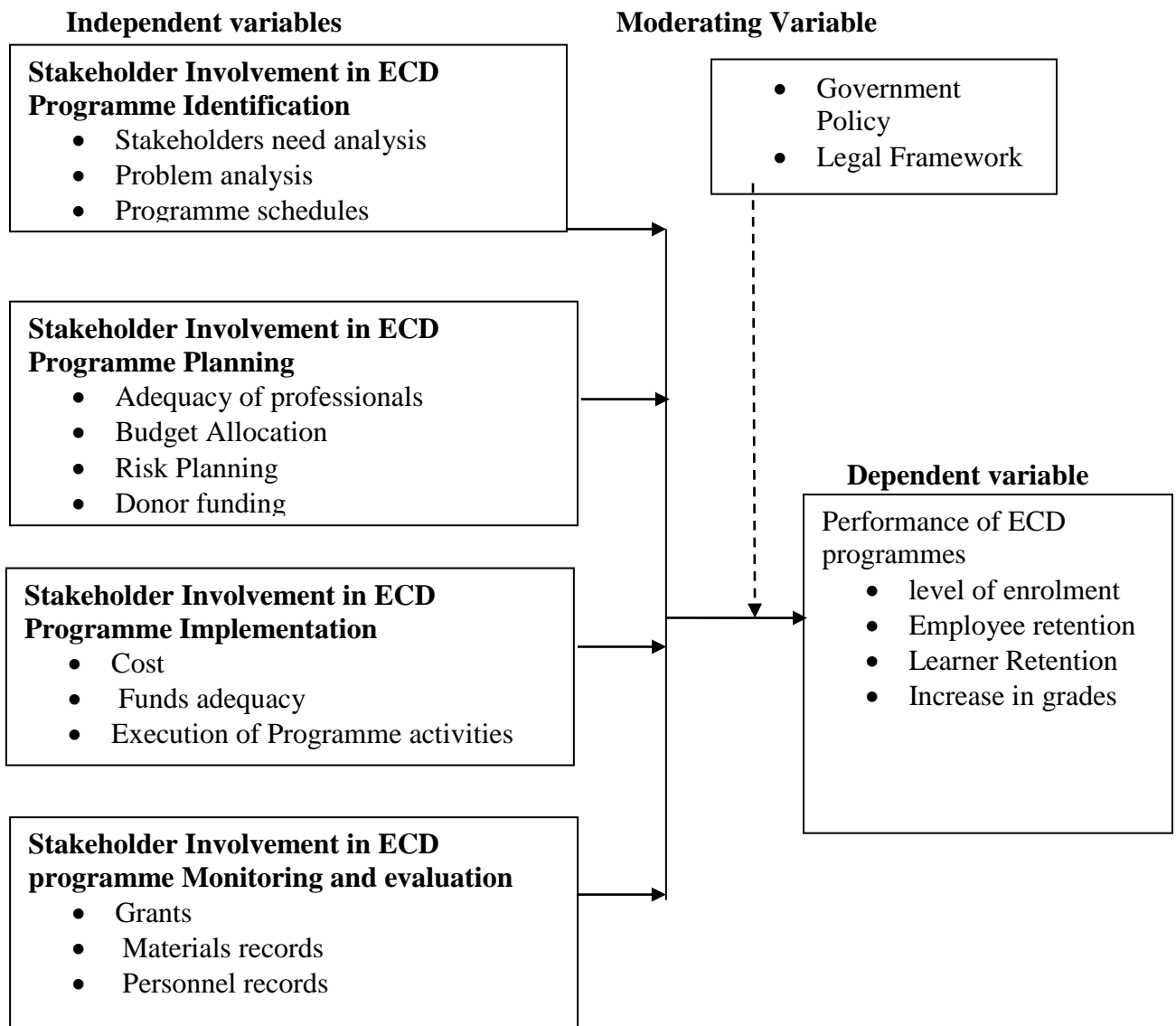


Figure 1: Conceptual Framework

The education programme stakeholders are involved in analysis of the problem, analysis the problem the education programme seek to solve and determine the programme schedules. That are actively involved in a project or whose interest may be affected as a result of education programme completion and may as well exert influence over the education programme objective and outcome.

After the initiation stage, the education programme is planned to an appropriate level of detail. Stakeholders help in determining the plan time, cost and resources adequately to estimate the work needed, provide professional require, budget allocation, risk planning and donation of fund and to effectively manage risk during education programme execution.

Stakeholders are involved in implementation of the education programme where they engage in improving decisions making on cost of the programme, developing tools data training necessary for implementation of the programme, mobilize funds and influence execution of the education programme. The main focus of stakeholder involvement in education programme is to provide supporting activities in the implementations of the education programme .

The stakeholder involvement in ECD programme monitoring and evaluation where stakeholder involved in effective monitoring and evaluation of education programme is usually one of the ingredients of good education programme performance. It provides means of accountability, demonstrating transparency to the Stakeholders and facilitates, children learning through documenting lessons learned in implementation of the projects

and incorporating the same in the subsequent project planning and implementation or through sharing experience with other implementers to increase enrolment, retain teaching and subordinate staff and increase grade attainment.

2.6 Research gaps

From the foregoing review, there exist past studies on influence of stakeholder involvement on programme implementation performance but most studies focus on developed countries. Studies such as O'Halloran, (2014) found that awareness of stakeholder management influence construction project performance in the construction industry in Ireland. Other studies have been done in developing African countries such as Madeeha and Naqvi, (2014) observed that external stakeholders' engagement had significant and strong relationship with the project portfolio management success and with moderation; it partially moderated the project portfolio management success and Atiibo (2012) who examined stakeholder management challenges and their impact on project management in the case of advocacy and empowerment in the upper east region of Ghana.

Review of locally studies link between stakeholder's roles and project performance, for instance. Mwangi, (2014) who did factors influencing the implementation of child friendly school programme in public primary schools in Kikuyu informal settlement, Kiambu county, Kenya who argued that factors such as ECD infrastructure, financial resources, parental involvement and parenting styles, Political environment, ECD project managers. According to Adan (2012) assessed the influence of stakeholders role on

performance of constituencies development fund projects focusing on a case of Isiolo North Constituency. The reviewed studies focus on development projects such as construction project, water projects and government funded projects. The current study focus on implementation and success of ECD programmes critical in informal settlement. This motivates the current study to determine influence of stakeholder involvement on implementation performance of Early Childhood Development programmes in the informal settlements focusing on selected Bridge International Schools in Nairobi County, Kenya.

Table 2. 1: Summary of Gaps in Knowledge

STUDY	FOCUS	METHODOLOGY	FINDINGS	KNOWLEDGE GAP	FOCUS OF CURRENT STUDY
Adan (2012)	Assessed the influence of stakeholders role on performance of constituencies development fund projects focusing on a case of Isiolo North Constituency	The study used cross-sectional descriptive survey	The study found that stakeholder engagement in development projects led to success of construction project, water projects and government funded projects	The study focused on stakeholder involvement in funded construction and water projects and did not focus on programmes	The focus of the current study was influence of stakeholder involvement on early childhood programme
Nyandika, F.O and Ngugi, K. (2014)	The study examined the Influence of Stakeholders' Participation on Performance of Road Projects At Kenya National Highways Authority	This study used descriptive research design. The study used both qualitative and quantitative methods.	The study found that awareness, feasibility, conferences and Seminars in user involvement have a great positive influence in road projects performance.	The study failed to examine influence of Stakeholder Involvement in ECD Programme Planning	The current study focused on determining influence of Stakeholder Involvement in ECD Programme Planning on programme performance
Mwangi, (2014)	Sought to determine factors influencing the implementation of child friendly school programme in public primary schools in Kikuyu informal settlement, Kiambu county,	The study adopted a cross section descriptive survey research design	The study revealed that factors such as ECD infrastructure, financial resources, parental involvement and parenting styles, Political environment, ECD project	The study focused on factors that affected implementation of ECD project and lack of stakeholder involvement hinder effective	The current study focused on Stakeholder Involvement in ECD Programme Implementation on level of enrolment and learner retention rate in

