

**DETERMINANTS OF IMPLEMENTATION OF QUALITY EARLY
CHILDHOOD EDUCATION (ECD) PROGRAMMES IN MOMBASA
COUNTY, KENYA**

BY

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DECLARATION

This research report is my original work and has not been presented for a degree or any award in any other university.

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DEDICATION

This research is dedicated to all the people who inspired, supported and encouraged me. Special thanks go to my dear wife Carolyne Adisa Wandili for her inexhaustible support and encouragement throughout my studies at the University. To my lovely child Edna Aluko Wandili, I hope this will inspire her to pursue education and be successful.

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ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
ASALs:	Arid and Semi-Arid Lands
DFID:	Department for International Development
ECD:	Early Childhood Development
ECE:	Early Childhood Education
EFA:	Education For All
FPE:	Free Primary Education
GoK:	Government of Kenya
HIV:	Human Immuno-Deficiency Virus
Kshs:	Kenya shillings
MOE&HRD:	Ministry of Education and Human Resources Development
MoEST:	Ministry of Education, Science and Technology
NGOs:	Non-Governmental Organisations
UN:	United Nations
UNESCO:	United Nations Educational Scientific and Cultural Organisation
UNFPA:	United Nations Population Fund
UNICEF:	United Nations Children's Fund

ABSTRACT

Across the world, education has been, is and will be viewed as the world's largest investment. In the developed countries like USA and Canada education is given the largest share of the governmental budget. Greatly emphasized on in these countries is the education that is aimed at developing a child and preparing the child for the other chores in the society. In this view, the MDGs emphasized on education for all across the world and the role ECE for both the developed and developing countries. The Kenyan government has adopted the ECD Programme and funding has been ongoing for almost 8 years now and some little achievements have been made though the Programme is still faced by numerous challenges. The purpose of this study was to investigate on the factors influencing the quality implementation of ECD programmes in Kisauni sub-county. The research addressed the research problem by looking at four major objectives, accompanied by some indicators that were be rated in the scale of measurement. The four objectives in the research were: To examine the influence of socio-cultural factors in the implementation of quality ECD programmes in Kisauni Sub-county of Mombasa County, to examine the extent to which financial resources influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County, to investigate the extent to which administration influences the implementation ECD programmes in Kisauni Sub-county of Mombasa County, and, to examine the extent to which parental factors influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County. Comprehensive literature review was done to gather information on the factors influencing successful implementation of ECD projects from the previous researchers, followed with structured questionnaire distribution and interview as tools to collect data. Questionnaires enabled the researcher to collect data. Twenty one committee heads of ecd centers were interviewed Random sampling technique and stratified was selected as the appropriate sampling methods giving equal chances to the population. Data was coded and analyzed using the SPSS 20.0. Descriptive statistics was used to present results and outline the trends including data description and tabulation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Investing in human capital is vital in achieving economic growth and development in any country (Akindele, Ige, 2011). There is a positive correlation between education and overall economic growth of a country. One year of extra schooling of a labourforce 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.

Education is a process that involves imparting knowledge, skills and attitudes for production capabilities of the labourforce (Woodhead, M., 2012). All countries of the world have therefore been putting all efforts to ensure all children access education. Educating a population increases social rates of return such as low levels of fertility, lower infant and maternal mortality, longer life expectancy and increased productivity due increased skills. Education helps individuals participate fully in development and improve the quality of their life. According to the World Bank (2011), Education For All (EFA) has been an Endeavour for the whole world since 1948 when the United Nations (UN) Universal Declaration for Human Rights was adopted which declared that everyone has a right to education. In 1990, the World Conference on Education For All was held in Jomtien Thailand with the objective of setting the global agenda for education and literacy. The World Education Forum met in Dakar Senegal in the year 2000 and set the EFA goals to be achieved by 2015 which was fully supported by the Millennium Development Goals (MDGs). EFA goal number one is to expand Early Childhood Care and Education while goal number two of the MDGs is to achieve Universal Primary Education (UNICEF, 2012).

Early Childhood Education (ECE) is the foundation for the other levels of education. ECE represents the true beginning of formal education for all children (Akindele, 2011). Those who join primary school without passing through ECE will experience a longer period of uncertainties, worries and lack of fun compared to their counterparts who join primary school from ECE. Various scholars like Matuga, E.M. (2012), Mtahabwa, L. (2011), Otieno T.A. (2012) and many more have shown that in many parts of the world, rural areas, slums, areas with

illiterate parents and areas with low income levels like LDCs experience low access to ECE and this has been a major challenge and also a hindrance to quality education and achievement of Education For All. Early childhood is a critical period of rapid physical, cognitive and psychosocial development of a child. The quality of care and education which a child receives at this crucial age will determine to a great extent the level of his or her physical and cognitive development in the future (Akindele, 2011). The first years of life are particularly important because vital development occurs in all domains. Many studies suggest that early childhood education contributes to the brain development architecture (Saadia A.K., 2010).

In his contemporary studies about the young education in the world in the 21st century, Koitat, J.N. (2011) argues that Early childhood development is a concept that has been successfully adopted by several countries worldwide especially the developed/industrialized countries where young children are taken to school during the early stages of their lives and the governments providing grants towards its implementation management and success. From various studies, High-quality early childhood education is too vital to be brushed aside as a social services expenditure for only a few families or as too expensive to consider in tight budgetary times in these developed countries. Early education is important for all children and study after study shows that it is not too expensive. According to (UNESCO, 2011), Investments in quality child care and early childhood education do more than pay significant returns to children. They also benefit taxpayers and enhance economic vitality. UNESCO further argues that Economic research by Nobel Prize-winners and Federal Reserve economists in economic studies in dozens of states and counties and in longitudinal studies spanning 40 years demonstrate that the return on public investment in high quality childhood education is substantial.

Globally, In New Zealand much has been done to improve the quality of early childhood education (ECE) in recent years. The Ministry of Education's strategic plan for ECE has improving quality as one of the three key goals in the ten-year period beginning 2002, Ministry of Education (2002). A factor often identified as contributing to quality in ECE settings is effective leadership (Tim Post, 2013). The New Zealand Educational Institute suggested that professional leadership is second only to effective teaching among all education-related factors that contribute to students' learning. It accounts for approximately twenty-five percent of total

Centre or school effects. This suggests that a focus on leadership in According to the Caribbean government's vision 2020, Early Childhood Development programs have the potential to raise academic achievement, intergenerational transition of poverty, and save education systems millions of dollars as graduation rates increases and repetition and special needs placement decreases. In the Caribbean there are regional efforts, through the Caribbean committee (CARICOM) and supported by the IDB, to create, implement and regulate ECD standards and policies (Lunenburg, F. C., 2010). The (CARICOM) is capitalizing on these efforts and has placed ECD at the forefront through the government's vision 2020 and the Ministry of education cooperate plan, which emphasizes the need for a high quality education accessible to all children. In this effort, the government pursued and received approval through the bank. The first phase of US Dollars 48.85 million of the support increased equity and quality of Early Childhood Care and Education. Through the programme the bank has committed its long term financial and technical support and engagement to ECD in the country.

However, comparative studies by the UNESCO (2014) in Italy and New Zealand shows that the major achievements that have been achieved almost over 10 years now since basic universal ECD programmes were rolled in these countries dependent greatly on the financial support from the development banks, government, NGOs, CBOs, FBOs and many more, the willingness and positive attitude of the community as a whole to the Programme, the improved levels of technology, improved family factors and living standards and many more.

In Trinidad and Tobago for example, the quality of ECD is typically measured through processes or results (UNICEF, 2009). The process refers to the examination of how a mixed set inputs at the centre level (e.g., teachers, pedagogy, internal structures) channel towards a series of outcomes. GORTT implemented a strategic public-private partnership to deliver quality ECD services through financing, constructions, training of teachers, awareness campaigns etc. Besides, these partnerships include community based models, such as management through a local school, board, joint management between the government and community organization, or management through a private provider or religious organizations. The partnership is based on the needs of the community. In addition, Ministry of Education forms relationships/partnership with key stakeholders, such as Universities, national organizations and boards in order to benefit from the

existing knowledge and expertise in ECD and to facilitate the exchange of information / experiences and identification and resolution of issues in ECD. The government intends to use these partnerships to improve ECDE programmes in the country (Xaba, M.I, 2012).

Scholars like, Xaba, M.I (2012), Atmore, E. (2013) and Fox, S. Levitt, P. & Nelson, C (2010) looked at the determinants of child education development in developing countries in Asia and Latin America and filled various reports. In Asia for example, National governments across the Asia-Pacific region have adopted policies (or are in the process of doing so) articulating a vision and goals related to the health, care, development, and protection of children and their families. Through formal inclusion into national constitutions, provision of grants or through statutory authority, these nations continue to move the needs of children and transforming those needs from idea to practice. Very often, a highly visible person helps to champion ECD from idea to policy. The next stage in the idea-to-results chain, and often least understood and developed, is the need to make and respond to critical decisions about how ECD policies and grant programs are governed (Singapore Ministry of Foreign Affairs and UNICEF (2009).

In Africa, to enhance the development of early childhood development (ECD), African countries have developed a network which aims at capacity building, knowledge sharing and inter country cooperation (Headey, D. & Kennedy, A., 2011). It aims at regional partnerships south-south learning exchanges through international conferences and seminars, and an ECD virtual University that uses 21st-century technologies and distributed learning methods to provide systematic training and build capacity among ECD leaders in the Majority World. Before the network's inception, Africa's youngest and most vulnerable children faced a challenging future with only scattered support. Just a handful of African countries allocated any of their education budgets to ECD, and those few allocated very small amounts (Inter-Agency Standing Committee (IASC, 2010). The World Bank and other partners have invested \$US 136 million and technical support to address the needs of young children in Africa through community initiatives (World Bank, 2011).

According to UNICEF (2012), ECD is essential for all children everywhere, yet the challenges for mandating and supporting ECD programmes in Africa are daunting. Throughout Africa a priority must be given to the organization of a comprehensive ECD Programme that provide quality environments (physical and social) for children as well as appropriate and effective care, nurturing and stimulation. ECD programmes depend on-and, importantly, can foster improvements in a community's structure, social stability, health and well-being, ECD brings communities together to address the basic needs of children and families (EFA Global Monitoring Report, 2013; 2014). The challenges for ECD interventions in Africa are great and so are the rewards, hope and new possibilities for the future.

In Nigeria for example, Early Childhood Care, Development and Education (ECCDE) is an aspect of Universal Basic Education which was introduced in 1999 to increase the access of children to basic education and improve the state of education in the country (Akindele 2011). The National Policy on Education (FRN 2004) provides Early Childhood Education (ECE) to be compulsory for every parent in Nigeria. This implies that all children of this age-range must be enrolled in school. A study done by Association for the Development of Education in Africa (ADEA) and UNICEF in 2001 in selected African countries, (Benin, Ghana, Namibia, Kenya, South Africa and Zambia) comparing characteristics of children enrolled in ECE and of those not enrolled found out that the region where a child comes from greatly influences enrollment. Children from farm residence (rural areas) are less likely to enroll in ECE compared to the non-farm (urban) residents mainly because of the distance to be covered from home to school (ADEA, 2011).

The study further indicated that the number of children in the household or the family size may also influence access where children from large families being disadvantaged. This child from a large family may enroll in a pre-school but for any one of a number of reasons not attending, for example because he or she helps with the family farm or at home. Education attainment of the head of the family cannot be underrated in determining the rate of enrollment and attendance of children in education institution particularly ECE (Headey, D. & Kennedy, A., 2011). The study further indicates that poor funding in Nigeria and other African countries, poor living standards of the local parents, political instabilities, regional imbalances in resources distribution, poor

trained ECD teachers and many more has denied the black child up to 55% of his/access to basic education foundation.

According to Plan International (2013), in Ethiopia, pre-school education is recognized as catering for children between 4 and 6 years, but is not compulsory. Inequities are evident where high enrollments are linked closely to levels of wealth and to the region where the children live. Also low levels of government funds to this Programme, minimal numbers of institutions training teachers, political negligence of the Programme, poor community perception of ECD teachers, poor payments etc. have hindered the development of ECD programmes in the country up to 56%. Development of public ECE centers has been minimal and Ethiopia which is among the countries that have no official Programme for ECE (UNESCO, 2012; UNISDR, 2012). Children aged 3 to 5 years who are attending pre-school in private facilities are 95% while only a very small percentage of parents can afford to pay for these programmes and therefore only 3% were enrolled pre-schools in 2006 according to the country's national statistics.

The government of the Republic of Kenya recognizes the importance of Early Childhood Development as one of the important levers for accelerating the attainment of Education For All (EFA) and the Millennium Development Goals (MDGs) (UN-OCHA, 2012). Further the World Fit for Children Conference in 2002 called for every child to have a good start to life through promoting quality nurturing, caring and safe environment there has been tremendous effort by the government of Kenya (GOK) collaborating partners to improve the welfare of the Kenyan child. On realizing that an effective ECD programmes enhances a country's social economic growth and political stability, the government through the Sessional Paper No 1 of 2005 a Policy Framework on Education Training and Research recommended the development of a comprehensive ECD policy framework and service standard guidelines. The implementation of this policy will ensure enhanced financing, access, quality, equity and efficient management of ECD services.

According to (Ocholla, S.O., 2009), the main objective of pre-primary education in Kenya is to provide an all-round or integrated development of the child from birth to the age of entry to the primary school. This source also asserts that "all-round" or integrated development in this case

means nurturing the whole personality of the child encompassing the growth of the child's physical, mental, cognitive, emotional, spiritual and sociological attributes. To realize the main objectives of pre-primary education, MoE developed curriculum guidelines at the national level that allows early childhood care and education (ECDE) to address the natural cultural, and socioeconomic of each area (EFA Global Monitoring Report, 2010).

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, 2010a). 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 (KESSP Early Childhood Development Investment Programme (ECDIP) (2009).

According to MoE (2012) currently, management of ECD programs is decentralized: at district (sub-county) level, there are District Centers for Early Childhood Education (DICECE), and at the municipal level there are County Centers for Early Childhood Education (COCECE). The DICESE and COCECE are responsible for implementing the ECD program, training pre-school teachers, inspecting schools and carrying out parental and community awareness programs as well as management and disbursement of ECD grants to approved ECDE centers (MoE, 2012).

