

**SELECTED FACTORS INFLUENCING IMPLEMENTATION OF EARLY
CHILDHOOD DEVELOPMENT POLICY IN PUBLIC PRE-SCHOOL
EDUCATION IN NAROK NORTH SUB COUNTY , NAROK COUNTY
KENYA**

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PRIMARY EDUCATION OF MAASAI MARA UNIVERSITY.**

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

This work is dedicated to my family and all lovers of knowledge.

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ABSTRACT

Early Childhood Education (ECE) comprises essential programmes and activities which are very important to the holistic development of a child. This is one of the main reasons why the government through policy interventions has given a lot of attention to ensuring that the program becomes a success. The implementation of the ECDE policy in Preschools is however, faced with many factors. Some of these factors are general, affecting the program as a whole while others are specific to counties such as Narok. The purpose of this study was to examine the factors influencing implementation of ECDE policy in public pre-school education in Narok North Sub County. Specifically, the study sought to; assess the influence of awareness of the ECDE policy on the implementation of ECDE Policy in Narok North sub county, evaluate the influence of teachers' characteristics on the implementation of ECDE Policy in Narok North sub county, establish the influence of resources on the implementation of ECDE Policy in Narok North sub county and determine the influence of community attitudes towards the implementation of ECDE policy in public preschool education in Kenya. The target population constituted 94 ECDE managers, 188 ECDE teachers, and 6 DICECE officers in Narok North Sub County. The study used stratified and simple random sampling method to select the 172 respondents from the study population. A structured questionnaire and interview guide were developed in line with the study objectives. A pilot test was conducted and the results used to test reliability coefficient of the questionnaire which was established to be 0.7. The data was organized using Statistical Package for Social Sciences (SPSS) and analyzed using descriptive statistics of frequency and percentages by the help of computer software). The results revealed that the implementation of ECDE policy is influenced by low levels of awareness among the stakeholders including the teachers and the managers of the ECDE programs. The results also show that the implementation of ECDE policy was also influenced by the teacher's characteristics defined by their attitude and perceptions, skills, knowledge and abilities. It was further established that implementation of the ECDE policy was influenced by lack of resources to support the programme in Narok North Sub-County. It was on this basis that the study concluded that implementation of ECDE policy was faced by various factors that have to be addressed. On the level of was influenced by the four selected factors; awareness of the policy among the stakeholders, the lack of resources to support the implementation of the program, the teachers characteristics and the negative community attitudes of the community. The study therefore recommends that for there to be effective implementation of the ECDE policy in North Sub County, there is need to ensure that all the teachers and managers are aware of the policy, the required ECDE resources are made available to support the program, the teachers are motivated and effectively equipped with the required skills to be able to manage the ECDE centers and programs and that the community must be well sensitized to ensure that the negative attitudes does not influence the implementation of the policy. The findings of the study were beneficial to all the pre-school in the county. The teachers and the ministry of education will also shed light on policy issues that influence the management of the ECDE programmes.

LIST OF ABBREVIATIONS

CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CPE	Certificate of Primary Education
CRC	Convention on the Rights of Child
DICECE	District Centre for Early Childhood Education
ECCE	Early Childhood Care and Education
ECDEC	Early Childhood Development Centre
ECDE	Early Childhood Development Education
FPE	Free Primary Education
GER	Gross Enrolment Ratio
GNP	Gross National Product
KACE	Kenya Advanced Certificate of Education
KCE	Kenya Certificate of Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
NACECE	National Centre for Early Childhood Education
NACOSTI	National Council for Science, Technology and Innovation
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Sciences
UBE	Universal Basic Education
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IBE	United Nations Educational, Scientific, and Cultural Organization- International Bureau of Education
UNICEF	United Nations Children's Fund

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discussed the background of the study, the statement of the problem the purpose, the objectives, research questions, the significance of the study, limitations and delimitations of the study.

1.1 Background to the Study

The principles that are universally accepted as forming the corner stone of quality ECDE services and programs are provided in the ECDE Policy Framework of 2006. The policy provides that; a holistic need of young children including safeguarding their rights and welfare needs to be met according to the Children Act of 2001. Though children are voiceless but they need to be recognizing as active participants in incidents which affect their life. Similarly, parents should be recognized and appreciated as primary care-givers and health providers of their children and also supporting and strengthening community based management of early childhood services.