	Kenya		managers and stakeholder involvement in ECD project affected implementation of ECD project in Kiambu	implementation of ECD project	school
Madeeha and Naqvi, (2014)	Examine influence of stakeholder involvement on project portfolio management success	This study used descriptive research design. The study used both qualitative and quantitative methods.	The study revealed that stakeholder engagement has a positive impact on success of project portfolio management	The study failed to link the relationship between stakeholder engagement and performance of learning programme	The current study sought to establish the relationship between stakeholder involvement in programme Monitoring and evaluation and performance of ECD programmes
Atiibo (2012)	examined stakeholder management challenges and their impact on project management in the case of advocacy and empowerment in the upper east region of Ghana	The study adopted descriptive survey research design and selected respondents using purposive sampling. Structured questionnaire was used to obtain information from project and programme managers	The study found that healthy competition, conflicting interests, poor commitment, limited interest, understanding and appreciation, anti-stakeholder leadership problems, entrenched positions, beliefs and practices were found to impact severely on the work of the NGOs.	The study focused on examined the challenges in stakeholder management and their impact on project management in advocacy and empowerment NGOs in the UER of Ghana	The current study focused on influence of Stakeholder Involvement in ECD programme Monitoring and evaluation and its impact on ECD programme performance

2.7 Summary of literature

The foregoing reviewed literature has pointed to the importance of stakeholders' participation on project performance. Albert (2004) any deficiencies should be reported and a recommendation should be made to fix them. Rosario, (2000) argues that project management is planning, directing and controlling of company resources for a relatively short – term project which has been established for the completion of specific goal. Stakeholder participation in Project implementation is an important exercise in project management. Gukii, (2003) noted that a mechanism of programme reporting to make a children rehabilitation strategies, actions and achievements more transparent, to increase communication performance, develop a reputation for responsible behavior and achieve set objectives

Previous local studies such as Mwangi, (2014) examine factors influencing the implementation of child friendly school programme in public primary schools in Kikuyu informal settlement, Kiambu County and revealed that ECD infrastructure, financial resources, parental involvement and parenting styles, Political environment, ECD project managers. In Kenya there has been increase in implementation of ECD programmes informal settlements. The stakeholders play a critical role in the success of childhood development programmes. This study determines influence stakeholder involvement on success implementation performance of ECD programmes in the Kenya's informal settlements.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A research is a methodology to guide the researcher in collecting, analyzing and interpreting observed facts. This chapter outlines the research design, target population, variables, sampling techniques and sample size, data collection methods and instruments, validity and reliability, data analysis and presentation techniques and operationalization of variables.

3.2 Research Design

According to Chandaran, (2004), research design defines the techniques that are to be used in collecting data, sampling strategies and tools appropriate for a study. It is the arrangement of conditions for collection and analysis of data in a manner that aims to instill relevance to the research purpose. The research design that was used by this study is descriptive survey. This is because it portrays an accurate profile of persons, events or situations and allows the collection of large amounts of data from a sizeable population in a highly economical way.

According to Saunders, Lewis and Thornhill (2007), a descriptive design involves planning, organizing, collecting and analyzing of data so as to provide the information being sought. It refers to the way the study is designed; the method was used to carry out a research. This research design involves gathering data that describe events and then

organizes, tabulates, depicts, and describes the data that help in answering research questions or to test hypothesis of the current status on influence of stakeholders' involvement on performance of Early Childhood Development programmes in Bridge International Schools in Nairobi County, Kenya.

3.3 Target Population

Target population is the specific population about which information is desired. The target population used for the study was staff working in Bridge international schools in Nairobi County. The study population comprised of Directors of Bridge International schools, Quality Assurance officers, teaching staff, parents and Donors making total of 211 respondents who were selected from each department. The target population was presented in Table 3.1,

Table 3. 1: Target Population

Centre	Respondents
Directors of Bridge International schools	10
Quality Assurance Officers	15
Teaching Staff	24
Parent	150
Donors	12
Total	211

3.4 Sample Size and sampling procedure

The study adopted purposive sampling to select a sample size. The sample size of this study was calculated from the Slovin's formula given as:

$$n = N / [1 + N (e)^2]$$

n = The sample size

N = Total population

e = Error tolerance

Since the study population (N) was 211. Error of tolerance was 0.05. Thus the sample size was determined as shown below:

$$n = 211 / [1 + 211(0.05)^2]$$

$$= 211/1.5275$$

$$= 138$$

The study adopted a sample size of 138 study population which was selected using stratified random sampling technique. This constitutes a 65% sample proportion of study population.

The study adopted stratified random sampling technique to select respondents who was representative of the target population. Stratified sampling method was used as it involved dividing the target population into various units based on any unifying characteristics as age, gender or religion. Once this has been done then the samples are drawn from each group (Chandran, 2004). The method assured the researcher that the sample was representative of the population.

Stratified samplings was adopted as it is the most suitable method applied if the population from which a sample is to be drawn does not constitute an identical group, and hence requires comparisons between various sub-groups. Since the respondents are classified according to their management levels, stratified random sampling method was used for this study. A sample proportion of 30% was used to determine sample representation from each level of management. Kothari indicate a sample of more than 30 unit of the population would be sufficient for the study. Mugenda and Mugenda (2003) indicated that a sample proportion of 10% or 20% would be sufficient for a sample representative. The study adopted sample proportion of 65% in determining sample size of 138 from each of the level of management in the organization. The respondents was selected using simple random selection to eliminate biasness. The sample size was presented in Table 3.2

Table 3.2: Sampling Frame

Centre	Respondents	Sample Proportion	Sample Size
Directors of Bridge International schools	10	0.65	6
Quality Assurance	15	0.65	10
Teaching Staff	24	0.65	16
Parent	150	0.65	98
Donors	12	0.65	8
Total	211		138

3.5 Research Instruments

The primary data for this study was collected using the questionnaires and complemented by desk research hence ensuring that detailed and relevant information on the subject of

study is collected. Questionnaires was used in collecting data and consisted of a mixture of open ended and close ended questions. According to Kothari (2004) use of question allows for intensity and richness of individual perceptions in respondent responses.

The study used questionnaires because it is flexible and facilitates the capture of in-depth knowledge of the respondents, promotes respondent cooperation and allows the respondents to probe further for clarification of issues (Kothari, 2004). As a method of data collection questionnaires are appropriate because they are easy to analyze and are cost effective. The questionnaires which mainly contain closed and open ended questions was self-administered to the sample respondents who were directors, operation managers, supervisor and training staff from the Bridge International Schools in Nairobi County, Kenya.

The study also used interview to collect data from directors of the Bridge International schools. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interviews. Personal interview method requires a person known as the interviewer asking questions generally in a face-to-face contact to other person or persons (Kothari, 2004).

3.6 Pilot- Testing

Pilot testing to make corrective revisions to instruments and data collection procedures to ensure that the data that is collected is reliable and valid was done. Pre testing was allowed to correct errors to be discovered before the actual data collection and 10% of

the sample size was considered adequate for piloting (Mugenda & Mugenda, 2003). The pilot testing was done in schools in informal settlement which was not considered for the study. Comments made by the respondents during piloting was used to improve on the instrument.

3.6.1 Validity of research instruments

Validity refers to the extent to which an instrument collects data that it is meant to. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It refers to the appropriateness, meaningfulness and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Mugenda & Mugenda, 2003). In this study, the researcher ensured that content-related validity was guaranteed. Research instruments were reviewed to ensure that they adequately addressed the research objectives. The researcher sought the supervisor's expert opinion on the instrument.

The validity of data collected was ensured through collecting data from the relevant respondents having been permitted by the University of Nairobi and National Commission for Science, Technology and Innovation (NACOSTI) to be assisted during data collection exercise. The validity of the instrument was established by being given to experts and school supervisor guidance with experience in stakeholders' project involvement in Bridge international schools who could evaluate the items in relation to the study objectives which was to determine the stakeholders' involvement influence on

performance of Early Childhood education development project in Bridge international schools.

3.6.2 Reliability of Research Instruments

Reliability measures the degree to which a research instrument yields consistent results or data after repeated trials. It refers to the consistency of scores or answers provided by an instrument (Saunders, Lewis & Thornhill, 2007). Cronbach's alpha formula was used in determining the reliability of data. Reliability was obtained by correlating the scores of each questionnaire. Pearson product moment correlation coefficient (r) was used to test reliability of the questionnaires. The questionnaire would be reliable if the Cronbach's alpha value for reliability would be at least 0.7 which indicate getting consistent responses when the same question is posed to the same respondent more than once. Reliability was obtained by correlating the scores of each questionnaire for each variable and results presented in Table 3.3.

Table 3. 3: Reliability Results

Variable	Cronbanch's Alpha	No. Of Item
Project identification	0.8665	6
Project planning	0.8436	6
Project Implementation	0.8476	6
Monitoring and evaluation	0.8377	6

In this study, reliability was ensured through a piloted questionnaire that was subjected to a sample of 14 staff working in Bridge international schools in Nairobi County. The results obtained are presented in Table 4.2. From the findings, coefficient of project identification was 0.8665 making question items reliable. The Cronbach Alpha of project planning was 0.8436 making items reliable. The items concerning project implementation were reliable as they had a Cronbach Alpha coefficient of 0.8476. The 6 items concerning monitoring and evaluation were reliable with Cronbach Alpha coefficient of 0.8377. This clearly indicated that the instrument for influence of stakeholders' involvement on performance of Early Childhood education development project presented to staff working in Bridge international schools for data collection was reliable as all the Cronbach Alpha were closer to 1 and greater than 0.7.