Rukwaro, N. M.(2012) notes that in Kisumu Kenya, enrollment in pre-primary schools/centers increased from 13,499 in 2000 to 25,398 in 2006and expected to tripartite by 2020. However, enrollment in public institutions has been increasing rapidly since 2003, while enrollment in private institutions has been fluctuating due to availability of grants for public institutions lowering the cost of ECDE for parents. Parents' ability to pay teacher salaries have contributed to this fluctuation. Parents withdraw children when they are unable to pay and re-enroll them when they can pay which is why the ECD grant program was started.

According to Okeno,J.O.(2011) pre-primary school teachers in public schools earn Ksh 2000-3000 while those in private centers earn between Ksh 7000-10000 making many ECD teachers to prefer teaching in private schools while those in public schools are poorly motivated due to low pay. 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 Ksh. 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. Kisumu municipality received Ksh. 2,270,373 and the funds benefited 1,533 pupils at 21 institutions. Each school was granted Ksh. 1,481 [\$18.51] per child, and the funds were used to top up salaries for ECDE teachers, infrastructure improvements and the purchase of some learning materials. ECD management committees decided how much was to be allocated to salaries, infrastructure and learning materials thus disadvantaging the Programme (MOE, 2014).

Kisauni sub-county too benefited from the CSG funds. About 73 ECD Centres in the larger Mombasa and Kwale County benefited in the years 2007 to 2010. Out of this, 20 under the management of public primary schools were given the grant in form of cash money. The District received over Ksh. 5,642,649.85 between 2007 and 2010, for the improvement of the ECD centers. These were channeled to the school accounts. The projects in the district/sub-county are monitored by the DICECE officers together with the Ministry of Education officials from the headquarters and those from the counties. However, changes in dynamics of the ECD area due to the newly adopted constitution (Republic of Kenya, 2010a),has seen the number of the ECD projects shrink up to only 17 very active ones in the region run by the county government (EFA Global Monitoring Report, 2014),while those in the private sector are almost tripling. Reasons as to why there is a challenge in the implementation of these Programme in Kisauni are not limited to: Lack of qualified ECD teachers; owing to the fact that the few trained ones join well-paying elementary schools like St. Kelvin, Bridge Internal and many more(Kenya Red Cross Society,2014), poor remuneration of the ECD teachers who are employed by the Mombasa county government discourages their performance (Kenya Red Cross Society ,2013),lack of enough money from the county government for infrastructure development (Plan 2013), poor

living standards of the parents leading to poor perception of education for their children, emphasis on madrassa as opposed to formal education, poor nutrition/health leading to diseases and many more (KIRA ,2013).

1.2 Statement of the Problem

ECDE is important in preparing children in physical mental and social development (MOEST, 2012). This prepares them to enter into the main education streams which in turn prepares them to become self-reliant and people who can contribute to national development by equipping them with the skills attitudes and competences needed.

The constitution of Kenya (2010) gives every child a right to compulsory basic education (GOK, 2012). Any child therefore who does not access ECE is denied his/her constitution right. The basic education act (2013) emphasizes on provision of ECE and indicates that the cost on provision of ECE and indicating that the cost of financing ECE is the responsibility of the county government, community and the parents. However, ECE centers have not received any financial assistance from the government so far and this has negatively affected enrolment and hence access to ECE all over the country.

Although the government policy supports that every public school should have a preprimary section to increase access of children to ECE, Access has remained very low in Kenya especially in rural areas and poor regions like Kisauni. Access and participation in ECE in Kenya 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 policy framework on education, 2012) .Only 60% of the counties had a NER above the national figure of 42% with the lowest values observed in North Eastern of 5%.

In Kisauni sub-county, enrolment in public ECE centers has been having a downward trend from 2011 where enrolment dropped from a total of 1992 to a total of 1401 children in 2013. This decrease in enrolment despite all efforts by the national and county government to increase access to basic education raises the need to investigate the factors influencing the implementation of this ECD Programme in the sub-county. Also more studies by the World Bank (2013) has shown that radicalized parents, poor parents, illiterate parents and threatened

upcountry parents in Kisauni has had a negative impact on the ECD Programme up to the tune of 13.22%.Lack of funds from the county government led by Hassan Joho and the national government's low funding to the ECD Programme despite the high rate of inflation has left the county in deplorable condition academically. It is in this view that this researcherpursued to investigate the factors influencing the implementation of quality ECD programmes on Kisauni sub-county of Mombasa county, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine the factors influencing the implementation of quality early childhood development programmes in Kisauni Sub-County of Mombasa county, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. To examine the influence of socio-cultural factors in the implementation of quality ECD programmes in Kisauni Sub-county of Mombasa County.
2. To examine the extent to which financial resources influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.
3. To investigate the extent to which administration influences the implementation ECD programmes in Kisauni Sub-county of Mombasa County.
4. To examine the extent to which parental factors influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.

1.5 Research Questions

The study sought to answer the following research questions:

1. To what extent do socio-cultural factors influence the implementation of quality ECD programmes in Kisauni Sub-county of Mombasa County?
2. What is the extent to which financial resources influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County?
3. What is the extent to which administration influences the implementation ECD programmes in Kisauni Sub-county of Mombasa County?
4. What is the extent to which parental factors influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County?

1.6 Research Hypothesis

The study was guided by the following alternative hypothesis:

1. H₁. Socio-cultural factors have a significant influence in the implementation of quality ECD programmes in Kisauni Sub-county of Mombasa County.
2. H₁. Financial resources have a significant influence in the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.
3. H₁. Administration has a significant influence in the implementation ECD programmes in Kisauni Sub-county of Mombasa County.
4. H₁. Parental factors have a significant influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.

1.7 Significance of the Study

The government of Kenya has endeavored to make Early Childhood Education compulsory as per the new Constitution and accessible to the majority of the children. However, the implementation of the Programme and retention of the young kids in public ECD schools and the prevailing environmental conditions at early Childhood education centers have not been successful because of lack of adequate Teaching and learning facilities, lack of finances, proper management, lack of supportive culture and levies charged at this level. The will be important to a wider spectrum of individuals.

To start with, it will be important to the Early Childhood trainers through data presentation be able to expand their training methods and implement the Programme immediately by understanding the underlying limitations in their day to day activities. The study would help the untrained teachers to go for short or long courses to have skills, knowledge and abilities in handling young children.

It will also help curriculum developers to design a uniform curriculum that will be suitable for all pre-scholars. The National and county governments will benefit by having their ministry of education get the relevant information of what needs to be done both economically, socially and administrative-wise to help revamp the almost sinking educational levels more specifically in Kisauni where radicalization, drug and substance abuse, prostitution and social crimes have been the song of the day.

The study will help parents choose Early Childhood Centers for their children that have good Teaching and learning facilities and improve on the already existing ones. Researchers interested in this area will obviously benefit from the study. They will get available information which they will utilize as they endeavor to further the study. It is worth noting that this study area has not been widely researched and therefore, the study is significant in that it will contribute to the literature.

1.8 Basic Assumptions of the Research

The study had the following assumptions:

- i. The study supposed that data obtained from the DEOs place was a true reflection of what is on the ground.
- ii. The study assumed that parents would want their children to access ECE and those that are unable to access are due to factors that are beyond their means and ability. In other words it is not out of choice.
- iii. The study presumed that all the respondents answered the questionnaire without any prejudice and judgmental idiosyncratic responses.
- iv. Finally the research assumes that the county ministry of education will give all the records about ECD projects especially those touching on finances and cultural views like religion without any fear and suspicion.

1.9 Limitations of the Study

Limitation is an aspect that that may influence the results negatively, but over which the researcher has no control (Mugenda and Mugenda, 2003). The study was limited in the sense that it was not be able to reach most parents whose children cannot access ECE to know the exact reasons. Almost 71% of the local parents from the Mijikenda community in Kisauni Sub-County are illiterate and this made it difficult to get the relevant information about their children's education; owing to the fact that they rarely value and participate in formal education. However, this was countered by the researcher by using the few that were within reach as guided by the teachers.

Some of the respondents were not be able to use the formal Swahili or English and this limited their participation in the study. However this was countered by use of translators and enumerators. The other limitation was the inaccessibility of Remote schools in the county

especially those far away from the road. This coupled with the suspicious treatment that the research may experienced; owing to the fact that this area is made of 57% drug abusers; over 70% radicalized minds and many more. However, the researcher overcame it by using motorbikes as means of transport and using locals as a form of identity during the research.

Some respondents did give socially acceptable answers that were not necessarily true especially where the amount of money charged per student and reasons why their children did not access ECE. In this case the researcher explained to the respondents that the purpose of study as being purely academic.

1.10 Delimitations of the Study

The study was restricted to public ECD centers in Kisauni District, Mombasa County.

The study also confined itself to the variables in the objectives. Other variables that did not influence the dependent variables were not be considered.

Finally, the study used basic instruments of data collection that are to understand and that limited respondents from giving personal information- the questionnaire.

1.11 Definitions of Significant Terms

Early childhood education: Refers to the pre-primary school level of education with reference to Kenyan education system. It includes baby class, middle class and pre-unit with children up to six years old.

ECE Center: Refers to an education setting serving children aged between 3 and 6 years before joining primary school.

Financial Resources: The money available to a business for spending in the form of cash, liquid securities and credit lines. Before going into business/starting a project, an entrepreneur/investor needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success (World Bank, 2010).

Family size: Refers to the number of children a family has.

Home-based factors: Refers to factors emanating from home background.

Public ECE center: Is an ECE center that is not owned by an individual person but is owned and managed by the community, religious groups or the government.

User-fees: Refers to levies charged by ECE centers before a child is allowed to learn.

School infrastructure- It refers to the site; buildings such as classrooms, kitchen, toilets and water tanks; play ground and play equipment; furniture, fence and other fixtures that contribute to learning environment of a school (KESSP 2005-2010).

1.12 Organization of the Study

This study is 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, 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 discusses the methodology to be used in the research. It covers the research design, target population, sampling procedures and sample size, methods of data collection, validity and reliability of instruments, data analysis and presentations, ethical considerations and operational definition of variables.

Chapter four covers data analysis, presentations and interpretation and chapter five outlines summary of findings, discussions, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the purpose of the study. It is organized according to the specific objectives in order to ensure the relevance to research problem. The review is undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge based in the area of the problem. The literature review is based on finances, administration, economic levels, social foundations and original sources such as books, thesis and dissertations. The determinants of implementation of quality of Early Childhood Development programmes are also reviewed.

2.2 The Influence of Socio-Cultural Factors in the Implementation of ECD Programmes

Poverty levels, parents' participation in projects, government's participation and government policies are very vital in the success of any project. The interaction between the society and the culture give a direction of whether a particular adopted idea can diffuse or float from its existence (Koitat, J.N., 2011). Parents and the government have the responsibility to meet the right of a child as identified in the UN convention on the rights of a child; whether the society subscribes to its own cultural factors like religion, proscriptions etc. These rights have only truly been recognized under the children's Act 1989 which came into effect in 1991 and emphasizes the importance of the welfare of the child (UNESCO, 2012). The children's Act 1989 also states that parents have a responsibility towards the care of their children. This never restricts itself to only biological parents but it cuts across to foster parents and those assigned childcare by the society either directly or indirectly. Johnson further says that children's rights need to be taken into account when organizing and managing the environment in which both children and their caretakers work. Children need to be in an environment that will enable them grow and develop in a holistic way.

The importance of a secure, creative and dynamic environment is one that is well recognized by various scholars in the world more specifically when it comes to issues dealing with programmes that are aimed at bringing up the holistic nature of a child. In this regard, the study restricted itself to factors that came from the society and affect the implementation of programmes targeting ECE programmes. This includes: Traditional African Education influence, Religion, Early Childhood educators and the role of teachers, Community cooperation in maintaining of school infrastructure, Poverty levels and many more.

2.2.1 Traditional African Education's Influence in the Implementation ECD Projects

According to World Bank (2012), in Africa, children received maximum care and education not only from their parents but also from the society. Traditional African education was basically practical in nature. It was meant to develop one's character, physical attitudes and actual life experiences to enable one to live a full and productive life in the society. Learning took place at all the time and anywhere unlike the formal structured Kindergarten education with fixed timetable. According to Fredrich, H (2010) the education of the child in the black continent begun when the child was born unlike the recently adopted ECE Programme where the child waits to age 3 to start basic formal education that is related to babysitting instructions or age 4-5 to get into nursery school that is purely books and examinations oriented.

Studies across the world have shown that in most communities across Africa, parents have their mother tongues that doesn't link in any way or the other with the national languages borrowed for example English in Kenya. Normally, as children started to speak, mothers taught them correct manners of speech in their mother tongues. When the child was able to speak, used to be asked questions to test how much he/she had learnt. They learnt by imitating or listening. Children were taught in age groups. This system controlled the content of the age group training (UN-OCHA, 2012). However, this is totally in contradiction with what is implemented in the current ECE educational adoptions from Germany and Canada. Studies in Kisumu, Kuria, Carissa, Kwale, Kajiado and Hola carried out by Koitat, J.N. (2011) shows that children especially the girls between the age of 4 to 8yrs shied away from going to school because they feared that their age groups who had a mastery of English language will laugh at them or the teachers will cane them if they didn't pronounce the tough words in English language as opposed

to their Maasai, Dholuo, Duruma/Digo/Kikamba, Somalia etc. languages that they were fluent in as they learnt them from the parents.

Besides having 42 Kenyan tribes with their unique word orders and languages, the Kenyan old system of education provided both informal and formal education that took place anywhere, curriculum was not planned and anybody could teach children. Formal education was imparted in specific places, specific curriculum was used and not anyone could impart the education. The traditional system of education was meant to prepare children for life and to make useful in their families and communities. The education imparted was based on values, skills and actual life experiences. The family and the whole community had corrective responsibilities of educating children. The whole community needed to see children counted as great blessings. For a child to grow up to be a responsible member of the society, the child needed education. Children were regarded as innocent before age of 6 years in African Traditional Society. Among the Acholi people for example, children were considered as people who did not know the world. This age was considered by most parents as true foundation years for future adult life. Adults instilled discipline among the children, they were taught personal hygiene, self-control, importance of sleep, bladder control and safety precautions. Children grew up well adjusted their environment because of the concern of the family and society. This type of education was basically practical in nature. Education was designed to develop a child's character, social and physical abilities and techniques to enable to live a full and productive life in the society. Most traditions were carried out orally from one generation to another. They played with toys resembling those used by grownups example pots for carrying water. They made their own toys in addition to the ones they collected from their homesteads (Atmore, E. 2013).