According to The Good Planet Foundation (2013) report it is reported that globally the prioritization of basic education is seen as the foundation for later learning and development as evidenced in the global Guidelines for basic education and care. Following the efforts that have been put in place to enhance the response to the many complex social and economic trends including women in employment and the rights of the young children, the children's Act, has assisted in addressing this challenges in the community . Osakwe (2011) indicated that there are more women joining the labour force leaving the children in the hands of care givers. There is also an increase in the number of single parenthood and with a dysfunctional African traditional

system of child care and extended family support systems the society requires effective ECDE policy to cater for the needs of these children (

According to Amali, Yusuf, Ajidagba, Bello, & Oniye, (2012) Europe has had the lowest enrolment rate in the basic education for the learners below the required age of five years and below. According to Jay (2012) Pre-schools in Europe served the main role of providing humanitarian services related to health and welfare to poor children from among the slums. In France and Belgium, the role of the ECDE centers is to support the children from poor families but the process was hijacked by the middle class and the rich to the disadvantage of the poor. Austin (2010) indicated that the change of focus among the preschools affected the curriculum with a shift from a concern for welfare to that of education and creativity. This trend was not only seen in developed countries outside Africa but also in Africa, a similar trend could be seen in most ECDE centers. In Nigeria for instance children were integrated in the general elementary schools except for the small number of schools started by individuals mainly inspired by foreign educationists like Frobel and Pestalozzi. Among these studies none of them focused on the effect of policy and factors that affect the implementation of the policy (Austin ,2010).

According to a UNDP (2013) report, India is among developing countries that are putting in a lot of efforts to develop an ECDE policy due to its increasing population. Through the National Policy on Education of 2008, India recognized the crucial role played by ECDE in the development of the child. Similarly , in a United Nations (2001) report on the need to expand basic education for development of human resources, it was established that children have a right to education and the state need

to make basic education free and compulsory for all. According to O'Toole (2000) only few studies have focus on the factors affecting policy implementation. It is also noted that there are challenges in measuring policy outcomes in education because it is not possible to attribute learning performance and outcomes to a specific policy they take time to appear, and because it may be difficult to attribute learning performance outcomes to one specific policy. However, the factors that affected the implementation of the policy have not been well documented in the literature and hence understood not only in India but also in other developing countries across the world including Kenya.

According to the OECDE (2016) in countries such as Czech Republic and the USA, it is noted that it took between 8-14 years for debating and testing various versions of policy and ways of implementing them even after an initial policy was passed. Similar sentiments were echoed by Borman et al.(2003) who revealed that Policy evaluation analysis in the US did not present and appropriate and complete picture on policy implementation in the 1990s .

A study by Hess (2013) established that educational policies seem to be developed with little consideration for the practical mechanisms necessary to its implementation. He further indicated that policy makers often do not give priority to the process of implementation and that decision makers have more often focused on formulation of the policy other than the implementation of the policy. In a report by UNESCO (2010) it was noted that in the last decade, India has made remarkable progress in getting children into school through the development and implementation of the various ECDE policies. This made India one of the countries that had a global

reputation on skill based service industry in the 1990s especially in the area of information technology. However, the country still has a long way to go in its effort to expand the basic education for all its children with the population increase in the country. There are a number of factors have been cited by various researchers to have limited the dream of India achieving its ECDE policy. In a report by UNDP (2013) it was noted that financial constrains have for over 11 years limited the rate at which India has been implementing the ECDE policy. Similar views were presented in a World Bank (2011) report, where it was noted that the challenges facing the implementation of ECDE policy in most countries were; lack of sufficient qualified ECDE teachers and limiting technology, these factors have made it difficult for children from poor households to access ECDE. In order to assess whether these factors also apply to African states including Kenya, the current study was necessary.

According to UNICEF (2012) the age bracket considered globally as constituting the ECDE children is the age of 1- 8 years. ECDE is an area that has attracted a lot of research in the recent past across the world and it is an indication of the importance that nations are attaching to the development of children in their countries (Eville-Lo & Mbugua, 2011). The challenges facing ECDE are unique to different countries making it very difficult to have some universally accepted guidelines on how it is to be managed and implemented for its development and success (UNESCO, 2010).

In Nepal, among the factors affecting the expansion and sustainability ECDE programs relates to the need to either develop the ECDE policy in a structural model or retain it under the broader scope of a program model. The expansion of ECDE

services increased Gross Enrolment Rate from 10% to more than 41% between 2000 and 2007 (UNICEF, 2012). This expansion in enrolment however, is attributed to the ECDE program model and policy which incidentally lacks appropriate basic structure. Among the challenges facing the implementation of the policy are inadequate training institutions, inadequate funds flow, supervision and monitoring mechanisms, among others. In Kenya, the likelihood of most ECDE centers established to meet the requirements of the Education for All (EFA) is very high because there is lack of appropriate structural provisions. This puts the more than 20,000 ECDE centers in Kenya being managed under the EFA program at stake hence the need for policy implementation to take care of such an eventuality.