3.7 Data collection procedure

The researcher obtained a letter from University of Nairobi and National Commission for Science, Technology and Innovation (NACOSTI) to be assisted during data collection exercise. A letter of from the management of Bridge international schools to be allowed to collect data. The researcher made appointments with management of the Bridge international schools to be assisted in data collection.

The instruments were administered to the respondents who was given ample time to respond to the items through drop and pick later approach. This ensured achievement of a good return ratio and help respondents to get a chance to seek clarification on items which may be difficult as noted by Cooper & Schindler (2003

3.8 Data Analysis

The collected data was well examined and checked for completeness and comprehensibility. The researcher used qualitative and quantitative techniques in analysing the data. Qualitative data was analysed through content analysis and presented in prose form. Quantitative data was presented using tables and graphs for ease of understanding and analysis. It was analyzed with the use of the Statistical Packages for Social Sciences (SPSS) Version 20.

Descriptive statistics- mean and standard deviation were used to determine the extent to which stakeholders' involvement on performance of Early Childhood programmes in Nairobi County, Kenya. Inferential statistics-correlation and regression was done to determine influence of stakeholders' involvement on performance of Early Childhood programmes in Nairobi County, Kenya. Pearson's correlation analysis was carried out to examine the association between the variables.

3.9 Operationalization of Variables.

Table 3.4 present the Operationalization of the variables. This was done by presenting the research objectives, the research independent variables, measurement, the instrument of data collection and data analysis techniques

Table 3. 4: Operationalization of Variables

Objectives	Operational Definition of Variables					
	Variables	Indicators	Measurement	Data Collection	Scale	Data analysis Techniques
To determine the influence of stakeholder involvement in project identification on performance of Childhood programmes planning	<u>Independent Variable</u> Stakeholder Involvement in Early Childhood programmes Identification .	- Stakeholders need analysis -Problem analysis -Programme schedules	How does stakeholder participation in project identification on performance of Childhood programmes planning?	Method	Ordinal	Means, standard deviation and Percentages - Correlation - Regression
				Questionnaire		
To examine the influence of stakeholder involvement in monitoring and Control on performance of Childhood programmes	<u>Independent Variable</u> Early Childhood programmes Monitoring and Control.	- Programme Relevance assessment - Comparison of programme actual with targets - Intervention roles	How does stakeholder involvement in monitoring and Control on performance of Childhood programmes?	Questionnaire	Ordinal	Frequencies, Means and Percentages - Correlation - Regression
				Questionnaire		

To determine the influence of stakeholder involvement in Project planning on performance of Childhood programmes planning	<u>Independent Variable</u> Early Childhood programmes planning	-Adequacy of professionals -Budget Allocation -Risk Planning - Donor funding	How does stakeholder involvement project planning influence performance of Childhood programmes?	Questionnaire	Ordinal	Frequencies, Means and Percentages
				Questionnaire	Ordinal	Frequencies, Means and Percentages
				Questionnaire	Ordinal	Frequencies, Means and Percentages
				Questionnaire	Ordinal	Means and Percentages
To establish the influence of stakeholder involvement in implementation on performance of Early Childhood programmes in Bridge International Schools	<u>Independent Variable</u> stakeholder Involvement in planning	- Risk reporting - Risk control - Prioritizing Decisions - Information analysis - Management of teams - Quality and Safety standards	How does stakeholder involvement in implementation on performance of Early Childhood programmes in Bridge International Schools	Questionnaire	Ordinal	Means and Percentages Frequencies, Means and Percentages correlation, Means and Percentages - Correlation - Regression
The purpose of the study will be to influence of stakeholder involvement on performance	<u>Dependent variable</u> Performance of Early Childhood Development programmes	- satisfaction -- Effectiveness -Increase enrolment -Employee	Level of Project success/performance	Questionnaire	Ordinal	Means, standard deviation and Percentages - Correlation

of Early Childhood programmes in Bridge International Schools.		retention -Learner Retention -Increase in grade increment				- Regressio n
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3.10 Ethical considerations

Ethical consideration is paramount for every study. Ethical issues apply to all research approaches and to every stage of research that is, in the identification of the research problem, data collection, data analysis and interpretation, and lastly in the writing and dissemination of the research (Cooper and Schindler, 2003). Ethical issues involve matters of access, confidentiality and anonymity of the participants, the participants' consent as well as legal issues like intellectual ownership, confidentiality, privacy, access and acceptance and deception (Nachmias and Nachmias, 2007). Since this study concerns sensitive issues and stakeholder engagement, the following ethical considerations were adhered to. The respondents were assured of their confidentiality that no one was victimized for information he or she provided since the study was for academic purpose only.

Secondly, respondents were requested to make informed consent and not to give their names while responding to the research questions in this study, hence no information was used to victimize them as anonymity was ensured. In addition, it was made clear that participation was voluntary and that respondents were free to decline or withdraw any time during the research period. Thirdly, privacy protection of the respondents was

achieved throughout the data collection, analysis and dissemination stages by strict standard of anonymity.

Fourthly, the introduction letter was used to avoid the perception of deceiving respondents since it is unethical and hence the need to explain the purpose of study.

Finally, permission to carry out the research was sought from Director, Board of Postgraduate Studies University of Nairobi. Permission to do the research from the National Council for Science and Technology (NACOSTI) was also sought.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction to Data Analysis

This chapter presents the results and findings of the study based on the research questions. The findings were given based on the four specific objectives of the study as explored using specific questions in the questionnaire.

4.1.1 Response rate

Using the determined sample size of 138 from each of the level of management in the organization, a total of 138 questionnaires were administered. The Table 4.1 present the response rate.

Table 4. 1: Response Rate

Respondents		Frequency	Percent
Quality Assurance and Teaching Staff	Filled questionnaires	20	15
	Unfilled questionnaires	6	4
Parent and donors	Filled questionnaires	90	65
	Unfilled questionnaires	16	12
Directors	Responded Interview guide	6	4
	Total	138	100
Total		110	80

From a sample of 138 respondents who included Directors of Bridge International schools, Quality Assurance officers, teaching staff, parents and Donors a 110 (80%) responded in time for data analysis. This rate was considered appropriate to derive the inferences regarding the objectives of the research.

4.2 General information

The study sought the background information of the respondents based on the gender, level of education and year of being involved in education programme at Bridge International Schools.

4.2.1 Gender of the respondents

The respondents were requested to indicate their gender and results presented in Table 4.2.

Table 4.2: Gender of the respondents

	Frequency	Percentages
Male	62	57
Female	48	43
Total	110	100

From the findings in Table 4.2, majority 57% of the respondents were male while 43% of the respondents were female. This implied that data was collected from both male and female.

4.2.2 Age Bracket

The respondents were requested to indicate their age bracket and the findings presented in Table 4.3.

Table 4.3: Age bracket

	Frequency	Percentages
31-40 years	45	41
41-50 years	31	28
20-30 years	23	21
51 and above	11	10
Total	110	100

From the findings in Table 4.3, majority 41% of the respondents indicated that they were aged 31 to 40 years, 28% of the respondents were aged from 41 to 50 years, 21% of the respondents were aged from 20 to 30 years. Most 21% of the respondents were aged 20 to 30 years while 10% of the respondents indicated that they have 51 years and above.

4.2.3 Highest level of education attained

The respondents were requested to indicate their highest level of education attained and the results presented in Table 4.4

Table 4.4: Highest level of education attained

	Frequency	Percentages
University	45	41
College	43	40
Postgraduate	22	19
Total	110	100

From the findings in Table 4.4, majority 41% of the respondents had university level of education, 40% of the respondents had college level of education while 19% of the respondents had postgraduate level of education. This implies the respondents attained more than college level of education and would therefore understand and give the required information.

4.2.4 Years of Being Involved Programmes

The study investigated the period in years in which respondents have been involved in Early Childhood programmes in Bridge International Schools as presented in Table 4.5.

Table 4.5: Years of Being Involved Programmes

	Frequency	Percentages
9 to 12 years	12	59
3 to 9 years	5	24
Above 12 years	2	10
Less than 3 years	1	7
Total	20	100

From the findings in Table 4.5, most 59% of the respondents (Quality Assurance and Teaching Staff) indicated that they have been involved in Early Childhood programmes in Bridge International Schools for 9 to 12 years. Most 24% of the respondents (Quality Assurance and Teaching Staff) indicated that they have been involved 3 to 9 years, 10% of the respondents (Quality Assurance and Teaching Staff) had been involved for over 12 years. From the findings, 7% of the respondents have been involved in Early Childhood programmes in Bridge International Schools for Less than 3 years. This implies that research data was collected from quality assurance and teaching staff with a great experience of more than 3 year and therefore were able to articulate.