The ECD programmes are finding it very hard to implement of late since almost 76% of the parents in public ECD centres complain of their kids not getting the quality education they need. But studies by the MoE (2012) have shown that unlike the former old community where teaching was for the society, today teaching is left to the teachers. A teacher for sure handles about 60 kids in one class in areas like Mombasa county. The same teacher being expected to reach individual differences of a child for correction is a big trouble. The language of instruction in these schools is one or two if need arises. Some of the children shy away since they neither

understand the two languages used when for example the child come from remote areas. The other tied issue is when the society never takes care of the children and no longer sees them as innocent creatures with a bright future. In Pokot and Kuresoi for example, the children are not taken to school up to the rate of 12% because their parents fear that their children could be raped, while in Nairobi, Mombasa and Hola, parents fear that their children could be kidnapped for sale or recruitment into radicalized groups like Al shabaab.

A report by GoK (2012) on the rate of stay with the parents and students unrests in 2008/2009 shows that the time a mother stays with the child has a significant future implication in the performance and stay in school of the child. In the traditional African society for example, the infant was constantly with themother up to the age of 2 years, the mother communicating with the infant through lullabies. The mother paid great attention to the language and physical abilities of child and later on, the child was entrusted to the older girls and other siblings who played with her or him. The child was involved in participating in work which taught children to be responsible and persevere. Example, learning the skill was secondary to learning of endurance and diligence. Work done by children was to make them useful members of their families, communities and the society. While labouring beside parents and other adults, children acquired knowledge and skills. Children were to ask questions and experiment individually until they could perform the required tasks properly. Moral development and responsibility to family and community flowed easily from the child's active participation in co-operative work. Children were to learn the importance of co-operation in work and cohesion. However, this time is missing in the modern mother (MOEST, 2010) who is in competition with beating deadlines at work, the modern babysitter has become the ECD teacher (Saadia A.K. 2010) who is overburdened with kids population and finally the children have grown to be rebellious because they learn from the media and copy from the celebrities without proper moral guidance from the parents(Woodhead, M. 2012).This has a negative overall impact in implementing ECD programmes in public schools in Kenya.

2.2.2 Early Childhood Educators and the role of Community Teachers

According to the MOE (2010), among the early educators who advocated for early childhood education were Jean Jacques Rousseau (1712 - 1778), Fredrick Froebel (1782 - 1852) and Maria Montessori (1870 - 1952). They had one common goal when they recognized the necessity of providing education to young children suffering severe depression due to war and slum

conditions. The children they were aiming at were deprived socially, psychologically and intellectually, they needed compensatory education for them. Jean Jacques Rousseau who was a writer and a naturalist believed in the natural growth of the child. He wrote in his book "Emile" that, "Education comes to us from nature". The natural growth of our organs is the education of nature. He believed the teachers should understand the nature of children so that whatever they do with children should be according to their nature. During his time children were not treated as children but as miniature adults. He believed God made all things good but man interferes with them and they become evil unlike the modern idea of man having capability for good and evil.

Therefore, the child was able to develop into a good adult if only he was accorded the greatest degree of freedom. Education is supposed to guide and protect the child. He believed that teachers should observe on how children grow so that they can provide appropriate activities at an appropriate time. Fredrick Froebel (1782 - 1852), lived in Germany in an atmosphere where there was lack of unity. This raised his educational thought yearning for unity and harmony both at national and individual levels. This unity became a measuring rod by which he tested the educational programmes of other philosophers where he looked for unity even in the subjects he taught. Children had to be encouraged to grow in union within their environment. The teacher's role was to observe the children and give them a chance not only to learn but also to play. The child was supposed to be given a chance to discover because, children develop in stages and each stage should be fully exploited, therefore, should see the things of nature, the hidden objects, plants and flowers for he will be assured that the longing of the heart, out of the depth and in darkness must be brought forth.

Froebel not only advocated for the importance of learning in Early Childhood Education but also emphasized on the importance of play. During training the teacher was supposed to be aware of this fact. He developed a curriculum for educating children. The teachers' role was to observe the unfolding in order to provide appropriate learning activities. Maria Montessori (1870 - 1952) dedicated her life to work with children. She had worked with mentally disabled children who were kept together with the insane. She realized that mental deficiency was more of an educational problem than medical problem. She felt the methods she used on these children were appropriate for children in general. She developed methods for teaching children and succeeded

in teaching mentally handicapped children. After enrolling them for national examinations, they passed like normal children. She opened her first school in 1907 in Rome in which she opened where she perfected her methods with normal children. During this Endeavour, Montessori came up with ideas on handling children. The teacher was not supposed to rush the children into activities. He or She was to wait for the child's inner life to organize itself. The teacher was primarily an observer and a student of human behaviour rather than a lecturer or shaper. For children, materials were aids to learning. Thus on objects she wrote, they do not constitute means of teaching but they are aids for the child who chooses them himself takes the possession of them, uses them and employs them according to his own tendencies and needs, just as he is interested in them(Inter-Agency Standing Committee- IASC, 2010).

The teacher's main task was therefore to explain the use of learning materials to children and each child taught as an individual. John Comenius (1592 - 1670) born in America believed that schools should be workshops where children work and a place where children should develop their self-esteem, therefore teaching learning facilities should be adequate. The teacher should teach children when they were ready to learn and involve all senses in the process of teaching and learning that is seeing, touching, smelling, hearing and tasking. Teaching should move from known to unknown. However, studies by scholars like Okeno, J.O. (2011), Rukwaro, N. M. (2012), World Bank (2015) and etc. have shown that Africa has been disadvantaged up to 47% due to the introduction of modern ECE programmes whereby the children are becoming rebellious or some fake sickness so as to avoid schools or others hate their teachers for highhandedness while other strongly hate the tight schedules with fixed timetables and fixed activities that are always under the control of the teacher. The fixed curriculum has been cited to have put up to 23% of the children out of school daily in counties like Kwale, Garissa, Narok and Kakamega(KIRA, 2013).

2.2.3 Community Cooperation and Maintenance ECD Projects

School and community involvement, (through school management committees, parent teacher associations or similar bodies) has an important role in any ECE programme(Akindele, Ige, 2011). Participation at this level can increase local ownership, improve the planning process, ensure local priorities are addressed, provide oversight and promote better maintenance. School Infrastructure programmes for example have the potential to play a role in strengthening school

management and the strategy therefore needs to set out. Given the need for infrastructure and the limited resources available, there is a responsibility on governments and development partners to work together to develop approaches that will contribute to significant, measurable and sustainable progress towards national goals and targets and provide good value for money (UNESCO, 2012). The approaches required to achieve this should be based around the development of long term partnerships with a strong focus on good governance, capacity building, developing management systems and on ensuring that schools and communities (through school management committees and parent-teacher associations) have participation in the process. Communities, NGOS, the private sector and religious organizations can make valuable contribution but not replace the government's responsibility for providing adequate facilities.

In United States for example, many school designs and arrangements done collaboratively have become integrated to make schools the center of their communities (UNICEF, 2009). They acquire this status in either of two ways: They more effectively integrate with the community, or they extend the learning environment to use the community as full range of resources (Bingler, Quinn, and Sullivan, 2003) as cited by (MOE, 2010). The function of educational design features creates many social opportunities for students, community, and parents in recent designs. Educational research in U.S, calls for removing some of the traditional barriers between school and nonschool life and between school and community. Students achieve better in an environment where lifelong learning has a community value, where everyone is a learner, and where school is central to the life and learning of the community, accessible beyond traditional school hours.

In Guatemala, UNICEF (2010) has shown how Nueva Escuela Unitaria (NEU) project began its first pilot projects in 1989. By 1998, NEU had spread in 1,300 institutions, both government and private. The programme focuses on creating positive participatory environments processes. The physical environments in NEU schools support participatory learning in many ways. Classrooms are structured so that students can easily work cooperatively in small groups dispersed around the room and the teacher can use available spaces to structure diverse learning experiences. NEU project and processes are based on active community involvement. Parents contribute in many ways to effective functioning of schools. Parents and other community members are included as

schools are established and this active, voluntary participation translates into support for learning.

In Kenya, the education system has undergone many changes since Independence in 1963 (SIDA and WHO, 1997). With the National Motto of Kenya being 'Harambee' meaning 'pullingtogether', volunteers in hundreds of communities built school and other facilities. A number of studies have been made on the harambee tradition. One study concluded that "one of the keys issues to the success of most projects is the existence of at least one individual with energy, wisdom and talent for organization. For a major harambee project, such as building a school, community will generally form a committee to oversee the works and resolve any problems arising from the existence of different community interests. In 1968, the government decided to formalize the status of these committees. An Education Act officially recognized their role in negotiating with the authorities and in raising money for construction and maintenance. Despite the long history of community contribution to education in Kenya as documented by numerous studies on harambee schools, the recent trend in the development of community schools in the country presents different and original features. Community schools have been mushrooming since the late 1980 as a result of cost-sharing policy that was in 1989. Such schools are common in slum areas (Ousumu et al, 2004) as cited by (MOE, 2010).

Even though the Kenyan Government has never financed the construction of primary schools, most communities now have sufficient basic facilities to ensure that their children receive eight years of schooling. While the standards of construction, furniture and maintenance cannot be described as high, they are in fact higher than those in neighbouring countries where schools are provided by government. The conditions which have made Kenya's achievement possible can be listed as; the well-established tradition of communal self-help; a consistent government policy, since independence, giving the local community responsibility for the construction of schools and teachers houses, the provision of furniture and maintenance; no government interference in design, choice of materials and construction methods. A report by Kenya Red Cross Society (2014) has shown that the Kenya coast people especially the Muslims have always come up with community schools during and after a crisis like inter clan wars (Tana Delta), MRC/AI Shabaab wars (Lamu, Kaya Tiwi and Kwale), religious wars(Majengo Mombasa) etc. that integrate both the Islamic teaching and the formal teaching. This has seen a great number of ECE schools in

areas like Kongowea (4), Bombolulu (3), Kisauni (6), Bamburi (3) and many more that are purely owned and managed by the parents and the Imams/Sheikhs.

2.3 Financial Resources' Influence in the Implementation of ECD Programmes

The role of financial resources will be looked at as an economic factor in this study under various subheadings that include: ECD projects funding and delays in funding, User-fees and its Influence on implementation of ECE projects and funds embezzlement.

2.3.1 Funding and Implementation of ECD programmes

There are factors that contribute to the deterioration of school projects that could help the society such as reduced funding available to properly maintain the new development programmes like ECD programmes. The major area affected by funds in the ECD programmes is funding for infrastructural development like clean latrines, enabling classrooms, siesta/ resting bays for the young kids, playing laboratories and grounds, sanitized water tanks and points for the kids and many more. According to the UNICEF report of 2012, up to 2 million of the school going children remain at home each day because of the complications picked from schools' poor latrines, contaminated water, poor congested classes leading to airborne diseases and many more. (UNICEF, 2012)

Therefore, Ocholla, S.O. (2009) argues that the value for money in construction and maintenance of initiated ECD programmes 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 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.

According to U.S Census Bureau Report (2006) as cited by Bello and Loftness (2010) the total amount of deferred maintenance of schools in United States was estimated at \$ 254.6 billion in 2008. There are over 94,000 public elementary middle and high schools being attended by more than 50 million students and there is need to implement an effective method of estimating facility maintenance. Inadequate investment in school facility maintenance has led to a scenario where there are a significant number of school facility with need for major erection, repair and renovation. The cost of deferred expenditures currently runs to over \$200 million in Los Angeles, Detroit, Chicago, Seattle, and Miami's Dade County, with an enormous bill of \$780 million for the New York City schools. The accumulated cost to install the nation's public schools, according National Forum of Educational Administration & Supervision Journal according to knowledgeable sources, can now be conservatively placed at \$60 billion and may run as high as \$150 billion (Report to Congressional Requesters, 2005). In the year 2009, government sources estimated the nation's school infrastructural bill to be \$2,900 per student, and the cost per student for schools needing to make the infrastructure was \$3,800 per student. Approximately 76 percent of public schools needed major infrastructure construction or repair or renovation. In this backlog, educators must be equipped with knowledge base and skill level in facility appraisal (UNICEF, 2011). It is the responsibility of government and development partners to work together to develop approaches that will contribute to significant, measurable and sustainable progress towards national goals and targets and provide good value for money (DFID, 2004) as cited by (UNESCO, 2014). Adherence to good financial planning and management practices must be a mandatory requirement for all partners. Without this, problems with programme implementation and lack of transparency are inevitable and money value will generally be compromised.

In Sub-Saharan Africa, the challenge of providing adequate primary education facility is huge. An estimated cost of up to US\$ 30 billion is needed to build up to 10 million classrooms (World Bank, 2013). In Nigeria there are several issues confronting effective school plant maintenance

in Nigeria Schools. These include: Enrolment explosion leading to excessive pressure on existing school facilities; Inadequate funding arising from economic recessions and competitions for funds by other sectors. Consequently, facilities are inadequate to cope with increased enrolment pressure. In addition, inadequate funds have not allowed for proper maintenance of available facilities.

According to UNESCO (2014), the impact of ethnic diversity on the provision of local public goods and collective action in Africa remains largely unexplored. To address this gap, Miguel (2000) cited in Okeno, J.O. (2011) explored the relationship between ethnic diversity and local primary school funding in rural western Kenya. The study was done before introduction of free primary education in primary schools. The econometric identification strategy showed historically determined patterns of ethnic land settlement in western Kenya. The main empirical result was that higher level of local ethnic diversity was associated with sharply lower primary school funding. The material poverty of primary schools in Busia and Teso was striking. The study showed that few classrooms for the lower grades had desks, so most pupils sat on the dirt floor; pupil textbooks were rare and chalk in short supply; and classes were held outside due to a lack of permanent classroom structures. The school headmaster collected most local school funds from parents in the form of annual school fees, which are set by each school's primary school committee. Local community members who did not have children in the school did not typically participate in the school committee, and they were not expected to pay school fees. The second source of local primary school funding to account for approximately one-third of local funding in western Kenya were village fundraisers called harambees are an important source of public finance throughout Kenya, at which parents as well as other community members met and publicly pledged their financial support for a planned school investment project, such as the construction of a new classroom.