UNESCO (2010) reported that Africa's diverse countries vary dramatically in size, economic structure, level of development and the type of education systems. In Sub-Saharan Africa, the socio-attitudes background of the people has greatly affected the education of children. However, the continent faces similar challenges in an effort to address the problems of providing basic education. According to Eville-Lo & Mbugua, (2011) more than 46 million children in Africa are not in school, which represents more than 40% of the world's out of school children. This implies that most of the children who are expected to be in school are not yet enrolled hence raising the question of what could be the problem. This study sought to find out whether ECDE policy implementation might have had an effect on low enrolment rates in ECDE in Kenya.

The status of ECDE in African states has improved immeasurably through the enactment of the Children's Act No. 38 of 2005. Among countries that have adopted

the provisions of the children's Act is South Africa which now has a progressive set of laws and a policy for ECDE. South Africa is also a signatory to international convention, such as United Nations and African Child Rights Charters. The Bill of Rights in the 1996 Constitution of South Africa includes the rights of the children's which include education. It recognizes ECDE as an important preventative strategy and includes community development and family-based approaches as being very important in the implementation of education policy (UNESCO, 2010).

In Nigeria the enactment of Universal Basic Education Act (2004) which has an expanded scope that includes programmes and initiatives for ECDE has greatly improved the Pre School Education in the country(UNESCO-IBE, 2006). The programme has made provision for every public primary school to have a pre-primary school linkage to cater for children, and this has resulted in increased government ownership and participation in ECDE provisions (Osanyin,2012) .

According to Offenheiser and Holcombe (2008) most ECDE centers in Kenya are faced with many challenges ranging from inadequate teaching, learning resources, lack of furniture suitable for children, poorly ventilated classrooms, play material among other factors. These factors have a negative effect on the implementation of ECDE programmes. According to the International Association for the Education of Young Children (2011) ECDE centers are faced with many factors ranging from lack of resources and other facilities that are critical in enhancing the implementation of the programs. In light of this situation it is noted that most children are unable to attend school due to lack of an appropriate learning environment through which the children can develop their academic performance.

There has been a steady increase in the enrollment rates at the ECDE centres in Kenya since independence with a remarkable increase of more than double between 1982 and 2013 (Republic of Kenya, 2005). These figures however reflect an improvement resulting from education centers in urban and peri urban centers. The enrollment in the rural areas is still a challenge , which implies that there is still need for further studies to establish the factors influencing implementation of the ECDE programs in Kenya (Sarah, 2013).

Currently, the education sector is also governed by the Basic Education Act, 2013 and the Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya. The Basic Education Act, 2013 aims at giving effect to article 53 of the Constitution, and to promote and regulate free and compulsory basic education, provide for accreditation, and registration, governance and management of institutions of basic education. It also aims at providing for the establishment of the National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board. The Basic education Act, 2013 also categorizes basic educational institutions into public and private schools (The Constitution of Kenya, 2010).

Schools that are established, managed and owned by the government to offer education to all are referred to as public schools. While private schools as those established, owned and operated by private individuals, Entrepreneurs and institutions such as churches. According to the population census report of 2009 over 500,000 children were not enrolled in pre-primary schools and that a large proportion of children entering primary schools do not pass through pre-primary. Studies that have

been conducted on ECDE have mainly focused on the low enrolment, lack of appropriate resources to support the, programs and the role of the parents in the programs and not on policy. Matters of policy have not been given a lot of emphasis yet policy is the foundation for any institutions effective functioning (Republic of Kenya, 2005).

Kenya recognizes the importance of Early Childhood Development and education, as one of the most important levers for accelerating the attainment of Education For All (EFA) and the achievement of Sustainable Development Goals (MDGs). The EFA goal number one obligated states' and governments to expand and enhance comprehensive Early Childhood Development programmes which are essential to the achievement of the basic education goals. Similarly, the World Fit for Children Conference in 2002 called for every child to have a good start to life through promoting quality nurturing, care and safe environment. There has been tremendous effort by the Government of Kenya (GOK) and collaborating partners to improve the welfare of the Kenyan child. However, these efforts have been fragmented and with little impact. In realization that an effective ECDE programme enhances a country's social economic growth and political stability, the Government, through the Sessional Paper No. 1 of 2005 recommended the development of an ECDE policy framework and service standard guidelines to address the sector. .