4.3 Stakeholders Participation in Education Programme

The respondents were requested to indicate the extent they participated in the given activities and results presented in Table 4.6.

Table 4.6: Stakeholders Participation in Programme Activities

Statement	Mean	Standard deviation
Classification of early childhood education programme	4.89	0.88
Provision of school funds and school fees	4.32	0.21
Check and report on early childhood education programme progress	4.66	0.55
In executing early childhood education programme in the school	4.72	0.78
Setting up of the early childhood education programme	4.76	0.62

From the findings in Table 4.6, majority of the respondents (quality assurance and teaching staff) indicted that they participated in classification, setting up and executing of early childhood education programme in schools to a very great extent as indicated by mean of 4.89, 4.76 and 4.72 with standard deviation of 0.88, 0.62 and 0.78. Most of the respondents indicated that they participated in checking and reporting on early childhood education programme progress to a very great extent as indicated by mean of 4.66 with standard deviation of 0.55. Most of the respondents indicated that they participated in provision of school funds and school fees to a great extent as indicated by mean of 4.32 with standard deviation of 0.21.

4.4 Influence of Stakeholder involvement in Programme Identification on Performance of Early Childhood Education Programme

4.4.1 Engagement of Respondents in Analyzing Programme Problem

Respondents were requested to indicate on whether they were engaged in analyzing problem facing Early Childhood education programmes in school and results presented in Table 4.7.

Table 4.7: Engagement of Respondents in Analyzing Programme Problem

	Frequency	Percentages
Yes	84	94
No	6	6
Total	90	100

From the findings in Table 4.7, majority 94% of the respondents indicated that they were engaged in analyzing problem facing Early Childhood Education Programmes in school while 6% of the respondents indicated that they were not engaged in analyzing problem facing Early Childhood education programmes in school.

4.4.2 Extent of Engagement in Addressing Interests

Table 4.8 shows the response on the extent to which respondents (parents and donors) were engaged in addressing their interests in Early Childhood Education Programmes in the school.

Table 4.8: Extent of Engagement in Addressing Interests

Responses	Frequency	Percentages
Very large extent	81	90
Large extent	9	10
Total	90	100

From the findings in Table 4.8, majority 90% of the respondents (parents and donors) indicated that stakeholders were engaged in addressing their interests in Early Childhood Education Programmes in the school to a very great extent. Most 10% of the respondents (parents and donors) indicated that stakeholder were engaged in addressing their interests in Early Childhood Education Programmes in the school

4.4.3 Stakeholder Participation in Programme Identification

Table 4.9 shows the respondents response on the extent to which stakeholder participation in programme identification influence performance of Early Childhood Education Programme.

Table 4.9: Stakeholder Participation in Programme Identification

Statement	Mean	Standard deviation
My needs are sought	4.81	0.64
My expectations are determined	4.77	0.72
I participate in problem analysis to understand my support for the programme	4.84	0.80
I am engaged in classification of learning materials required in Early Childhood education programmes	4.48	0.50
I am involved in designating the programme	4.82	0.63
Am involved in initiating Early Childhood education programme activities	4.55	0.58

From the findings in Table 4.9, majority of the respondents indicated that they participated in problem analysis to understand their support for the programme, they were involved in designing the programme and their needs are sought thus influencing performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.84, 4.82 and 4.81 with standard deviation of 0.80, 0.63 and 0.64. Most of the respondents indicated that their expectations are determined and involved in initiating Early Childhood Education Programme activities thus influencing performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.77 and 4.55 with standard deviation of 0.72 and 0.58.

Most of the respondents indicated that they were engaged in classification of learning materials required in Early Childhood Education Programmes thus influencing performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.48 with standard deviation of 0.50. This implies that stakeholder participation in programme identification influence performance of Early Childhood Education Programme. This concur with Mc. Curley, Steve and Ricky, (2006) who stated that stakeholder involvement in project identification is part of the project planning process, and is appropriate strategy formulated and implemented to maximize a stakeholder's positive influence.

4.5 Influence of Stakeholder Participation in Programme Planning on Performance of Early Childhood Education programme

4.5.1 Whether involved in financial management

Respondents were requested to indicate on whether they were involved in financial management of the Early Childhood Education programmes in the school and results presented.

Table 4.10: Whether involved in financial management

	Frequency	Percentages
No	83	75
Yes	27	25
Total	110	100

From the findings in Table 4.10, majority 75% of the respondents indicated that they were not involved in financial management of the Early Childhood Education programmes to a very great extent while 25% of the respondents indicated that they were involved in financial management of the Early Childhood Education programmes.

4.5.2 Respondents Participation in Programme Funds Management

The respondents were requested to indicate the extent to which participation in programme funds management influence performance of the Early Childhood Education Programme in school and results presented in Table 4.11

Table 4.11: Respondents Participation in Programme Funds Management

Responses	Frequency	Percentages
Very Great Extent	53	49
Large Extent	41	37
Neutral	17	14
Total	110	100

From the findings in Table 4.11, majority 49% of the respondents indicated that participation in programme funds management influenced performance of the Early Childhood Education Programme to a very great extent. Majority 37% of the respondents indicated to a great extent. Most of the respondents were neutral on whether participation in programme funds management influence performance of the Early Childhood Education Programme.

4.5.3 Extent to Which Participation in Planning of Education Programmes Influence Performance

The study sought the extent respondents participated in Early Childhood Education Programme Planning and the influence on performance of the Early Childhood programmes in the school and the results presented in Table 4.12.

Table 4. 12: Extent to which Participation in Planning of Education Programmes Influence Performance

Statement	Mean	Standard deviation
Cordination of Early Childhood education programme activities	4.87	0.73
Am a member of Early Childhood education programme committee	4.90	0.93
I am involved in risk planning in the school	4.77	0.79
I offer ideas on new methods of executing Early Childhood education programme effectively	4.74	0.75
I am involved in responsibility sharing for Early Childhood education programme execution	4.81	0.76
I share information that enhance quick decision making in executing Early Childhood education programme activities	4.66	0.59
I participate in allocating funds for Early Childhood education programme activities	4.88	0.73
I am involved in contribution of raw materials	4.70	0.75
I participate in cost estimations for Early Childhood education programme activities	4.61	0.63

From the findings in Table 4.12, majority of the respondents indicated that they are member of Early Childhood education programme committee, they participate in allocating funds and coordination of Early Childhood Education Programme activities thus influencing the performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.90, 4.88 and 4.87 with standard deviation of 0.93, 0.73 and 0.73. Most of the respondents indicated that they were involved in responsibility sharing for programme execution, involved in risk planning in the school and they offered ideas on new methods of executing programme effectively thus influencing the performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.81, 4.77 and 4.74 with standard deviation of 0.76, 0.79 and 0.75. Most of the respondents indicated that they were involved in contribution of raw materials and that they share information that enhance quick decision making in executing programme activities thus influencing the performance of Early Childhood Education Programme to a very great extent as indicated by mean of 4.70 and 4.66 with standard deviation of 0.75 and 0.59. This was supported by interviewees findings who indicated that being involved in responsibility sharing for programme execution, involved in risk planning in the school and they offered ideas on new methods of executing programme effectively thus influencing the performance of Early Childhood Education Programme. This implies that stakeholder involvement in participation in programme planning influence performance programmes. This is in line with Rao (2001) who indicated that the objectives of engaging stakeholders in planning include analyzing, anticipating, scheduling,

coordinating and controlling and information management influence performance of ECD programmes.

4.6 Influence of Stakeholder involvement in Programme Implementation on Performance of Early Childhood Education programme

4.6.1 Respondents engagement in assessing qualification of teachers

The study sought on whether stakeholders were engaged in assessing qualification of teachers in Early Childhood education programme in the school. The results were presented in Table 4.13.

Table 4. 13: Respondents Engagement in Assessing Qualification of Teachers

Responses	Frequency	Percentages
Yes	105	96
No	5	4
Total	110	100

From the findings in Table 4.13, majority 67% of the respondents indicated that stakeholders are engaged in assessing qualification of teachers while 33% of the respondents indicated that stakeholders were not engaged in assessing qualification of teachers. This implies that the stakeholders were well involved in assessing the qualification of teacher.

4.6.2 Extent to which participation in information management influence performance

The results in Table 4.14 shows the extent to which participation in information management influence performance of Early Childhood education programmes in the school.