The study was conducted using structured field interviews with twelve primary school headmasters in this area during June 2000 – at six schools in Busia district and six schools in Teso district, in both ethnically diverse and homogeneous areas – and their responses indicate that schools employ a variety of methods to encourage school fee. Most recently, education quality in Kenya has received a lot of attention with the introduction of FPE in 2002. School enrollment increased by 23% and it was estimated that the Net Enrollment Rate (NER) rose from

6,313,726 to 7,614,326 pupils by December 2003, both in private and public schools. The Kenya Education Sector Support Programme (KESSP) was started to run for a period of 5 years (2005-2010) to help monitor learning achievement in all Education Sectors. KESSP is based on the rationale of the overall policy goal of achieving

Education for all (FPA) and the Kenya government is committed to the attainment of MDGS. Successful implementation of this programme was to lead to the actualization of construction/renovation of physical facilities / equipment in public learning institutions in disadvantaged areas particularly in Arid and Semi-Arid Lands (ASALs) and urban slums (MOE, 2013). There are two school infrastructural programmes with components which include; School improvement grants, new school construction, management and capacity building; and Monitoring and Evaluation (UNESCO, 2012). Management and capacity building component ensures appropriate design and adequate capacities that ensure resources both public and donor funds invested in school infrastructure contribute positively in enhancing running outcomes as well as giving guidelines and procedures for school construction. School improvement grant as a component of school information program is prioritized per district and is based on existing pupil to classroom ratio.

The aim is to improve access, retention and learning outcomes in the poorest areas (World Bank, 2011). Kenya struggles to improve an underfunded school system with school reforms that promise changes in overall structure and curriculum design. Another challenge for the schools is that they receive funds at unpredictable times and in a “trickle down” approach that is often insufficient. According to Plan (2013), Delays in disbursing funds to support ECD schools’ education have frustrated many teachers; put pressure on parents’ financial burdens. Many heads of both primary and secondary schools have complained that there are delays in disbursing the funds that each public school should receive. Suppliers are not being paid for their services. Some primary and secondary schools had to be closed indefinitely since they cannot sustain themselves.

Funding for capital projects such as infrastructure and water projects are unavailable unless through a local Harambee fundraiser, the work of NGO’S, access to Community Development Fund (CDF) Kenya or in a few cases international development agencies. This makes planning a budget and running a school a very hard task.

Rukwaro, N. M.(2012) argues that, in the Kenya's coast region, the state of classes are poor, the buildings are in bad condition especially in schools far away from the towns that have non-cemented floors exposing kids to jiggers, no water tanks for clean fresh drinking water , forcing kids to carry packed water in unclean containers, lack of water has led to frequent choleras and water borne diseases in cases where the Muslim community has to use the water for cleaning themselves after helping themselves, congested classes have left kids coughing terribly, the poor playing grounds are dusty due to lack of funds from both the county and national government for maintenance etc.

2.3.2 User-Fees and its Influence on the Implementation of ECD Programmes

There is no need to list the many reasons why education is wanted, though their wide variety must not be under-estimated. Because of this education is in competition with other consumption goods and for this reason, a few economists have argued that education should be bought and sold in the market, place to enable individuals to adjust their expenditure on education to their own preferences (UNICEF, 2010). Other economists argue that education is a fundamental right as well as a prime factor in social mobility, and for this reason it should be supplied free or greatly subsidized at least at the basic level in order to guarantee a measure of social justice (Xaba, M.I, 2012). In Kenya the issue of user-fees in ECE remains in force in the establishment and supply of physical facilities and educational materials respectively, where the parents build classrooms, buy books and necessary stationery for their children. The user-fees has also proved to be a great burden especially to poor parents.

National College for School Leadership (NCSL) (2010), argue that socio-economic status of parents often succeed in preparing their children for schooling because they have access to a wider range of resources to promote, explore and support the children's mental and physical development as well as providing educational toys which can groom their character. Children

from low income families become victims of diseases, physical and mental disabilities and homelessness due to environmental factors than children from well up families. Their access to ECD is therefore hindered as the socio-economic background of the family sets the roadmap to academic achievements.

In Ethiopia for example, preschool attendance is associated with poverty levels, strongly disadvantaging the poorest groups. Only 5% of the poorest children had access to some kind of pre-school compared to 57% of most advantaged group (UNESCO, 2008; 2012). Education For All (EFA)'s Global Monitoring Report of 2012 by UNESCO indicated that "There has been undeniable progress towards the six EFA goals –including an expansion of Early Childhood Care and Education. However, with less than two years to go until the 2015 deadline, the world is still not on track..." This statement is true in the global viewpoint as it is true for particular countries like Kenya. For as much as expansion Early Childhood Education and Care is a universal aspiration, it's the effort of individual countries that will make the goal achievable (Zambia, Daily Mail July 7th 2013) (www.daily-mail.co.zm/features /14851)

Pre-primary education is compulsory in very few countries of the world. It was introduced in Mexico in 2001 for children aged three to five years and the GER expanded from 73% in 1999 to 101% in 2010. This growth was accomplished by increasing the number of classrooms and teachers (Zambia Daily Mail, July 7th 2013). Ghana, the first Sub Saharan African country with compulsory pre-primary education passed legislation in 2007/08 to include two years of Kindergarten in compulsory basic education starting from age four (Zambia Daily Mail July 7th 2013).

According to the commission of inquiry into the education system of Kenya (Koech Report) of 1998, the cost sharing policy, within the context of existing poverty levels was viewed as the single most hindering or constraining factor which has led to the serious decline in enrolments since its implementation in 1986. In particular this policy has affected enrolments in ASAL areas and other pockets of poverty, in both urban and rural areas (Kamunge report 1999). The commission recommended that ECE be an essential component of basic education, accessible to all children and that the revised education act should reflect ECE/ECD. Other studies have shown that maintenance fees, teachers' meals fees, activity fees and other related small fees charged from the parents for their kids has put over 12,100 kids away from school monthly

across the country. This has been even worse in the Kwale county (almost 1000 absentees per week), Maralal (720 per week), Wajir (910 per day), Kuresoi (1100 per week) and many more. This has also affected the school attendance by kids in Mombasa county at 34% absenteeism being recorded per 6months(MoE, 2012), Taita Taveta at the rate of 30% per year (GOK, 2013) and 45% absenteeism in drugs prone areas like Kisauni, Ukunda, Gombato, Matuga, Majengo, and Lamu's Kiunga area.

2.3.3 Embezzlement of Funds and its Influence on ECD Projects Implementation

UNESCO (2012) report shows that some government officials are corrupt and hence they mismanage or misallocate the funds that are allocated to them for educational development in Kenya, especially the money meant for development or maintenance of structures. Such funds include the sponsor's funds which force some children who are poor to miss the opportune moments of schooling. Senior officials in the Ministry of Education in Kenya have been accused of protecting corrupt headmasters and members of Parents Teacher Association (PTA) suspected of embezzling funds because they are also indirectly benefiting from incentives that are being paid by parents.

In a study carried out by Matuga, E.M. (2012) on 55 PTA chair people of different schools had a common agreement that the corrupt head teachers ate money that were meant for development projects and at the end of the day they were protected by senior officials in the ministry just because they are well connected. They alleged that several internal audit reports as well as complaints by parents and teachers to the Ministry against certain school heads and PTAs had been swept under the carpet. Many officials said that the payment of incentives to teachers had resulted in an upsurge of fraud by school heads, who are now exposed to huge amounts of money which they were not used to handling.

A report by the World Bank (2014), UNICEF (2012), GOK (2014) and many more shows that since the ECD programmes were transferred in the counties in 2013 due to the new constitution, money amounting to \$ 372,530.81 have been embezzled in the last 10 years, leaving poor children in the nursery schools and basic levels of education miss out on the basic facilities like classes and other learning enablers. In other situations, the money was under used while the operational budgets were over-exaggerated.

2.4 Administration's Influence in the Implementation ECD Programmes

Early Childhood settings, like all other education settings need to be managed and led effectively. Administration entails leadership and management; the two are linked and interwoven (Akindele, Ige, 2011). Administration involves a combination of mainly organizational skills which together help to achieve the best results with limited resources. These include the organization of resources, time, individuals and team meetings together with systems, structures, money etc. Good administration leads to good management (MOEST, 2012). There is need for the head teachers to maintain and support the school as whole, develop and support the individual members and organize the structures and systems necessary for effective functioning and performing the tasks. They should also be active, seen to be part of the team, as well as leading it and approachable to all involved in the setting (staff, parents, children and outside visitors), operating in a transparent way which takes into account Bronfenbrenner's ecological system (Johnson, J et al 2009) and the relationship between different partners. National College for School Leadership (NCSL) (2014) stated that outstanding leadership is a key character to outstanding schools. Good administration is supposed to improve organizational performance. For effective achievement of quality EDC projects maintenance, this study focuses on the indicators discussed below in relation to administration.

2.4.1 Managerial Skills and ECD Projects Implementation

Headteachers need to possess financial management skills for effective running of projects on the school (NICHD-Early Child Care Research Network, 2009) budgeting by its nature necessitates the authorization and delegation of budget activities between individual managers and other members of the organization like HODs, Class Teachers, Teachers etc. The head teacher performs the following tasks in the school; budget development, maintaining inventory control, repair and maintain school physical facilities, development of plans and utilization of resources in the school; development and implementation utilization of the department and allocation of resources to the rest of the school, availing the necessary resources for the teachers, and pupils, he too ensures the facilities necessary for the improvement of the schools' academic performance are available.

According to (Ndiku, 2009) head teachers should coordinate the school budget. He therefore needs to possess financial skills that go with that. He also should be able to do need analysis so as to determine the order of priority. Head teachers should search organization's environment for opportunities and initiate projects to bring about change. He is an important person in the school as he allocates and approves organizational decisions. An effective and efficient manager must possess the technical, human and conceptual skills in order to be a good organizer, (Lunenburg, F. C., 2010).

Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The school managers should be equipped with relevant knowledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that school managers need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A school manager, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required (Tim Post, 2013).

It is increasingly recognized that the quality of programmes and services for young children has been related to effective leadership (Rodd, 1997, Jorde-Bloom, 1992, Clude et al., 1994; Kagan 1994; Cide and Rodd, 1995). It is important that anybody dealing with children to have relevant skills in ECD. Having a trained leader/manager and good proportion of trained teachers on staff are key indicators of quality. The implementation of funding of ECD education in Kenya however, found school managers off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It's notable that in Kenya today, approximately 50% of all the country's primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The introduction of Community Support Programme in some of the Early Childhood Centres witnessed the rise in children enrollment which in turn led to strain in the existing physical resources (UN, 2012); (World Bank, 2014).

2.4.2 Teacher Shortages and the Implementation of ECD Projects

The number of teachers in a school is closely tied with the availability of concrete reports for more staffing from the school head or an increase in the number of pupils in a given school and the reports are well communicated to the TSC in time and using the most appropriate influential channels. However, a report posted in the TSC website shows that about 56% of the school heads for example in the ASALs, Marginalized areas like the Kenyan coast, hardship areas like Mwingi, Kitui, Endau and many more have no accurate records of their staff members and the deficits. This has overall effects of having many children in a class being handled by one teacher in all the subjects; watering the intention of implementing the ECD programmes(EFA Global Monitoring Report 2010b).

According to World Bank (2014) in selected primary schools in Mombasa county's slums of Likoni, Kisumu Ndogo, Bangladesh , Mukuruini slum Nairobi, Kibera, Kariobangi, Dandora, and ASALs shows that , the Teacher: pupil ratio, in some ECD classes the ratio is 1:70 which is far beyond the recommended maximum rate of 1:25. Such a highratio has got its own challenges. Okwach et al (1997) argues that teachers find itimpossible to pay attention to all learners, especially the slow ones. Teachers are notable to give adequate assignments to the pupils, as they are not able to cope with themarking and teaching workload (UNESCO, 2012).

2.4.3 Teaching-Learning Facilities' Influence in ECD Projects Implementation

Okwach & George (1997) cited in World Bank (2015) notes that there is also an issue associated with teaching-learning materials as a major challenge facing the education system in Kenya. Under the CSG Programme, every pupil is entitled to free writing materials like pencils, pens and exercise books. It emerges that textbooks are being shared in the ratio of one textbook to five pupils. Sharing of textbooks affects their accessibility to the books while at home and many have to do their homework early in the morning or in the next day while in school. This says something about the amount of work the teachers have to give to the pupils. Shortages of supplementary reading books are also identified in various studies conducted by the Plan International in Kenya, Tanzania, Uganda and the newly born Southern Sudan (Plan, 2013).According to the report, up to the tune of 37.13% of the pupils stayed away from school in the year 2012 because they feared being canned by their teachers/could be punished due to

failure to do their home works; a factor that was brought about by lack of enough textbooks with 1:5 ratio in slums and rural settings. Another report by National College for School Leadership (NCSL) (2014) showed that up to 21% of the pupils stayed away from school in 2012/2013 in major towns like Nairobi, Kisumu, Eldoret, Kisii, Kakamega, Mombasa while it worsened to 45% in areas like Garissa, Kwale and Matuu due to the fact that the kids were requested to buy basic learning materials like exercise books, reading books, pencils, etc.

There is also the issue of inadequate physical facilities. It emerges that most schools do not have adequate classroom to accommodate the large number of pupils who were enrolled under the CSG programmes at the beginning of the years of its introduction. Classrooms appear to be generally congested and have hardly any space for free movement during lessons. Also a number of classroom conditions are poor, lighting depended only on sunlight, which is sometimes inadequate. In some schools they have introduced school mats for children to sit on since there are no sufficient desks. But a majority of the teachers feel that the sitting on the mats affects the children's writing skills and general physical development. No studies are documented concerning this factor in Mombasa's Kisauni Sub-County and the research addresses this issue.

2.4.4 Teachers Professional Qualifications and Implementation of ECD Programmes

Beeby (1953) cited in Fox, S. Levitt, P. & Nelson, C (2010) noted that trained teachers are the major determinants of the excellent performance of projects in a school setting. He continues to argue that the quality of a teacher depends on educational background and training. Many studies demonstrate that ECD centres with trained teachers perform better than those with teachers who have no certification. Similarly, those who have professional training produce higher children achievement than those who enter the profession and lack his background. Research indicates that teachers with greater academic ability tend to have children who perform better.