Table 4. 14: Extent to Which Participation in Information Management Influence Performance

Responses	Frequency	Percentages
Very Great Extent	104	95
Large Extent	6	5
Total	110	100

From the findings in Table 4.14, majority 95% of the respondent's participation in information management influence performance of Early Childhood education programmes to a very large extent while 5% of the respondents indicated that participation in information management influence performance of Early Childhood education programmes to a large extent. This implies that participation in information management influence performance in ECD programmes in schools. This was supported by interviewee's views that the stakeholders were involved in project planning, project identification, project implementation as well as monitoring and evaluation of ECD programmes in schools. The results from the interviewees further indicated that Stakeholders participated in problem analysis to understand their support for the

programme, designed the programme and their needs are sought thus influencing performance of ECD programme.

4.6.3 Stakeholder participation in Early Childhood education programme implementation and Programme Performance

Table 4.15 shows the extent to which stakeholder participation in Early Childhood education programme implementation influence performance of Early Childhood education programmes in the school.

Table 4.15: Stakeholder participation in Early Childhood education programme implementation and Performance

Statement	Mean	Standard deviation
Identifying roles and responsibilities you will take	4.67	0.69
I am involved in budget allocation execution	4.50	0.36
I am involved in risk management in the school	4.56	0.32
I am involved in securing donor funding	4.60	0.51
I am involved in work plan of the early Childhood education programme	4.64	0.59

From the findings in Table 4.15, majority of the respondents indicated that stakeholder were involved in identifying roles and responsibilities they will take, in work plan of the early Childhood education programme and in securing donor funding thus influencing the performance of Early Childhood education programme to a very great extent as on indicated by mean of 4.67, 4.64 and 4.60 with standard deviation of 0.69, 0.59 and 0.51.

Most of the respondents indicated that stakeholder were involved in risk management in the school and budget allocation execution thus influencing the performance of Early Childhood education programme to a very great extent as on indicated by mean of 4.56 and 4.50 with standard deviation of 0.32 and 0.36. Interviewee stated that they involved parents, donors, teachers and non-teaching staff in Early Childhood education programme. This implies that stakeholder participation in Early Childhood education programme implementation influence performance of Early Childhood education programmes in the school. This is in line with Preston (2005), who stated that stakeholder participation in project implementation is required to transform the planned objectives and policies of a project into well-organized activities, allocation of resources and efficient utilization of resources.

4.7 Influence of Stakeholder Engagement in Programme Monitoring and Evaluation on Performance of E.C.E.P

4.7.1 Early Childhood Education Programme in the School Achieved its Objectives

The results in Table 4.16 shows the response on the extent to which Early Childhood education programme in the school achieved its objectives.

Table 4.16: Early Childhood Education Programme in the school achieved its objectives

	Frequency	Percentages
Responses		
Very Great Extent	61	55
Large Extent	38	34
Neutral	11	11
Total	110	100

From the findings in Table 4.16, majority 55% of the respondents indicated that Early Childhood education programme in the school achieved its objectives to a very great extent, 34% of the respondents indicated that Early Childhood education programme in the school achieved its objectives to a great extent. Most 11% of the respondents were neutral on whether Early Childhood education programme in the school achieved its objectives. This implies that Early Childhood education programme in the school achieved its objectives.

4.7.2 Extent to which participation in programme in the school meet its targets

Table 4.17 shows response on the extent to stakeholder participation in Early Childhood education programme in the school meet its targets.

Table 4. 17: Extent to which participation in programme in the school meet its targets

Responses	Frequency	Percentages
Very great extent	59	54
Great Extent	38	34
Neutral	13	12
Total	110	100

From the findings in Table 4.17, majority 54% of the respondents indicated that stakeholder participation in Early Childhood education programme in the school meet its targets to a very great extent, 34% said to a great extent while 12% of the respondents were neutral on whether stakeholder participation in Early Childhood education programme in the school meet its targets. This implies that stakeholder participation in Early Childhood education programme in the school meet its targets. This is in line with Katiku, (2011) who stated that senior leaders in organizations can adopt stakeholder engagement as an opportunity to influence other organizations and create alignment to structures and processes to support the vision and mission of project performance

4.7.2 Extent to which Engagement in Programme Monitoring and Evaluation Influence Performance

The study sought the extent to which stakeholder engagement in programme monitoring and evaluation influence performance of Early Childhood education programme in the school.

Table 4. 18: Extent to Which Engagement in Programme Monitoring and Evaluation Influence Performance

Statement	Mean	Standard deviation
I am involved in Programme relevance assessment	4.84	0.75
I am involve in ensuring programme budget is utilized well	4.45	0.43
I am involved in taking correction measures where errors occurs	4.92	0.85
I am involved in reducing and elimination of programme deviations to achieve set targets	4.36	0.35
I am involve in intervening in securing donor funding	4.21	0.30
Contribution of raw materials such Iron sheets	4.90	0.88
Engage in offering grants	4.72	0.65
Auditing Early Childhood programmes	4.87	0.78
Responsibility sharing	4.45	0.43

From the findings in Table 4.18, majority of the respondents indicated that stakeholders were involved in taking correction measures where errors occurs, contribution of raw materials such iron sheets, auditing Early Childhood programmes and in Programme relevance assessment thus influencing the performance of Early Childhood programmes in Bridge International Schools to a very great extent as indicated by mean of 4.92, 4.90, 4.87 and 4.84 with standard deviation of 0.85, 0.88, 0.78 and 0.75. This implies that stakeholder engagement in programme monitoring and evaluation influence performance. The interviewees stated that stakeholder participation influenced increment of level of enrolment, enhanced employee retention as well as learner retention as a result of stakeholder participation. The was further supported by interviewees views that they

were involved in taking correction measures where errors occurs, contribution of raw materials such iron sheets, auditing Early Childhood programmes and in Programme relevance assessment thus influencing the performance of Early Childhood programmes in Bridge International Schools to a very great extent. This is in line with Ivanceh, (2003) who stated that Monitoring and Evaluation (M&E) has become an expected and necessary component of any development program or project. Performance of Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya.

4.8 Stakeholder Participation Influence Performance of Early Childhood programmes

4.8.1 Extent to Which Stakeholder Participation Influence Performance of Early Childhood Programmes

The purpose of this study was to determine influence of stakeholders' involvement on performance of Early Childhood education development project in Mukuru and Kibera Bridge International Schools in Nairobi County, Kenya. The respondents were requested to indicate the extent to which stakeholder participation influence performance of Early Childhood education programmes in the school. The results were presented on Table 4.19.

Table 4.19: Extent to Which Stakeholder Participation Influence Performance of Early Childhood Programmes

Statement	Mean	Standard deviation
The programme was executed effectively	4.61	0.63
The schools increase learners enrolment	4.86	0.76
The school achieved high teaching staff retention	4.89	0.79
There is high learner retention in the schools	4.50	0.44

From the findings in Table 4.19, majority of the respondents indicated that the school achieved high teaching staff retention, increase learners enrolment, executed programme effectively and high learner retention in the schools to a very great extent due to stakeholder participation Early Childhood education programmes in the school. The data analysis is indicated by mean of 4.89, 4.86, 4.61 and 4.50 with standard deviation of 0.79, 0.76, and 0.63 and 0.44. The interviewee's results stakeholder participation influenced increment of level of enrolment, enhanced employee retention as well as learner retention as a result of stakeholder participation. This implies that stakeholder participation influence performance of Early Childhood programmes in schools. This is in line with Madeeha and Naqvi, (2014) observed that external stakeholders' engagement had significant and strong relationship with the project portfolio management success and with moderation; it partially moderated the project portfolio management success.

Respondents further explained that Early Childhood education programmes in the school achieved the increment of level of enrolment, enhanced employee retention as well as learner retention as a result of stakeholder participation. Most of the respondents stated that there was increase in grade increment due to stakeholder participation.

4.9 Correlation Analysis

Correlation analysis was used to establish the strength of association between variables as shown on Table 4.20.

Table 4. 20 Correlations Analysis

		Programme Performance	Programme identification	Programme planning	Programme Implementation	Programme Monitoring and evaluation
Programme Performance	Pearson Correlation	1				
	Sig.(2-tailed)	0.001				
	N	110				
Programme identification	Pearson Correlation	.547*	1			
	Sig. (2-tailed)	.01				
	N	110	110			
Programme planning	Pearson Correlation	.463*	.218	1		
	Sig. (2-tailed)	.003	.247			
	N	110	110	110		
Programme Implementation	Pearson Correlation	.657*	.471*	.463*	1	
	Sig.(2-tailed)	.02	.009	.010		
	N	110	110	110	110	
Programme	Pearson	.537*	.451	.463	.374	1

Monitoring and evaluation	Sig. (2-tailed)	.001	.009	.010	0.002	
	N	110	110	110	110	110

A correlation analysis was conducted to determine influence of stakeholders' involvement on performance of Early Childhood education development project in Mukuru and Kibera Bridge International Schools in Nairobi County, Kenya. From the findings, the strength of association between Project identification and Early Childhood education development programme performance in Mukuru and Kibera Bridge International Schools was strong and positive having scored a correlation coefficient of 0.547 and a 95% precision level. The correlation was statistically significant since it had a P-Value of 0.01 which is less than 0.05 hence statistically significant.

The study found that there existed a strong and positive correlation between Childhood education development programme planning and Childhood education development programme performance in Mukuru and Kibera Bridge International Schools. Correlation coefficient of 0.463 and a 95% precision level was statistically significant since it had a P- Value of 0.003 which is less than 0.05. The study found that there existed a strong and positive correlation between Childhood education development programme implementation and Childhood education development programme performance. Correlation coefficient of 0.657 and a 99% precision level was statistically significant since it had a P- Value of 0.02 which is less than 0.05. Childhood education development programme monitoring and evaluation and childhood education development programme

performance correlated positively with a Correlation coefficient of 0. 537 which was statistically significant since it had a P- Value of 0.001 which is less than 0.05

4.10 Regression Analysis

The study sought to determine the influence of stakeholders’ involvement on performance of Early Childhood education development project. A model summary was generated using SPSS version 21 to calculate R, R Squared and adjusted R Squared as captured in Table 4.21.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

4.10.1 Model Summary

This section presents the model summary. The results are presented in Table 4.21

Table 4. 21: Model Summary

Model	R	R Squared	Adjusted Squared	R Std. Error of the Estimate
1	.79(a)	.624	.619	0.29

- a. Predictors: (Constant) Project identification, Project planning, Project Implementation and Monitoring and evaluation
- b. Dependent: Performance of Early Childhood education development project

The model column of multiple models was reduced to a single regression by SPSS command and with a model indicating 1 implied that the there was one linear model

being used to determine the influence of stakeholders' involvement on performance of Early Childhood education development programme in schools.

R is the square root of R-Squared. R is the correlation between the observed and predicted values of dependent variable. This implies that there was association of 0.79 between stakeholders' involvement on programme and programme performance. R-Squared is the proportion of the variance in the dependent variable of performance of Early Childhood education development project in schools that was explained by variations in the education programme identification, education programme planning, education programme implementation and education programme monitoring and evaluation. This implied that there was a variance of 62.4% between variables in general. However this does not reflect the extent to which any particular independent variables was associated with the programme performance.

Adjusted R^2 is called the coefficient of determination which indicates how programme performance varies with variation in influence of education programme identification, education programme planning, education programme implementation and education programme monitoring and evaluation. The study established that there existed a significance positive variation between stakeholders' involvement on programme and programme performance as $r= 0.619$, $P=0.01 < 0.05$.

4.10.2 Analysis of variance

Using SPSS version 21, Analysis of variance between all of the variables used in study was determined and Table 4.22 shows the breakdown of variance in the outcome variable in categories of regression, residual and total variance.

Table 4.22: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.642	4	.537	4.871	0.01(a)
	Residual	4.511	105	.049		
	Total	7.153	109			

- a. Predictors: (Constant) Project identification, Project planning, Project Implementation and Monitoring and evaluation
- b. Dependent: Performance of Early Childhood education development project

The ANOVA test results were used in an F-test on the significance of the regression formula overall. The study established that there existed a significant goodness of fit between variable as $F=4.871$, $P=0.01 < 0.05$. The calculated $F=4.871$ far exceeds the F-critical of 1.707. This implied there the level of variation between independent and dependent variable was significant at 95% confidence level.

4.10.3 Coefficients Estimate of the Variance

This section presents the coefficients of the variance. The results are presented in Table 4.23.

Table 4.23: Coefficients (a)

Model		Unstandardize		Standardized	T	Sig.
		d Coefficients				
		B	Std. Error	Beta		
1	(Constant)	1.45	0.467		3.12	0.01
	Programme identification	0.64	0.235	1.915	2.739	0.02
	Programme planning	0.75	0.326	1.712	2.313	0.01
	Programme Implementation	0.93	0.322	0.645	2.906	0.03
	Programme Monitoring and	0.63	0.231	0.559	2.769	0.04

a. Predictors: (Constant) Project identification, Project planning, Project Implementation and Monitoring and evaluation

b. Dependent: Performance of Early Childhood education development project

$$Y = 1.45704 + 0.644X_1 + 0.754X_2 + 0.936X_3 + 0.640X_4$$

Table 4.23 shows coefficients estimate of the variance obtained. From the above regression model, it was found that performance of Early Childhood education development project in schools would be at 1.457 holding, project identification, project planning, Project Implementation and monitoring and evaluation constant at zero (0). The study established that there existed a significant positive relationship between project identification and programme performance as $r = 0.644$, $t = 2.739$, $P = 0.02 < 0.05$.

Researcher had investigated the influence of project planning on programme performance; the evidence provided by the coefficients table shows that project planning promote programme performance as $r = 0.754$, $t = 2.313$, $P = 0.01 < 0.05$. The study found that Project implementation had significant positive impact on programme performance

in schools as $r= 0.936$, $t=2.906$, $P= 0.03<0.05$. The study found that increased stakeholder involvement in monitoring and evaluation had a significant positive impact on performance of programme in school as $r=0.640$, $t=2.769$, $P= 0.04<0.05$. This clearly indicated that there existed a positive relationship between influence of stakeholder involvement and performance of Early Childhood education development project in schools.

It was evident that stakeholder involvement in education programme identification, education programme planning, education programme implementation and education programme monitoring and evaluation are essential element of performance of Early Childhood education development project in schools. This implies that stakeholder involvement in schools programmes is a powerful approach of broadening the management's vision of its roles and responsibilities of profit maximization function and identifying input-output models of the firm, to also include interests and claims of non-stockholding groups.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendation of the study. The recommendation were given based on the findings and the conclusion of the study as explored using specific questions in the questionnaire. The appropriate response rate derived the inferences of influence of stakeholders' involvement on performance of Early Childhood education development project.

5.2 Summary of the Findings

Stakeholder involvement in programme management plays a critical role in project performance. This study sought to achieve the following objectives. To determine the influence of stakeholder involvement in programme identification on performance of Early Childhood programmes in Mukuru and Kibera Bridge International School in Nairobi. To assess the influence of stakeholder involvement in programme planning on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. To examine the influence of stakeholder involvement in programme implementation on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. To determine the influence of stakeholder involvement in programmes monitoring and evaluation on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi.

This study adopted descriptive survey research design as it would enable collection of data to answer to research questions. The questionnaire was used to collect primary data and had both open and close-ended questions. Secondary data was collected from organizations reports on stakeholders' involvement and performance of Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya. This section present summary of findings based on specific objectives.

5.2.1 Stakeholder Participation in Programme Identification and Performance of ECD Programme

The study established that the stakeholders were engaged in analyzing problem facing Early Childhood education programmes in school. It was revealed that parents and donors were engaged in addressing their interests in Early Childhood education programmes in the school to a very great extent. Stakeholders participated in problem analysis to understand their support for the programme, designed the programme and their needs are sought thus influencing performance of ECD programme. Stakeholder's expectations were determined and involved in initiating ECD programme activities, and they were engaged in classification of learning materials required

5.1.2 Influence of Stakeholder Participation in Programme Planning

The study established that stakeholder were involved in financial management of the Early Childhood Development programmes. Participation in programme funds management influenced performance of the Early Childhood education programme to a very great extent. From the findings, stakeholders were member of Early Childhood

education programme committee, they participate in allocating funds and coordination of Early Childhood education programme activities thus influencing the performance of Early Childhood education programme to a very great extent. It was revealed that stakeholders were involved in responsibility sharing for programme execution, involved in education planning in the school and they offered ideas on new methods of executing programme effectively thus influencing the performance of Early Childhood education programme

5.1.3 Stakeholder Involvement in Programme Implementation

From the findings, stakeholders are engaged in assessing qualification of teachers. Stakeholder's participation in information management influence performance of Early Childhood education programmes to a very large extent. Stakeholder were involved in identifying roles and responsibilities they will take, in work plan of the early Childhood education programme and in securing donor funding thus influencing the performance of Early Childhood education programme to a very great extent. Most of the respondents indicated that stakeholder were involved in risk management in the school and budget allocation execution thus influencing the performance of Early Childhood education programme to a very great extent.