Therefore, according to Fredrich, H (2010), teachers should be knowledgeable in the development of young children. Teachers who have strong early childhood education backgrounds in recreation will be aware of activities that are safe for children. Research indicates

that the achievement gap widens each year between children with most effective teachers and those with least effective teachers. This has for a long time discouraged parents for example from public primary schools with ECD programmes and instead they have run to the private schools. The Kamunge commission report (1988) observes that, the feature of Kenya's formal education and training since independence has been a rapid growth in enrollment at all levels. Maria Montessori (1870-3952) developed methods of teaching children and succeed teaching children with disabilities. A high effective teacher is one whose children show the most gains from one year to the next.

Teacher quality depends on four key dimensions namely, content knowledge, teaching experience, professional certification and overall academic ability. Teachers' content knowledge influences child's academic performance in that teachers who teach activities that they have previously studied in depth while in college are effective than those who have not. MoE (2010) argues that the number of untrained teachers is still high at 56 percent in public ECDE centers. Teachers need to be trained on the current guidelines and curriculum of ECD syllabus as well as on activity books and resource materials. According to Johnson et al (2009) there is need to train ECDE teachers on management of ECDE CSG grants.

2.5 Parental Factors Influence the Implementation of ECD Programmes

A parent is the first teacher of a child. According to UNICEF (2012), there are a number of factors revolving around a parent that determines to a great extent the rate of achievement in implementing school projects, the degree at which their kids will access schools and how better the schools for their children can operate and be in the run. Some of the roles that influence the ECD programmes since their inception in the county include: family size, parents' participation in ECD projects, level of education of the parents and finally the distance parents live from these projects.

2.5.1 Family Size and the Implementation of ECD Programmes

The size and stability of the family can influence access to ECDE where large and unstable families influence access negatively while small and a stable family positively influences access. Large families are associated with poverty where parents have many children and low income. This makes the parents engage their children in child labour and deny them access to education

programmes. Large families are also with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their children (Otieno 2012). Large families therefore limit parental involvement in the academic welfare of each child and this may lead to low participation even at the lowest level of education (UNESCO, 2010).

In Norway where majority of parents have a small number of children, access to ECE stands at 98% (World Bank, 2012). In Benin 83% of children who did not attend preschool came from families with over seven siblings. In Norway and Denmark, the central government plays a central role in provision of ECE. The central government provides funding in grants while municipalities are responsible for implementation. Access to ECE is therefore high in these countries as their economies are able to provide social amenities to its population including basic education.

Across Kenya, studies have shown that kids from polygamous families or families where the number of children is large miss the basic ECE up to the tune of 76%. For example, in Homa bay, Kajiado, Mt. Elgon, Lamu, Tarbaj Division, Wajir District, etc. women who have large families were reported to keep their children at home to look after their younger siblings as the women went to fetch water (Saadia, 2010). These children are denied access to pre-school due to large families they come from. Social capital, one of the components of family background, refers to relationship among members of the family as symbiotic whereby each member benefits as per the existing conditions. This way, parents bring up children and expect them to start taking care of their young ones even at tender age. This has kept up to 45% girls as little as 5 years out of school in the Mijikenda community that views these girls as an alternative baby-sitting labour. Among the Duruma community for example, birth rates are at an average of 7 kids per woman between 17 to 45 years. This is the community that is dominant in the interior parts of Kisauni Sub-County thus leaving the kids older than the newly born ones being left at home to take care of their fellows.

2.5.2 Level of Parents Participation in ECD Projects Implementation

The term partnership between home and school emerged in the UK during the 1960s and since then parents have been encouraged to participate in many and varied homeschool initiatives. There is a growing body of research evidence that parental involvement has positive effects on

the cognitive outcomes of children. Hall (1992) cited in Okeno, J.O. (2011) recommends that teachers move towards an understanding of partnership with parents that recognizes the complementary contributions made by parents. It is also considered important that parents view themselves as participants in the educational process, as the child's first educators. Furthermore, research on literacy practice has identified the benefit that can be achieved by teachers and parents working together in the development of children's reading and writing (Xaba, M.I, 2012).

Findings from research into school effectiveness indicate that active parental involvement in schools is essential for the project success (Mortimore, et al. 1988 cited Republic of Kenya, 2010a). This research evidence has partly informed the current UK government's policy concerning promoting projects achievement and breaking cycles of disadvantage. This statement signals the assumption that there are intergenerational effects contributing to poor educational projects achievement in schools and that by promoting parental involvement in schools and funding projects that contribute to parental learning, parents will be enabled to support their children in their education.

The individual parent is thus viewed as being crucial to the more general project of social inclusion. It is the responsibility of the excluded individual to engage with the objectives of the programme and thus become a member of the 'included'. This individual, it is assumed, will then influence other members of the excluded group and thus enable the inclusion of the wider community. As consumers, Mtahabwa, L. (2011) argues that, parents are co-opted into supporting government Projects and the role of the teachers is reduced to one of technician. As clients, parents are viewed as deficient and in need of professional intervention, in which case the teacher's role becomes one of surveillance, on behalf of the state.

According to Lunenburg, F. C. (2010), one of the most important debates that need to be engaged with practitioners concerns the current emphasis on social exclusion and funded programmes that aim to promote inclusion. Foot et al., (2002) cited by Rukwaro, N. M. (2012) argue that partnership goes beyond involvement. It is not just including parents in support and activities of pre-school education. Partnership implies quality and a division of power which inevitably draws the parents into decision making and policy issues, not merely helping and information sharing, it moves towards empowerment of parents (Ball, 1994) and towards increasing their self-efficacy.

They continue to argue that types of involvement on offer to parents should not be limited to activities which directly promote children or preschool but should also move towards making parents the direct recipients of their involvement. Further they argue that participation, for instance, in attending courses offered, planned or advertised by an early years setting (i.e. nursery school), can promote parents which, in turn, make parents conscious of their influential role. A highly participatory standards development process ensures that stakeholders across the spectrum including parents and children are involved in discussing accountability and in seeing expectations for meaningful performance (UNICEF, 2012). However, from various studies, Kenya parents have been viewed as rebellious and opposing basic ideas that are meant at achieving their children's access to education more specifically when it comes to financial contributions. Also almost 89.01% of parents in the Mijikenda community are blank as much as the implementation of school projects are concerned (GOK, 2013).

2.5.3 Literacy Level of Parents and Implementation of ECD Centres

According to Ocholla, S.O. (2009), literacy level refers to people's level of understanding which helps them respond appropriately to the needs of pre school development. Community literacy level encompasses that of pre school teachers, head teachers, parents and the general local communities. It also involves both academic and professional literacy. In his research stated that a community which is highly educated impact positively to the view of schooling for their children because they participate actively in the activities related to the pre school development.

Literacy helps parents to provide the relevant teaching and learning materials for their preschools, hence promote quality education. These parents provide uniforms and good hygiene, hence promoting good health. Good health among children encourages high enrolment and low dropout rate in pre schools. They pay the teachers in good time, thus raise his morale. A good moral among teachers result to good curriculum implementation by the pre school teachers (UNESCO, 2014).

The likelihood that a child remains in school and the parent's participation in the development of ECCD centers can be influenced by social cultural attitudes, beliefs and practices within the family. A study conducted in Kenya by Prewit (1990), revealed that wealthy and educated parents utilized private pre schools and used their resources to create preschool conditions which

were conducive to a learning. This provided initial advantages which are difficult to match with those poor, uneducated parents in remote rural areas. This means that children from educated and high socio-economic status are more adequately prepared for school than those of low socio-economic status, educated parents impact a positive view of schooling among their children.

Chernichovsky (1985) cited in Fredrich, H (2010) argues that education of the households is the single most important determining factor to the participation in pre school development among a large sample of population. From my personal experience, it is evident that parents who have attained the formal education appreciate the importance of ECE for their children and they often encourage them to acquire basic education. This view is also supported by Anderson (1967) in his book entitled "Sociological factors in demand of education". He argues that parents who have limited education forego many social and cultural options thereby restricting a family's opportunity for upward social mobility. It should be noted that mothers with low level of education are faced with severe economic and educational problems in their efforts to support their children literacy levels were observed to correlate with attitudes of parents.

Cotton and Greens (1988) cited in Headey, D. & Kennedy, A. (2011) argue that virtually all successful pre schools establishment and development have parents involvement. Nearly all researchers cite these as critical to the success of pre schools centres, meaning that literacy level of parents is a determinant to the degree of participation in the development of ECD centres. There is significance relationship between parental level of education and their children's aspiration. The study also stated that the largest number of education casualties come from the low socio-economic classes. Children from the low educated families are not encouraged to take schooling seriously by their parents who are illiterate or semi-illiterate and don't participate in school activities.

The nature of parent's attitude shows how a parent is involved in the early learning experiment of a child. This implies that a child can benefit a lot if the parents are involved in his or her academic progress right from preschool level. The likelihood that a parent or community will participate in the activities of ECCE centres is influenced by their understanding within the community. This view is supported by Nduku (2003) cited by Koitat, J.N. (2011) in her research. She asserts that educated parents have a positive attitude towards ECCE centres compared to illiterate ones. A survey report by the Agakhan Foundation (2008) pointed out that although

preschool committees have been established in most schools, lack of participation in the part of the community members seems to frustrate the efforts to establishment and development of preschool centres. Studies involving community literacy level in relations to participation in preschool development showed varied results. Some teachers complained of low and untimely salary payments resulting to poor motivation. All these issues have prompted this research that aims at looking at the role of the parents and the provision of ECE to their kids.

2.5.4 Distance from Parents' Home to School and Implementation of ECD Projects

According to study carried out by UNICEF (2013), the proximity and access to regular school is a determining factor on enrolment and transition. If distance between schools and home is far it may make education delivery difficult. Distance between schools and home affects young children because parents are afraid to let the young ones walk alone and they may be kept out of school unless there was someone to accompany them (Sifuna, 1980 cited in World Bank, 2012).

Geographical distance between schools and homes results from sparse distribution of the population. Sparse population distribution is a significant obstacle limiting children's attendance in school. Low population density makes it difficult to gather enough pupils' population forcing schools to be distant apart for them to be cost effective. Research done in Ethiopia also pointed out that distance from home to school is an important factor in education access particularly in rural areas (Nekatibeb, 2002 cited in Atmore, E., 2013). The greater the distance the less likely it is the child will attend. Long distance to school causes irregular attendance and temporary withdrawals from schools which in the long run led to dropping out from school (GoK, 2012).

In a study done in Tanzania in 2009 by Lyabwene Mtahabwa, it was established that the major access problems to ECE are those related to geographical area and age (Mtahabwa, 2011). Children in urban areas have better chances for participation in ECE programs than their rural counterparts because the pre-schools are near their homes and where schools are far, the children are transported by their economically able parents. Access according to geographical distance favors urban children has also been found elsewhere in the world including Bangladesh (Saadia A.K., 2010), Kenya (UNESCO/OECD, 2010) and Ghana (Mtahabwa, 2011). Access according to age in Tanzania has since formalization of ECE always been in favor of older children. Similar

cases have been reported in other countries like Kenya, something quite opposite of most successful ECE programs should operate. Best results occur when ECE programs are designed to cater for children in their first few years when development processes in various domains are rapid.

Studies in Kilifi, Kwale, Lamu, Taita-Taveta and Homa Bay have shown that schools are sparsely distributed due to sparse population. In the Tana Delta for example, the population is low and the school attending among the under 10 is limited because of the distance from home to school. Related to distance is the harsh desert like environment that limits small children from walking the long distances (Republic of Kenya, 2010b). From the personal perspective, the researcher finds this to be relevant in Kisauni in that almost all the existing ECECs are sparsely distributed in remote areas like Wakirungi; thus limiting the implementation of ECD projects.

2.6 Conceptual Framework

The conceptual framework outlines the dependent, independent and intervening variables as discussed in the literature review as shown below.

Independent Variables

Socio-Cultural Factors

- Traditional African Education
- Early Childhood Educators
- Community Cooperation

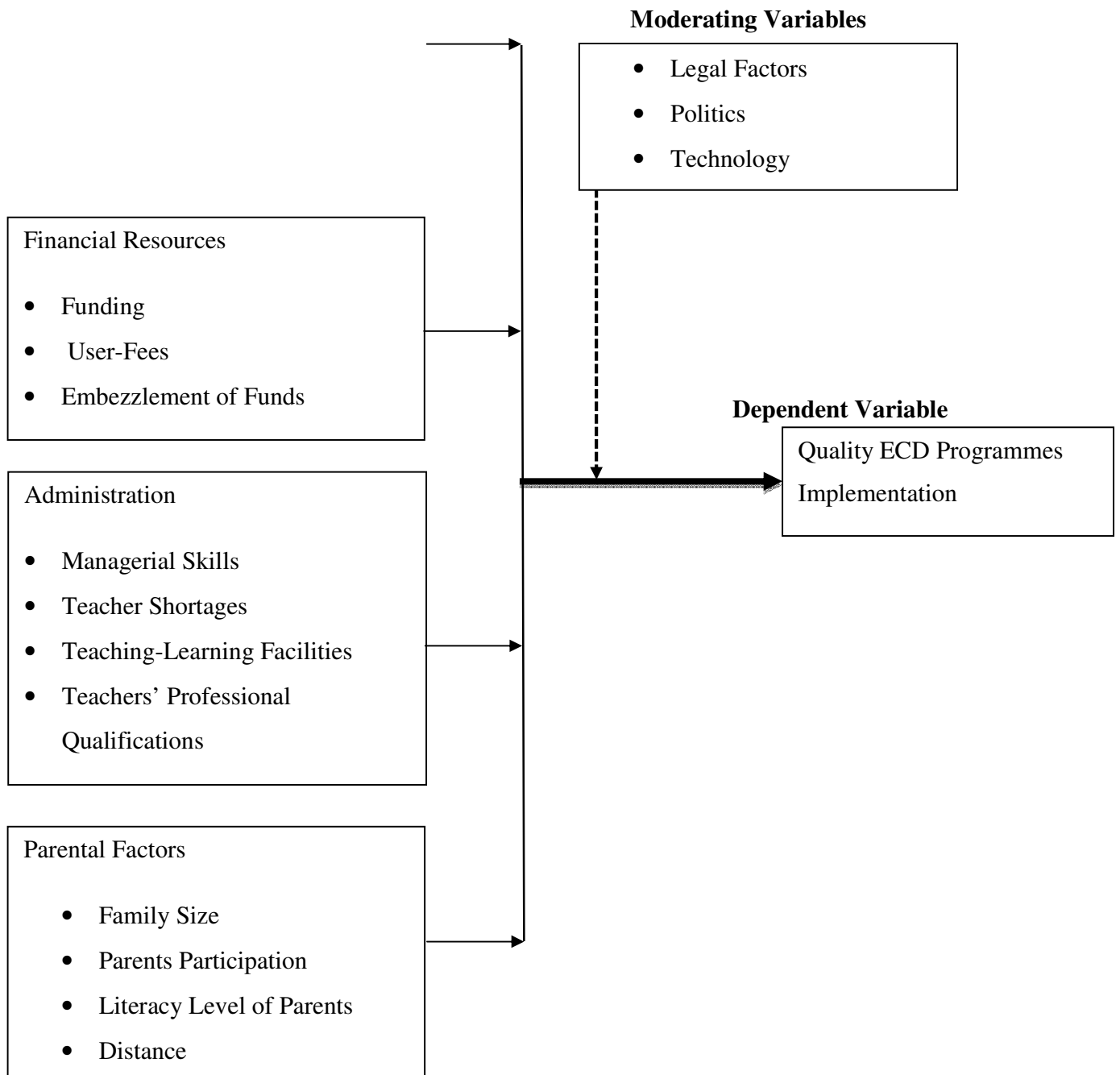


Figure 1: Conceptual Framework

In relation to the literature review, the conceptual framework underlined a number of factors that influence the implementation of ECD programmes. The dependent variable in this research is the implementation of quality ECD programmes. It receives all the impacts caused by the

independent variables on the left hand side. The intervening variables have also been included in the table.

Factors that interact to bring this influence on the dependent variable are called independent variables and they include: Socio-Cultural Factors, Financial Resources, Administration and Parental Factors. The four factors will be having some indicators that will determine whether the ECD programmes implementations are influenced by the indicators or not in a scale of measure. Also, besides the Dependent variable on the right side, are the intervening variables. These are factors that have a direct impact on the performance of the projects or have it coming indirectly but the final results felt in the implementation of the programmes. Due to time and limitation of the size of the document, these factors have not been included in the literature but they have an impact.

2.7 Summary of Literature Review

The review of the literature show that despite availability of ECDE grants and human resources world over, much is still needed in effective implementation of programmes geared towards reforms of services for children. It is evident that the CSG and ECE projects have experienced so many challenges in most schools in Kenya and particularly in Kenya's coastal region- a phenomenon that begs more answers than questions. It is in this context that the researcher seeks to find out why the implementation of the ECD program in the Kisauni district has failed to succeed not withstanding its noble objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used to conduct the study, focusing on research design, target population, sampling procedures and sample size, research instruments, questionnaires, pilot study, reliability, validity, data collection procedure and methods of data analysis.

3.2. Research Design

Research design refers to the procedures selected by a researcher for studying a particular set of questions or hypothesis; this includes the researcher's choice of quantitative or qualitative methodology, and how, if at all, causal relationships between variables or phenomena are to be explored (Orodho, 2009). A descriptive cross-sectional study design was used to carry out this study in order to determine the factors influencing the implementation of quality ECD programmes in Kisauni sub-county. This type of design includes surveys and fact finding inquiries of different kinds. It will help describe the status and nature of the project because it deals with the different categories of people such as head teachers, members of the management committees and the ECD teachers (Kothari, 2008).

It is also convenient in collection of substantial amount information from respondents over a wide area (Koul, 1979) and an efficient way to collect original data intended to measure attitude, perceptions, aspirations and orientation of a population that may be too large to be effectively be described (Kathuri and Pals 1992 cited in Otieno T.A. 2012). Descriptive statistics was used to describe the sample. It shows the variation in the challenges that were studied from different regions thereby shading more light on the problem. Orodho (2001) asserts that descriptive survey enables researchers to describe the events as they are or they appear at the same time providing an opportunity of investigation of why they occur. The survey design was preferred since it explains the existing status of the two variables; it will also enable one to generate information directly from the respondents (Mugenda and Mugenda, 2003).

3.3 Target Population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Borg and Gall, 1989). The Target populations for the study was be defined as school committee members, head teachers, and ECD teachers in the schools under the CSG project in Kisauni District (from 2007 to 2015). This group will be purposively selected due to the fact that they have information on the research subject and thus add credibility to the findings.

3.4. Sampling Procedure

In this section, the research discusses the sample size and the sampling procedures. Under sample size the researcher explains how it will be determined and under sampling procedures, the researcher explains in details of how the actual sampling was done. A combination of stratified random sampling and simple random sampling technique was used to gather the required data. This is because the samples were selected from three different divisions' economic status and social levels. Stratified random sampling gives results that are more reliable and detailed information. It generally applies if a population from which the sample is to be drawn does not consist of a homogenous group (Kothari, 2008), as is the case in the study.

Stratified random sampling was employed because the researcher did to solicit responses from each of the following groups: headteachers, management committee members and the ECD teachers in the public schools. Different schools were also be represented. The sample size was 84 respondents, who were selected from 70 schools in Kisauni. The Sample of respondents was selected from 21 schools in the District, thus, 21 headteachers, 21 management committee members preferably chairmen and 42 ECD teachers were targeted from each school. Simple random gave equal representation for every member in the population included in the study, lottery system will be used.

Sample selection made use of headteachers, management committee members (chairmen) and the ECD teachers in the ECD centers that were chosen as representatives. Using the sample size, the researcher was able to determine how many schools were to be selected from the target population. The researcher employed purposive sampling technique to select the respondents as this allowed for the selection of only those respondents who had relevant information for the study.

The following procedure was used to select the sample;

There was a target sample population of 70 headteachers, 70 management committee members and 140 ECD teachers. To obtain the sample size therefore; the study took 30% of each of the targeted populations (Orodho, 2008), thus;

Sample size of Headteachers was $30/100 \times 70 = 21$

Sample size of the management committee members was $30/100 \times 70 = 21$

Sample size of ECD teachers was $30/100 \times 140 = 42$

Therefore sample sizes of 21 headteachers, 21 management committee members and 42 ECD teachers were selected for the study. This gave a total of 84 cases that were studied. (Table 3.1)

Table 3.1 Sample Size

Category	School committees	Head teachers	ECDE teachers	Total
Population	70	70	140	280
Sample size (30)	21	21	42	84
Total				

3.5. Methods of Data Collection

Questionnaires were used for the head teachers and ECD teachers because it was assumed that they could be able to read and understand the questions and hence give required information. The questionnaires had open ended, close ended scales where respondents responded to a series of statements by indicating the administrative, social and economic factors that influence implementation the ECD projects. This helped to obtain responses relevant to the study. The questions inquired about headteachers managerial skills, economic and social factors that influenced the implementation of ECD projects in schools in the District. The questionnaire had two sections. Section A was about the background information of the respondents. Section B contained items on the administrative, economic and social factors influencing the implementation of the project.

It also solicits information on the MoEs policies on funds disbursement. This section also sort to find out how the nature of the project influenced the implementation. Interview schedules were also used to obtain information from the management committee members. Personal interviews are away of drawing in-depth and comprehensive information (Walonik, 2004). In-depth interviews enabled an understanding of participants' perspectives of their experiences or situation through repeated self to self-encounters (Tailor & Bogdan, 1984). This is because the management committee members could not have time to read and understand the questions. A semi structured interview schedule (shown in appendix), was be used to gather data from the management committee members

3.6. Validity of the Instrument

According to Anastasia (1982) validity is a procedure or an instrument (tool) used in research to measure the accurateness, correctness, truthfulness, or rightfulness of a phenomenon. It is the degree of accurateness of the instrument to measure what it purports to measure. There are four types of validity; predictive validity, concurrent validity, content validity and construct validity. Mugenda and Mugenda (2002) say validity refers to the accuracy and meaningfulness of inferences made based on the results obtained. The research employs content validity to measure the validity of the instrument. According to Orodho, J.A (2009), Content validity means the subject matter or the amount of substance contained in something. It refers to the degree to which the research instruments or a tool measures what it should measure. Content validity enables data being collected to be reliable in representing the specific content of a particular concept. An instrument is designed then subjected to subjects of similar samples. Inferences are made and compared to the existing theories. The researcher critically considers each item to see if it contains a real representation of the desired content and if it could measure what it was supposed to measure. Developed instruments were presented to the supervisors and the research experts to evaluate theapplicability and appropriateness of the content, clarity and adequacy of construction of the instrument from research perspective.

3.6.1 Reliability of the Instrument

Mugenda Mugenda (2003) states that, reliability is the measure of the degree to which the research instrument yields the same results of data after repeated trials. To minimize errors test-retest method was done in order to test reliability of the research instrument. In order to know if the instruments gathered the necessary information, a pilot study was conducted whereby

distribution of the research instrument to colleagues and to a sample with similar characteristics was done in order to find out if the instruments were answering to the required objective questions and necessary corrections done to the instruments before heading to the field.

As observed by Sindabi (1992) and Coolican (1996) piloting is also useful in establishing the clarity, meaning and comprehensiveness of each item in the instruments and helps determine and estimate of the time needed to collect the data. The research instrument was retested on a sample of 16 respondents who were not representatives (Mulusa, 1990). The scores obtained from the two groups were quite close as affirmed by Orodho (1998). A Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered (Knap, 1985).

According to Orodho (2008) a correlation coefficient of about 0.05 should be considered high enough to judge the instrument as reliable for the study. According to Hennerson, Morris and Fitz-Gibbon 1987, Koul, 1984 the above figure (0.05) is considered desirable for consistency. Piloting testing was done in 4 schools. The researcher will supply 8 questionnaires and interview 8 respondents in each of the schools; this will help the researcher identify the problems that will be bound to occur, especially when it came to filling in the questionnaire. This ensures the necessary corrections on the final copies of the questionnaire and interview schedule.

3.7. Methods of Data Analysis

Questionnaires filled by respondents were checked for completeness to ensure that all anomalies were detected before being subjected to analysis. Analysis was done using content analysis. That involved detailed description of the items that comprising the sample. In interpreting the results, the frequency which an item occurred was interpreted as a measure of importance, attention or emphasis. The specific classification system used to record the information for the study was subjected to content analysis which gave the frequency and trends with which concepts of the objectives were interpreted as a measure of direction. Quantitative data was analyzed using descriptive statistics such as means, percentages and frequencies. Qualitative data was analyzed in verbatim reported and described in themes and subthemes. Data was subjected to SPSS package version 20.0.

3.8. Ethical Issues to be observed

During the study the respondents were informed of their rights of either participating or refusing to participate in the study, they were informed that participation in the study was not compulsory and informed consent was sought from the respondents. The participants were informed of their right to remain anonymous and that their identity will not be revealed in this study. All ethical issues were observed during the study.

3.9 Operational Definition of Variables

Table 3.2 Operationalization Table

Objective	Variable	Indicators	Measurement scale	Types of analysis
To examine the influence of socio-cultural factors in the implementation of quality ECD programmes in Kisauni Sub-county of Mombasa County.	Socio-Cultural Factors	Traditional African Education Early Childhood Educators Community Cooperation	Nominal Scale	Descriptive
To examine the extent to which financial resources influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.	Financial Resources	Funding User-Fees Embezzlement of Funds	Nominal Scale	Descriptive
To investigate the extent to which administration influences the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.	Administration	Managerial Skills Teacher Shortages Teaching-Learning Facilities Teachers' Professional Qualifications	Nominal Scale	Descriptive
To examine the extent to which parental factors influence the implementation of ECD programmes in Kisauni Sub-county of Mombasa County.	Parental Factors	Family Size Parents Participation Literacy Level of Parents Distance	Nominal Scale	Descriptive

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The data collected was keyed and analyzed by simple descriptive analysis using Statistical Package for Social Scientists (SPSS) version 20.0 software. The data was then presented through frequency tables and narrative analysis. The chapter presents data in different sub-sections that is; general information on category of gender, position, experience and level of education of the respondents, the Socio-Cultural Factors, Financial Resources, Administration and Parental Factors.

4.2 Response Rate

Questionnaires were administered to 21 headteachers, 21 management committee members and 42 ECD teachers. This gave a total of 84 target population that was studied. Out of the 84 questionnaires issued, 70 were returned, fully filled. Total response rate for the questionnaires was 83.33% while 16.67% of the questionnaires were never returned or returned without being fully filled.

4.3 Demographic Characteristics and Basic Information of the Respondents

The study wanted to find out the bio data of respondents, age and educational level as shown in the tables below.

4.3.1 Bio-data of the Respondents

The study found out the sex composition of the respondents as shown in the table 4.1 below.

Table 4.1 Sex Distribution of Respondents

Sex	Frequency	Percentage
Female	21	30%
Male	49	70%
Total	70	100%

From the table above, male gender dominates. Male respondents made majority of the respondents at 70% while the female respondents who participated in the study made 30%. This was attributed to the fact that in Mombasa County, men dominate both leadership, educational and leadership positions.

4.3.2 Age Distribution of Respondents

The study sought to find out the age brackets of the respondents in the study and the results were as shown in table 4.2 below.

Table 4.2 Age Distribution of Respondents

Age	Frequency	Percentage
16-30years	42	60.00%
31 - 40 years	05	7.14%
41 - 50 years	09	12.86%
51 - 60 years	10	14.29%
Over- 61 years	04	5.71%
Total	70	100%

The table shows that majority of the population that participated in the study was between ages 16- 30 years making 60% .Most probably this is made of the recently recruited young ECD tutors by county governments. This was followed by 14.29% for ages 51 - 60 years, ages 41 - 50 years followed with 12.86% and 31 - 40 years at 7.14% followed. Those above 61 years made the least with 5.71% response.

4.3.3 Educational Level of Respondents

The study sought to establish the level of education of the respondents and the results indicated by the table below were arrived at.

Table 4.3Academic Qualification of Respondents

Education level	Frequency	Percentage
Secondary certificate	14	20%
Diploma/certificate	21	30%
Bachelors' degree	27	38.57%
Postgraduate degree	07	10%
Others	01	1.43%
Total	70	100%

Respondents with a degree education dominated at 38.57%. They were followed by those with diploma at 30%, secondary 20%, postgraduate degree at 10% and finally 1.43% had other

degrees. This shows that a higher percentage of the study population has both the bachelor degrees holders and the diploma/certificate holders dominating.