5.1.4 Stakeholder engagement in programmes monitoring and evaluation

The study established that Early Childhood education programme in the school achieved its objectives to a very great extent. Stakeholder participation in Early Childhood education programme in the school meet its targets to a very great extent. stakeholders

were involved in taking correction measures where errors occurs, contribution of raw materials such iron sheets, auditing Early Childhood programmes and in Programme relevance assessment thus influencing the performance of Early Childhood programmes in Bridge International Schools

5.3 Discussion of the findings

The research objective was to investigate the influence of stakeholder involvement in programme on performance of Early Childhood programmes in Mukuru and Kibera Bridge International School in Nairobi. A number of conclusions were drawn from the results presented in chapter four and which pertains to the research objective. Although the sample from which data was gathered is small, the researcher is of the opinion that the results still provide meaningful findings and insights that could be generalized to normal practice as carried out in the Early Childhood programmes in schools across the board in Kenya. In an advanced analysis of influence of stakeholders' involvement on performance of Early Childhood education development projects, the study revealed a significant positive relationship between project identification, project planning, project Implementation and monitoring and evaluation and the Early Childhood programmes performance. The researcher is of the view that it is critical to involve stakeholders in Early Childhood programmes in schools.

After assessing the influence of stakeholder involvement in programme planning on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. The study established $r = 0.644$, $t = 2.739$, $P = 0.02 < 0.05$. The results

revealed that more the influence of stakeholder project identification in the Early Childhood programmes in schools, more degrees of programmes performance. The results, as presented in table 4.8, also showed that 90% of the respondents whom were parents and donors indicated that stakeholders were engaged in addressing their interests in Early Childhood education programmes in the school to a very great extent. The findings were in line with Adan (2012) who found that stakeholder engagement in development projects led to success of construction project, water projects and government funded projects.

The study established that there existed a significant positive relationship between project planning and programme performance as $r=0.754$, $t=2.313$, $P=0.01<0.05$. The results from the analysis conducted revealed that the performance of Early Childhood programmes can get increased if stakeholder involvement in programme planning is approved and adhered to. Moreover if the management in schools can enhance stakeholder's involvement in programme planning through allowing the stakeholders to be members of programme committee then the stakeholders would keep of participating in allocation and coordination of funds as well as education programme activities. Further stakeholders would be involved in responsibility sharing for programme execution, involved in education planning in the school and they would inturn offer ideas on new methods of executing programme effectively thus influencing the performance of Early Childhood Education Programme.

In the regression analysis $r= 0.936$ is the established coefficients estimate of variance of stakeholder involvement in project implementation and the Early Childhood education programme are. The relationship is statistically significant as, $t=2.906$, $P= 0.03<0.05$. Therefore, stakeholder involvement in project implementation is regarded influential. Hence it is revealed that increase in the degree of stakeholder involvement in project implementation would increase the performance on the Early Childhood education programme. Respondents during the data collection indicated that stakeholder were involved in identifying roles and responsibilities stakeholder would take, in work plan, in securing donor funding, in risk management in the school and budget allocation execution thus influencing the performance of Early Childhood education programme to a very great extent.

After determining the influence of stakeholder involvement in programmes monitoring and evaluation on performance of Early Childhood programmes in Mukuru and Kibera Bridge International Schools in Nairobi. The study found that increased stakeholder involvement in monitoring and evaluation had a significant positive impact on performance of programme in school as $r=0.640$, $t=2.769$, $P= 0.04<0.05$.

5.4 Conclusion of the study

Based on the summary of the findings, it was revealed that Mukuru and Kibera Bridge International Schools engaged the stakeholders in analyzing problem facing Early Childhood Education Programmes in school and addressing their interests. This sought out their need and helped them to understand their support for the programme as well as

designing the programme. The study established that stakeholder were involved in project identification, Programme Planning, Programme implementation and programme monitoring and evaluation.

The study concluded that stakeholder involvement in project identification is part of the project planning process, and is appropriate strategy formulated and implemented to maximize a stakeholder's positive influence. It was revealed that stakeholders were involved in responsibility sharing for programme execution, involved in programme planning in the school and they offered ideas on new methods of executing programme effectively thus influencing the performance of Early Childhood education programme. It was concluded that stakeholder participation in education programme implementation is required to transform the planned objectives and policies of a project into well-organized activities, allocation of resources and efficient utilization of resources. The study conclude that adoption of stakeholder engagement as an opportunity to influence other organizations and create alignment to structures and processes to support the vision and mission of education programme performance.

5.5 Recommendations

From the findings and conclusions, the study recommends for adoption of stakeholder involvement in ECD development project in schools as an effective option in ECD programme performance in Mukuru and Kibera Bridge International Schools. Stakeholder involvement influence performance of Early Childhood education programme performance. To have a better-informed staff and constituents as well as

more effective policies, projects, programs and services the study recommend for adoption and effective implementation of stakeholder involvement in ECD programme.

To ensure performance of Early Childhood education programme the study recommend the Bridge International Schools to involve stakeholders in early childhood development education programmes. The school management should enhance implementation of stakeholder involvement in education programme implementation as it has come out to be the best determinant influence success or failure of Early Childhood development and educational programmes performance.

5.6 Recommendation for Further Studies

This study focused on determining the influence of stakeholders' involvement on performance of Early Childhood education Programme in Mukuru and Kibera Bridge International Schools. The study focused only on education programme identification, education programme planning, education programme implementation and monitoring and evaluation. A further study should be carried out to determine the factors influencing stakeholders' involvement on performance of Early Childhood education development projects not included in the study.

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APPENDICES

Appendix I: Introduction Letter

Fidelis W. Nene

P.O .Box 9080-00100

Nairobi.

Dear Respondent,

RE: COLLECTION OF DATA

I am a Masters student in the Department of Extra Mural Studies at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study on *“Influence Of Stakeholder Involvement On Performance Of Early Childhood Development Programmes In Mukuru and Kibera Bridge International Schools in Nairobi County”*. I’m therefore seeking your assistance to fill the questionnaires attached. The attached questionnaire will take about ten minutes to complete.

Your co-operation will be appreciated.

Yours faithfully,

Fidelis W. Nene

Appendix II: Questionnaire for respondents

Section A: General Information

1. Please indicate your gender

Female []

Male []

2. Indicate your age bracket

20-30 yrs []

31-40 yrs []

41-50 yrs []

51 and above []

3. State your highest level of education

Primary level []

Secondary level []

College []

University []

Postgraduate []

4. For how long have you been involved in Early Childhood programmes in Bridge

International Schools?

Less than 3 years []

3 to 9 years []

9 to 12 years []

Above 12 years []

Section B: Performance of Early Childhood Education programmes in Bridge International Schools

Part I: Stakeholder participation in programme identification on performance of Early Childhood Education programme in Mukuru and Kibera Bridge International Schools

5. Are you engaged in analysing problem facing Early Childhood education programmes in your school?

Yes []

No []

6. To what extent are you engaged in addressing your interests in Early Childhood education programmes in the school?

i. Very large extent []

ii. Large Extent []

iii. Neutral []

iv. A small Extent []

v. No Extent []

7. To what extent is your participation in Early Childhood education programme identification influence performance of Early Childhood education programme in your school? (Where 1-Not at all, 2-Less extent, 3-Moderate Extent, 4 –Great extent and 5 - Very Great extent)

Statement	1	2	3	4	5
My needs are sought					
My expectations are determined					
I participate in problem analysis to understand my support for the programme					
I am involved in designing the programme					
Am involved in initiating Early Childhood education programme activities					

Part II: Stakeholder Participation in Programme Planning on Performance of Early Childhood Development programme in Mukuru and Kibera Bridge International Schools

8. Are you involved in financial management of the Early Childhood Development programmes in the school?

Yes []

No []

9. To what extent is your participation in programme funds management influence performance of the Early Childhood education programme in school?

i. Very large extent []

ii. Large Extent []

iii. Neutral []

iv. To a small Extent []

v. No Extent []

10. To what extent does your participation in Early Childhood education programme Planning influence performance of the Early Childhood programmes in the school?
(Where 1-Not at all, 2-A small extent, 3-Moderate Extent, 4 –Great extent and 5 -Very large extent)

Statement	1	2	3	4	5
Cordination of Early Childhood education programme activities					
Am a member of Early Childhood education programme committee					
I am involved in risk planning in the school					
I offer ideas on new methods of executing Early Childhood education programme effectively					
I am involved in responsibility sharing for Early Childhood education programme execution					
I share information that enhance quick decision making in executing Early Childhood education programme activities					
I participate in allocating funds for Early Childhood education programme activities					
I am involved in contribution of raw materials					
I participate in cost estimations for Early Childhood education programme activities					

Part III: Stakeholder involvement in Programme implementation on performance of Early Childhood Development programme in Mukuru and Kibera Bridge International Schools