4.3.4 Working Experience of the Respondents

The working experience of the respondents was as shown in the table 4.4 below.

Table 4.4 Working Experience of Respondents

Work experience	Frequency	Percentage
Less than 1 year	21	30%
1-2 years	14	20%
2-4 years	14	20%
5 years and above	21	30%
Total	70	100%

30 % of the respondents were below with 1 year of work experience, 1-2 years had 20% of the respondents, 2-4 years were at 20%, and above 5 years went to respondents who made 30%. This is most probably due to the number of headteachers who naturally stay for long in schools or ECD teachers who were recently employed besides the school committee managers whose terms of services are normally shorter.

4.4 Item on Socio-Cultural Factors

The research sought to find out the various issues that originate from the society and the held cultural perception in relation to ECD projects implementation in Mombasa County under the following sub-sections.

4.4.1 Structural Differences of Modern ECD to Local Educators

The respondents were asked to give their opinions on whether the modern structured ECDE differs from the Local education structures and the response was as follows:

Table 4.5 Structural Differences

Structural Difference	Frequency	Percentage
YES	60	85.71%
NO	10	14.29%
Total	70	100%

The table above shows that 85.71 % of the respondents feel that there are differences between the traditional education systems that considered the African child as more moral being than the modern one that rates the child while riding on the whites adopted system that brings a child full of grades with little morals. This has been a factor that limits the rate at which the ECD programmes are accepted in Mombasa County. 14.29% of the respondents felt that there is no much difference in what the traditional African education taught the African child, compared to modern ECD and this has favored the implementation of modern ECD programmes.

4.4.2 Likert Scale Rating of Socio-Cultural Factors

The respondents were asked to rate on a likert scale(,Not at all=1, Little extent=2, Moderate extent=3, Great extent=4, Very great extent=5), the extent to which various socio-cultural factors influence the implementation of ECD programmes and the results in table 4.5 below were obtained.

Table.4.6 Degree of Support

Factor	1	2	3	4	5
Traditional African Education	14	14	21	14	7
Early Childhood Educators	20	22	10	9	
Community Cooperation	35	21	14	0	

In a rating of socio-cultural factors, Traditional African Education attracted 14 respondents who went for Very great extent, 14 for Great extent, 21 for Moderate extent, 14 for Little extent, while, 7 went for Not at all. In a rating for the influence of Early Childhood Educators, 20 went

for Very great extent, 22 went for Great extent, 10 went for Moderate extent, and 9 went for little extent, while 9 went for Not at all. On the ratings of Community Cooperation, 35 went for Very great extent, 21 for Great extent, 14 went for Moderate extent while the remaining had nothing.

On the responses from the interviews, 20 of the 21 respondents had the views that the society had a significant role in determining the success of ECD programmes especially the traditional education in relation to modern, cultural perceptions and classifications and many more.

4.5 Hypothesis Testing Using Chi-Square

H₁. Socio-cultural factors have a significant influence in the implementation of quality ECD programmes in Mombasa County, Kenya.

Table 4.7 Showing Observed and Expected Responses on Socio-Cultural Factors

Scale	VGE	GE	ME	LE	NA
Observed (O)	14	14	21	14	7
Expected (E)	70	70	70	70	70

Table 4.8 Showing Chi-Square Testing for the First Hypothesis

O	E(O-E)	(O-E) ²	(O-E) ² /E	
14	70	-56	3136	44.8
14	70	-56	3136	44.8
21	70	-49	2401	34.3
14	70	-56	3136	44.8
7	70	-63	3969	56.7
$\sum (O-E)^2/E = 225.4$				

$\chi^2_c = 225.4 > \chi^2_{0.05} : 9.488$ at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 225.4 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, Socio-cultural factors have a significant influence in the implementation of quality ECD programmes in Mombasa County.

4.6 Item on Financial Resources

The study sought to examine the influence of financial resources in the implementation of ECD projects in Mombasa County under the following sub headings.

4.6.1 Governments' Finances Allocation

Respondents were asked to indicate whether they thought that county and national government were allocating enough finances for ECD programmes implementation in the county and results below were given.

Table 4.9 ECD Finances Allocation

Response	Frequency	Percentage
YES	35	50%
NO	21	30%
NOT SURE	14	20%
Total	70	100%

From the response, 50% of the respondents felt that the county and national governments have been supporting the ECD programmes financially, 30% felt that the governments are not providing enough money for ECD programmes while 20% were never sure on the issue. When asked to give reasons, the respondents argued that the move by the county and national governments of providing finances for hiring ECD tutors greatly influenced the projects implementation positively.

Table 4.10 Degree of Financial Resources Influence

Respondents asked a question that read, ‘how do you rate the effectiveness of the following statements in relationship to ECD projects in the district? Use a scale of 1-5 where **1= very ineffective, 2 = ineffective, 3=weakly effective, 4 = effective, 5 = very effective,**’ and the results were as shown in the table.

Factor	1	2	3	4	5
The government has been providing enough funding effectively	40	20	4	0	5
User fees has influenced the implementation of ECD programs positively	3	0	5	0	2
Funds allocated for ECD programmes have not been embezzled	3	1	3	0	2

From the table above, response on the question of whether the government has been providing enough funding effectively had 40 respondents arguing that it has been very ineffective, 20 said

that it has been ineffective, 4 said it has been weakly effective in its provisions, 5 went for effective while 01 supported the idea that the government has been very effective in providing the finances. The question on whether user fees had any influence in the implementation of ECD projects implementation had responses like, 30 for very ineffective, 28 for ineffective, 5 for weakly effective, 5 for effective while the remaining 2 went for very effective. Finally, respondents on whether funds allocated for ECD programmes have not been embezzled had their support as, 31 went for very ineffective, 30 went for ineffective, 2 went for weakly effective, 4 went for effective while the remaining 3 went for very effective .

In the interview schedule with some selected school management committee chairs, it was discovered that 91% of the interviewed PTA chairs felt that the governments (both county and national) have not been providing enough finances that are geared toward developing and standardizing the ECD programmes in relation to the MDGs. The remaining 9% felt that the governments have done a significance work in providing reasonable amounts of money for ECD programmes in schools. However, the overall report discovered that 100% of the committee chairs felt that the money given is not enough and in one way or the other, embezzlement has been a challenge.

4.7 Testing of the Second Hypothesis

H₁. Financial resources have a significant influence in the implementation of ECD programmes in Mombasa County, Kenya.

Table 4.11 Showing Observed and Expected Responses on Socio-Cultural Factors

Scale	VI (1)	I (2)	WE (3)	E (4)	VE (5)
Observed (O)	40	20	04	05	01
Expected (E)	70	70	70	70	70

Table 4.12 Showing Chi-Square Testing for the Second Hypothesis

O	E(O-E)	(O-E) ²	(O-E) ² /E	
40	70	-30	900	12.85
20	70	-50	2500	35.71
04	70	-66	4356	62.22
05	70	-65	4225	60.37
01	70	-69	4761	68.00
$\sum (O-E)^2/E = 239.15$				

$$\chi^2_{c=239.15} > \chi^2_{0.05} \quad 9.488 \text{ at 4 degrees of freedom and 5\% level of confidence.}$$

Since the calculated chi-square value of 239.15 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, financial resources have a significant influence in the implementation of ECD programmes in Mombasa County, Kenya.

4.8 Item on Administration

The respondents were asked to give their position in relation to what extent they thought ECD management has positively influenced the implementation of the Programme in Mombasa County. Their responses were as follows in table 4.13 below.

Table 4.13 Influence of Administration in ECD Programmes Implementation

Rating	Frequency	Percentage
Not at all	02	2.86%
Little extent	05	7.14%
Moderate extent	07	10%
Great extent	21	30%
Very great extent	35	50%
Total	70	100%

In relation to the above question, 2 respondents felt that ECD management has not at all positively influenced the implementation of the Programme in Mombasa County, 5 argued for little extent, 7 went for moderate extent, 21 went for great extent while 35 went for very great extent. This without any contradiction gives a clear view that all the managers in the ECD programmes have a significant say in their success of failure.

4.8.1 Rating of Influence of Administration

The research sought to seek the extent to which the respondents rated the influence of management on ECD projects implementation on a scale and the reports below were reached on.: A scale of 1-5 was used where, 1= Strongly Disagree 2= Disagree 3= Weakly Agree 4= Agree 5= Strongly Agree.

Table 4.14 Rating of Administration in Likert Scale

Factor	SD	D	WA	A	SA
Basic managerial skills for ECD Programme are lacking in handlers.	5	5	10	20	30
Teacher Shortages have greatly influenced the Programme negatively.	4	6	10	25	25
Teaching-Learning Facilities are limiting the ECD programmes- Implementation.	2	4	4	28	32
Teachers' Professional Qualifications have compromised the ECD- Programme implementation.	5	4	6	15	30

Respondents when asked to rate whether administrators lacked basic managerial skills, 30 of them strongly agreed 20 agreed, 10 weakly agreed, 5 disagreed, while 5 strongly disagreed. Respondents on the idea of whether teacher Shortages have greatly influenced the Programme negatively had 4 disagreeing strongly, 6 disagreeing, 10 weakly agreeing, 25 agreeing while 25 strongly agreed. When asked to rate whether Teaching-Learning Facilities are limiting the ECD programmes Implementation attracted 2 respondents who strongly disagreed, 4 disagreed, 4 weakly agreed, 28 agreed while 32 strongly agreed. The idea of whether Teachers' Professional Qualifications have compromised the ECD Programme implementation attracted 5 who strongly disagreed, 4 disagreed, 6 weakly agreed, 15 agreed while 30 strongly agreed. This shows that the administration has an influence in implementation of ECD programmes.

When asked to give their views in interviews, 78% of the PTA chairs had the argument that the dictatorship styles of leaderships employed by most heads and other ECD administrators in the county has had a negative effect for over 10 years now of limiting the rate at which the ECD projects are implemented. Also, the administrators are doing little in strengthening the ECD

programmes as they feel that they don't hold much in education as compared to KCPE and KSCE as supported by 14 respondents of the 21 interviewed PTA chairpersons.

4.9 Testing of Third Hypothesis on the Influence of Administration

H₁. Administration has a significant influence in the implementation ECD programmes in Mombasa County.

Table 4.15 Showing Observed and Expected Responses on Influence of Administration

Scale	SD	D	WA	A	SA
Observed (O)	5	5	10	20	30
Expected (E)	70	70	70	70	70

Table 4.16 Showing Chi-Square Testing for the Third Hypothesis

O	E(O-E)	(O-E) ²	(O-E) ² /E	
5	70	-65	4225	60.35
5	70	-65	4225	60.35
10	70	-60	3600	51.42
20	70	-50	2500	35.71
30	70	-40	1600	22.85
$\sum (O-E)^2/E = 230.68$				

$\chi^2_{c=230.68} > \chi^2_{0.05}$ 9.488 at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 230.68 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, administration has a significant influence in the implementation of ECD programmes in Mombasa County, Kenya.

4.10 Item on Parental Factors

Respondents were asked to rate the extent to which the factors related to parenting influence the implementation of ECD Programme in the county by using a scale of 1-5 where, **Not at all =1, Little extent =2, Moderate extent=3, Great extent =4, Very great extent =5** and gave the following:

Table 4.17 Rating of Various Parental Factors

Factor	1	2	3	4	5
Family Size and number of children.	4	6	14	16	30
Parents Participation in ECD programmes.	0	2	8	25	35
Literacy Level of Parents.	4	5	6	28	27

From the responses, on the question whether Family Size and number of children influenced ECD projects in Mombasa County, 4 went for Not at all, 6 for Little extent, 14 for Moderate extent, 16 for Great extent while 30 went for Very great extent. On the Parents Participation in ECD programmes' influence, 0 went for Not at all, 2 for little extent, 8 for Moderate extent, and 25 for Great extent while 35 went for Very great extent. Literacy Level of Parents' influence attracted, 4 respondents for Not at all, 5 for little extent, 6 for Moderate extent, 28 for Great extent, and, 27 went for very great extent.

Just like any other social cultural factor in the implementation of development projects in any community, the interviewees had the response that favored various parental factors in the implementation of ECD projects. 95% of the PTA chairs gave the views that among the factors

influencing ECD projects in Mombasa county includes types of upbringing of kids, parents' participation in the projects, literacy levels of the parents, family sizes number of children etc.

4.11 Testing Hypothesis on Parental Factors

H₁. Parental factors have a significant influence in the implementation of ECD programmes in Mombasa County.

Table 4.18 Showing Observed and Expected Responses on Parental Factors

Scale	NA	LE	ME	GE	VGE
Observed (O)	4	6	14	16	30
Expected (E)	70	70	70	70	70

Table 4.19 Showing Chi-Square Testing for the Fourth Hypothesis

O	E(O-E)	(O-E) ²	(O-E) ² /E	
4	70	-66	4356	62.22
6	70	-64	4096	58.51
14	70	-56	3136	44.80
16	70	-54	2916	41.65
30	70	-40	1600	22.85
$\sum (O-E)^2/E = 230.03$				

$$\chi^2_c = 230.03 > \chi^2_{0.05, 4} = 9.488 \text{ at 4 degrees of freedom and 5\% level of confidence.}$$

Since the calculated chi-square value of 230.68 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, Parental factors have a significant influence the implementation of ECD programmes in Mombasa County, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discussions, conclusions and recommendation of the research. The chapter also contains suggestions of related studies that may be carried out in the future.

5.2 Summary of Findings

The purpose of this study was to determine the determinants of successful early education development programmes implementation in Mombasa County. From an analysis and review of the research data and additional data gathered through interviews and questionnaires filled, a number of issues became apparent.

In relation to the first objective whereby the researcher looked at Socio-Cultural Factors that influence the implementation of ECD projects, a number of responses became apparent as follows: Traditional African Education attracted 14 respondents who went for Very great extent, 14 for Great extent, 21 for Moderate extent, 14 for Little extent, while, 7 went for Not at all. In a rating for the influence of Early Childhood Educators, 20 went for Very great extent, 22 went for Great extent, 10 went for Moderate extent, and 9 went for little extent, while 9 went for Not at all. On the ratings of Community Cooperation, 35 went for Very great extent, 21 for Great extent, 14 went for Moderate extent while the remaining had nothing. This at a

distance has an overall indication that socio-cultural factors have an influence in ECD projects implementation in the county.

In relation to the second objective which sought to examine the extent to which financial resources influence the implementation of ECD programmes in Mombasa County, had the following responses from both the questionnaires and interviews. Response on the question of whether the government has been providing enough funding effectively had 40 respondents arguing that it has been very ineffective, 20 said that it has been ineffective, 4 said it has been weakly effective in its provisions, 5 went for effective while 01 supported the idea that the government has been very effective in providing the finances. The question on whether user fees had any influence in the implementation of ECD projects implementation had responses like, 30 for very ineffective, 28 for ineffective, 5 for weakly effective, 5 for effective while the remaining 2 went for very effective. Finally, respondents on whether funds allocated for ECD programmes have not been embezzled had their support as, 31 went for very ineffective, 30 went for ineffective, 2 went for weakly effective, 4 went for effective while the remaining 3 went for very effective .

On the third objective that sought to investigate the extent to which administration influences the implementation ECD programmes in Mombasa County, respondents when asked to rate whether administrators lacked basic managerial skills, 30 of them strongly agreed 20 agreed, 10 weakly agreed, 5 disagreed, while 5 strongly disagreed. Respondents on the idea of whether teacher Shortages have greatly influenced the Programme negatively had 4 disagreeing strongly, 6 disagreeing, 10 weakly agreeing, 25 agreeing while 25 strongly agreed. When asked to rate whether Teaching-Learning Facilities are limiting the ECD programmes Implementation attracted 2 respondents who strongly disagreed, 4 disagreed, 4 weakly agreed, 28 agreed while 32 strongly agreed. The idea of whether Teachers' Professional Qualifications have compromised the ECD Programme implementation attracted 5 who strongly disagreed, 4 disagreed, 6 weakly agreed, 15 agreed while 30 strongly agreed. This shows that the administration has an influence in implementation of ECD programmes.

On the fourth objective that sought to examine the extent to which parental factors influence the implementation of ECD programmes in Mombasa County, from the responses, on the question

whether Family Size and number of children influenced ECD projects in Mombasa County, 4 went for Not at all, 6 for Little extent, 14 for Moderate extent, 16 for Great extent while 30 went for Very great extent. On the Parents Participation in ECD programmes' influence, 0 went for Not at all, 2 for little extent, 8 for Moderate extent, and 25 for Great extent while 35 went for Very great extent. Literacy Level of Parents' influence attracted, 4 respondents for Not at all, 5 for little extent, 6 for Moderate extent, 28 for Great extent, and, 27 went for very great extent. This indicates that the factors influencing the implementation of ECD programmes in Mombasa are variant.

5.3 Discussion of Findings

The study has shown that there is a great influence/relationship between the financial resources, parenting, social-cultural issues, and,administration in the successful implementation of ECD programmes in Mombasa County.

The findings indicated that In a rating of socio-cultural factors, Traditional African Education attracted 14 respondents who went for Very great extent, 14 for Great extent ,21 for Moderate extent, 14 for Little extent, while, 7 went for Not at all. In a rating for the influence of Early Childhood Educators, 20 went for Very great extent, 22 went for Great extent, 10 went for Moderate extent, and 9 went for little extent, while 9 went for Not at all. On the ratings of Community Cooperation, 35 went for Very great extent, 21 for Great extent, 14 went for Moderate extent while the remaining had nothing.

According to Koitat (2011), poverty levels, parents' participation in projects, government's participation and government policies are very vital in the success of any project. The interaction between the society and the culture give a direction of whether a particular adopted idea can diffuse or float from its existence. Parents and the government have the responsibility to meet the right of a child as identified in the UN convention on the rights of a child; whether the society subscribes to its own cultural factors like religion, proscriptions etc. These rights have only truly been recognized under the children's Act 1989 which came into effect in 1991 and emphasizes the importance of the welfare of the child (UNESCO, 2012). The children's Act 1989 also states

that parents have a responsibility towards the care of their children. This never restricts itself to only biological parents but it cuts across to foster parents and those assigned childcare by the society either directly or indirectly. Johnson further says that children's rights need to be taken into account when organizing and managing the environment in which both children and their caretakers work. Children need to be in an environment that will enable them grow and develop in a holistic way. Therefore, the interaction between the community and the ECD projects strongly influences their success in Mombasa County.

In relation to the second objective that sought to examine the extent to which financial resources influence the implementation of ECD programmes in Mombasa County the following responses from both the questionnaires and interviews were obtained. response on the question of whether the government has been providing enough funding effectively had 40 respondents arguing that it has been very ineffective, 20 said that it has been ineffective, 4 said it has been weakly effective in its provisions, 5 went for effective while 01 supported the idea that the government has been very effective in providing the finances. The question on whether user fees had any influence in the implementation of ECD projects implementation had responses like, 30 for very ineffective, 28 for ineffective, 5 for weakly effective, 5 for effective while the remaining 2 went for very effective. Finally, respondents on whether funds allocated for ECD programmes have not been embezzled had their support as,31 went for very ineffective, 30 went for ineffective, 2 went for weakly effective, 4 went for effective while the remaining 3 went for very effective .Also, in the interview schedule with some selected school management committee chairs, it was discovered that 91% of the interviewed PTA chairs felt that the governments (both county and national) have not been providing enough finances that are geared toward developing and standardizing the ECD programmes in relation to the MDGs.

Ocholla (2009) argues that the value for money in construction and maintenance of initiated ECD programmes 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 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. This has a direct link thus to the findings of the study on ECD projects in Mombasa.

As per the third objective that touched on the role Administration's Influence in the Implementation ECD Programmes in Mombasa County, respondents when asked to rate whether administrators lacked basic managerial skills, 30 of them strongly agreed, 20 agreed, 10 weakly agreed, 5 disagreed, while 5 strongly disagreed. Respondents on the idea of whether teacher Shortages have greatly influenced the Programme negatively had 4 disagreeing strongly, 6 disagreeing, 10 weakly agreeing, 25 agreeing while 25 strongly agreed. When asked to rate whether Teaching-Learning Facilities are limiting the ECD programmes Implementation attracted 2 respondents who strongly disagreed, 4 disagreed, 4 weakly agreed, 28 agreed while 32 strongly agreed. The idea of whether Teachers' Professional Qualifications have compromised the ECD Programme implementation attracted 5 who strongly disagreed, 4 disagreed, 6 weakly agreed, 15 agreed while 30 strongly agreed.

According to Akindele (2011), Early Childhood settings, like all other education settings need to be managed and led effectively. Administration entails leadership and management; the two are linked and interwoven. Administration involves a combination of mainly organizational skills which together help to achieve the best results with limited resources. These include the organization of resources, time, individuals and team meetings together with systems, structures, money etc. Good administration leads to good management as also observed by (MOEST, 2012). Johnson, J et al. (2009) also adds that there is need for the head teachers to maintain and support the school as whole, develop and support the individual members and organize the structures and systems necessary for effective functioning and performing the tasks. They should also be active,

seen to be part of the team, as well as leading it and approachable to all involved in the setting (staff, parents, children and outside visitors), operating in a transparent way which takes into account Bronfenbrenner's ecological system and the relationship between different partners. This thus shows that the administration has an influence in implementation of ECD programmes.

In relation to the fourth objective that sought to examine the extent to which parental factors influence the implementation of ECD programmes in Mombasa County, respondents had the following, the Parents Participation in ECD programmes' influence was: 0 went for Not at all, 2 for little extent, 8 for Moderate extent, and 25 for Great extent while 35 went for Very great extent. Literacy Level of Parents' influence attracted, 4 respondents for Not at all, 5 for little extent, 6 for Moderate extent, 28 for Great extent, and, 27 went for very great extent. According to UNICEF (2012), there are a number of factors revolving around a parent that determines to a great extent the rate of achievement in implementing school projects, the degree at which their kids will access schools and how better the schools for their children can operate and be in the run. Some of the roles that influence the ECD programmes since their inception in the county include: family size, parents' participation in ECD projects, level of education of the parents and finally the distance parents live from these projects.

5.5 Recommendations

Based on the findings of the study, the researcher recommends, for successful implementation of ECD projects in Mombasa and Kenya at large, the curriculum developers should understand the African traditions and values. After understanding these values, they then develop and integrated curriculum that not only copies from the western but also copies from the traditional African methods of educating a child in the community.

The study also recommends that both the county government and the national government should allocate sufficient funds through the ministry of education to accelerate the implementation of ECD programmes in the county. Mechanisms on how transparency and book keeping should be put in place to avoid the embezzlement of these funds by greedy managers.

Administration should come up with ways of permanently employing qualified ECD tutors and other carers to the young kids in a bid to woo the kids at home to attend the ECE classes thus

achieving the objectives of the programme. The administrations should also apply professional ethics in the management and implementation of the programme in the county if success is to be achieved.

Finally, the researcher recommends that the parents more specifically in peri-urban settings of Mombasa should be sensitized on the importance of ECE for their kids, they should be advised on the importance of small sized families, discouraged from polygamy, advised on their roles in development of ECD programmes through their participation and many more for clear general success of the ECD programmes.

5.6 Suggestions for Further Research

1. This study was carried out in one county only. A similar study could be carried out in the other counties and the whole County at large.
2. A study can be carried out to find out the socio-cultural determinants of successful ECD programmes implementation in Mombasa County. Community Based Tourism Projects.
3. A study can also be carried out to determine the factors influencing the sustainability of ECD programmes in Mombasa County.
4. A study can be carried out to determine the influence of ECD programmes on the welfare of the people of Mombasa County.

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APPENDICES
APPENDIX 1:
Letter of transmittal

Wandili Philip Masika
P.O Box 2956
Kitale
Tel: 0712496220
Email: phillywands@gmail.com

Dear participant,

My name is Masika Philip Wandili and I am a student undertaking a Master of Arts Degree in Project Planning and Management at the University of Nairobi, Mombasa Campus. To fulfill the completion of this course, I am carrying out a study on the factors influencing quality implementation of ECD programmes in Kisauni sub-county. Since the matter affects the whole community, I am inviting you to participate in this research study by completing the attached questionnaire.

If you choose to participate in this research, please answer all questions as honestly as possible. Participation is strictly voluntary and you may decline to participate at any time. In order to ensure that all the information will remain confidential, you do not have to include your name. The data collected will be for academic purposes only.

Thank you.

Yours faithfully

.....

Wandili Philip Masika

**APPENDIX 2:
Research Questionnaire**

Section A: Background Information

1. Your gender: Male Female
2. Your age bracket (**Tick whichever appropriate**)
16-30yrs 31 - 40 Years 41 - 50 years 51 - 60 years Over- 61 years
3. What is your highest education level? (**Tick as applicable**)
Secondary certificate Diploma/certificate Bachelors' degree Postgraduate degree
Others-specify.....
4. Working Experience.
a) Less than 1 year () b) 1-2 years c) 2-4 years () d) 5 years and above ()

Section B: ITEMS AS PER THE OBJECTIVES

I. Item on Socio-Cultural Factors

5. Do you think that the modern structured ECDE differs from the Local education structures?
Give reasons on how your answer is tied to the modern ECD projects implementation.
Yes () No ()
6. According to your rating, to what extent do the following factors influence the implementation of ECD programmes in the sub-county?
(Not at all=1,Little extent=2,Moderate extent=3,Great extent=4,Very great extent=5).

Factor	1	2	3	4	5
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Traditional African Education

Early Childhood Educators

Community Cooperation

II. Item on Financial Resources

7. Do you think that county and national government is allocating enough finances for ECD programmes implementation in the district?

Yes () No () Not sure ()

8. Briefly give reasons for your answer in 7 above-----

9. How do you rate the effectiveness of the following statements in relationship to ECD projects in the district? Use a scale of 1-5 where

1 = very ineffective, 2= ineffective, 3=weakly effective, 4= effective, 5= very effective

Factor	1	2	3	4	5
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The government has been providing enough funding effectively

User fees has influenced the implementation of ECD programs positively

Funds allocated for ECD programmes have not been embezzled

III. Item on Administration

10. To what extent do you think ECD management has positively influenced the implementation of the Programme?

Very great extent [] Great extent [] Moderate extent [] Little extent [] Not at all []

11. To what extent do you agree or disagree with the following statements? Use a scale of 1-5 where **1= Strongly disagree; 2 = Disagree; 3 =Not sure; 4 =Agree; 5 = Strongly agree.**

Factor	1	2	3	4	5
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Basic managerial skills for ECD Programme are lacking in handlers

Teacher Shortages have greatly influenced the Programme negatively

Teaching-Learning Facilities are limiting the ECD programmes-
implementation

Teachers' Professional Qualifications have compromised the ECD-
Programme implementation

IV. Item on Parental Factors

12. Rate the extent to which the following factors influence the implementation of ECD Programme in the sub-county. Use a scale of 1-5 where, (**Not at all=1, Little extent=2,, Moderate extent=3, Great extent=4,Very great extent=5**).

Factor	1	2	3	4	5
Family Size and number of children					
Parents Participation in ECD programmes					
Literacy Level of Parents					

13. Briefly explain, while giving reasons your answers above-----

APPENDIX III
INTERVIEW SCHEDULE

SECTION A: Demographic Information of the Study

Respondents

1. Age

- a. Below 30 years
- b. 31-40 years
- c. 41-50 years
- d. 51-60 years
- e. Over 60 years

2. Gender

- a. Male
- b. Female

3. Employment status

- a. Employed
- b. Not employed

4. Position within the committee

5. Marital status

a. Married

b. Single

6. Education level

a. No education

b. Primary

c. Secondary

d. College

e. University

7. Professional qualification

SECTION B: INFORMATION BASED ON THE RESEARCH OBJECTIVES

8. In your opinion explain socio-cultural factors influencing the implementation of ECD project in your school?

9. Comment on the administrative style employed and how it influences the programme implementation in your school.

10. What do you think administration has done and has it not done in implementing ECD projects in the school?

12. How can you improve the implementation of the ECD project?

13. In your opinion who is responsible for the success or failure of the project in your school?

14. How do parents hinder or contribute positively to ECD Programme success?

15. Briefly explain how finances have played either a positive or negative role in the implementation of the Programme in your school.