14. Are you engaged in assessing qualification of teachers in Early Childhood education programme in the school?

Yes []

No []

15. To what extent is your participation in information management influence performance of Early Childhood education programmes in the school?

i. Very large extent []

ii. Great Extent []

iii. Neutral []

iv. A small Extent []

v. No Extent []

16. To what extent is your participation in Early Childhood education programme implementation influence performance of Early Childhood education programmes in the school? (Where 1-Not at all, 2-a small extent, 3- Neutral, 4 –Great extent and 5 -Very large extent)

Statement	1	2	3	4	5
Identifying roles and responsibilities you will take					
I am involved in budget allocation execution					
I am involved in risk management in the school					

I am involved in securing donor funding					
I am involved in work plan of the early Childhood education programme					

Part IV: Stakeholder engagement in programmes monitoring and evaluation on performance of Early Childhood education programme in Mukuru and Kibera Bridge International Schools

14. Indicate the extent the Early Childhood education programme in the school achieved its objectives?

- i. Very great extent []
- ii. Great Extent []
- iii. Neutral []
- iv. Less Extent []
- v. No Extent []

15. To what extent is your participation in Early Childhood education programme in the school meet its targets?

- i. Very great extent []
- ii. Great Extent []
- iii. Neutral []
- iv. Less Extent []
- v. No Extent []

16. Indicate the extent to which your engagement in Early Childhood education programme monitoring and evaluation influence performance of Early Childhood education programme in the school? (Where 1-Not at all, 2-Less extent, 3- Neutral, 4 – Great extent and 5 -Very Great extent)

Statement	1	2	3	4	5
I am involved in Programme relevance assessment					
I am involve in ensuring programme budget is utilized well					
I am involved in taking correction measures where errors occurs					
I am involved in reducing and elimination of programme deviations to achieve set targets					
I am involve in intervening in securing donor funding					
Contribution of raw materials such Iron sheets					
Engage in offering grants					
work plan and open					
Auditing Early Childhood programmes					
Responsibility sharing					

Performance of Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya.

17. To what extent does stakeholder participation influence performance of Early Childhood education programmes in the school? (Where 1-Not at all, 2-Less extent, 3- Neutral, 4 –Great extent and 5 -Very Great extent)

Statement	1	2	3	4	5
The programme was executed effectively					
The schools increase learners enrolment					
The school achieved high teaching staff retention					
There is high learner retention in the schools					

18. Indicate other ways Early Childhood education programmes in the school achieve its objectives due to stakeholder participation

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Appendix III: Questionnaire For Parent And Donors

Section A: General Information

5. Please indicate your gender

Female []

Male []

6. Indicate your age bracket

20-30 yrs []

31-40 yrs []

41-50 yrs []

51 and above []

7. State your highest level of education

Primary level []

Secondary level []

College []

University []

Postgraduate []

8. Indicate the extent you participate in the following activities ? (Where 1-Not at all,

2-Less extent, 3-Moderate Extent, 4 –Great extent and 5 -Very Great extent)

Statement	1	2	3	4	5
Classification of early childhood education programme					
Provision of school funds and school fees					
Check and report on early childhood education programme progress					

In executing early childhood education programme in the school					
Setting up of the early childhood education programme					

Section B: Performance of Early Childhood Development programmes in Bridge International Schools

Part I: Stakeholder involvement in programme identification on performance of Early Childhood Development programme in Mukuru and Kibera Bridge International Schools

5. Are you engaged in identification of problem facing Early Childhood education programmes in the school?

Yes []

No []

7. To what extent is your participation in Early Childhood education programme identification influence performance of Early Childhood education programmes in the School? (Where 1-Not at all, 2-Less extent, 3-Moderate Extent, 4 –Great extent and 5 - Very Great extent)

Statement	1	2	3	4	5
The stakeholder need assessment					
My expectations as a stakeholder is determined					
My support for the Early Childhood education programmes is assessed					
I am engaged in classification of learning materials required in Early Childhood education programmes					
Am involved in initiating Early Childhood education programme activities					

I am involve in designing Early childhood education programme

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Part II: Stakeholder Involvement in Programme Planning on Performance of Early Childhood Education programme in Mukuru and Kibera Bridge International Schools

8. Are you engaged in financial management for the Early Childhood education programme in the school?

Yes []

No []

9. To what extent is your management in programme funds influence performance of the Early Childhood education programme in the school?

vi. Very large extent []

vii. Large Extent []

viii. Neutral []

ix. To a small Extent []

x. No Extent []

10. To what extent does your participation in Early Childhood education programme Planning influence performance of the programme in school ? (Where 1-Not at all, 2-A small extent, 3-Moderate Extent, 4 –Great extent and 5 -Very large extent)

Statement	1	2	3	4	5
Coordination of Early Childhood education programme activities					
Am a member of Early Childhood education programme committee					
I am involved in risk planning in the school					
I offer ideas on new methods of executing Early Childhood education					

programme effectively					
I am involved in responsibility sharing for Early Childhood education programme execution					
I share information that enhance quick decision making in executing Early Childhood education programme activities					
I participate in allocating funds for Early Childhood education programme activities					
I am involved in contribution of raw materials					
I participate in cost estimations for Early Childhood education programme activities					

Part III: Stakeholder involvement in Programme implementation on performance of Early Childhood Development programme in Mukuru and Kibera Bridge International Schools

14. Are you involved in assessing qualification of teachers in Early Childhood education programme in your school?

Yes []

No []

15. To what extent is your engagement in information management influence performance of Early Childhood programmes in your school?

vi. Very large extent []

- vii. Great Extent []
- viii. Neutral []
- ix. A small Extent []
- x. No Extent []

16. To what extent is your participation in Early Childhood Development programme implementation influence performance of Early Childhood education programme in in your school? (Where 1-Not at all, 2-a small extent, 3- Neutral, 4 –Great extent and 5 - Very large extent)

Statement	1	2	3	4	5
Identifying roles and responsibilities you will take					
I am involved in budget allocation execution					
I am involved in risk management in the school					
I am involved in securing donor funding					
I am involved in work plan of the early Childhood education programme					

Part IV: Stakeholder participation in programmes monitoring and evaluation on performance of Early Childhood Development programme in Mukuru and Kibera Bridge International Schools

14. Indicate the extent the Early Childhood education programmes achieve its objectives in your school?

- i. Very great extent []
- ii. Great Extent []
- iii. Neutral []
- iv. Less Extent []
- v. No Extent []

15. To what extent is your participation in Early Childhood education programme in the School achieve its targets?

- i. Very great extent []
- ii. Great Extent []
- iii. Neutral []
- iv. Less Extent []
- v. No Extent []

16. Indicate the extent to which your participation in Early Childhood Education programme monitoring and evaluation influence performance of Early Childhood education programme in your school? (Where 1-Not at all, 2-Less extent, 3- Neutral, 4 – Great extent and 5 -Very Great extent)

Statement	1	2	3	4	5
I am involved in programme relevance assessment					
I am involve in ensuring programme budget is utilized well					
I am involved in taking correction measures where errors occurs					
I am involved in assessing adequacy of materials					
I am involved in reducing and elimination of programme deviations to achieve set targets					
I am involved in intervening in securing donor funding					
I am inoivlved in auditing early childhood education programmes					

Performance of Early Childhood programmes in Bridge International Schools in Nairobi County, Kenya.

17. To what extent does stakeholder participation influence performance of Early Childhood education programmes in the school? (Where 1-Not at all, 2-Less extent, 3- Neutral, 4 –Great extent and 5 -Very Great extent)

Statement	1	2	3	4	5
The programme was executed effectively					
The schools increase learners enrolment					
The school achieved high teaching staff retention					

There is high learner retention in the schools

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18. Indicate other ways Early Childhood programmes in Bridge International achieve their objectives due to stakeholder involvement

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Appendix IV: Interview Guide For School Directors

Section A: General Information

1. How long have you been a director of the schools
2. State your highest level of education
 - i. Primary level []
 - ii. Secondary level []
 - iii. College []
 - iv. University []
 - v. Postgraduate []
3. Indicate the stakeholders you involve in Early Childhood education programme in Bridge International Schools
4. Discuss the activities stakeholders are involved in Early Childhood education programmes in Bridge International Schools
5. Explain how Stakeholder involvement in Early childhood education programme identification influence performance of Early Childhood education programme in the School
6. How does stakeholders participation in Early Childhood education programmes planning influence performance of the Early Childhood education programmes in the school
7. Discuss how participation of stakeholder in Early Childhood programmes monitoring and evaluation influence performance of Early Childhood education programme in the school

8. Discuss how stakeholder participation influence performance of Early Childhood education programme in the school