Ngigi & Macharia (2006) indicated that the ownership in the Management of the ECDE centers was very important in enhancing the success of the ECDE programs. There is however, need to enhance a holistic approach to ECDE policy through which all stakeholders can be integrated. It is also important to prioritize various strategies

used in addressing the diversity of the needs of the child, in order to effectively allocate the scarce resources available to enhance the implementation of the programmes (Sarah, 2013). Based on this background it is clear that the ECDE sector is still an area that needs further research in order to establish how to effectively implement the program as envisaged in the policy on the learners and the society as a whole. There is evidence that the efforts that have been directed towards the policy implementation have attracted the efforts of just few scholars hence the need for this study which sought to assess the factors influencing the implementation of ECDE policy in Narok North Sub County.

The MOE in the GOK, (2006), said that implementation of this policy would ensure enhanced financing, access, quality, equity and efficient management of ECDE services. This would put development of infants and young children as an urgent priority in the development agenda of our country Kenya. Karanja, (2015), states that, the policy makes it clear that by 2010, the ECDE programme should be mainstreamed into primary education. It shall be two compulsory years at the school and the government shall take responsibility of employing teachers at this level, play a role of registering ECDE institutions, supervisions of ECDE services, training and employment of ECDE personnel among others.

In Narok County the development of the ECDE was supported by the World Bank ECDE project (1997-2003) which also aimed at strengthening the ECDE program. The issue of ECDE policy implementation at the county and sub-county level needs to be examined,, hence the need for this study. There is no central organization mandated to register ECDE centres, although current registration practice allows the

centres to be registered by the Ministry of Education and the Department of Social Services. It is also apparent that most of the ECDE centres in public primary schools are not registered. The county Education Board (CEB) regulates the activities undertaken in the ECDE centres. Providing services without policy guidelines tends to compromise the coordination and provision of services, utilization of resources and access and equity in the service delivery. Therefore, there is need to find out the factors influencing ECDE policy implementation in Narok North Sub County.

1.2 Statement of the Problem

The MOE has clearly laid out ECDE policy that is meant to guide this sector of education. The MOE uses the education officers and other stakeholders to implement the ECDE policy. However, studies carried out nationally in relation to policy have concentrated on funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Further, of importance to note is that lack of the Ministry's funding and implementation initiatives complicates the provision of ECDE education services in Kenya. Other studies on policy implementation have covered school related factors. Going by these studies, there seems to be discrepancies. Information from the county education office on children's enrolment at ECDE centres in ECDE policy implementation has it that most children of school-going age are still at home.

Despite the effort by the government of Kenya, communities and other collaborating partners in trying to remedy this, there are various challenges that affect these efforts and make it difficult to implement the ECDE policy for pre-schools. According to the

World Bank report (2013) on the evaluation of the effectiveness of ECDE centers, the Study fell short of addressing the role of ECDE policy in the implementation. In Narok Sub-county the level of implementation of the ECDE policy has not received much attention as most researchers have only concentrated on institutional related factors and in the effect on learner's academic achievement. This study therefore sought to investigate the institutional based factors influencing the implementation of ECDE policy in public ECDE centers in Narok North Sub-County-Kenya. A World Bank 2006 research indicated that government has put a lot of efforts in the management of policy. Despite the efforts by the government to come up with an explicit ECDE policy that would provide clear guidance to all co-operating partners, there still remains a disparity in influencing implementation of ECDE policy. This study, therefore, sought to find out selected factors influencing implementation of early childhood development policy in public pre- school in Narok North Sub-county.

1.3 The Purpose of the Study

The purpose of this study was to find out the selected factors influencing implementation of early childhood development policy in public pre- school in Narok North Sub-county.

1.4 Objectives of the Study

In order to achieve the above purpose; this study was guided by the following objectives:

- i. To assess the influence of level of awareness of ECDE managers, teachers and DICECE Officers in implementation of ECDE policy in pre-schools in Narok North Sub-County.

- ii. To find out the influence of ECDE teachers' characteristics on implementation of ECDE policy in preschools in Narok North sub-county.
- iii. To determine the influence of availability of ECDE resources on implementation of ECDE policy in preschools in Narok North sub-county.
- iv. To examine the influence of community attitudes on implementation of ECDE policy in pre-schools in Narok North sub-county.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the influence of the level of awareness of the ECDE managers, teachers and DICECE Officers in implementation of ECDE policy in pre-schools Narok North Sub-County?
- ii. To what extent do ECDE managers, teachers and DICECE Officers characteristics influence the implementation of ECDE policy in pre-schools in Narok North Sub-County?
- iii. What is the influence of ECDE resources on the implementation of ECDE policy in pre-schools in Narok North Sub-County?
- iv. How do community attitudes affect the implementation of ECDE policy in pre-schools Narok North Sub-County?

1.6 Significance of the Study

The researcher hopes that the study will benefit ECDE administrators, teachers, parents, policy makers and ECDE children. The policy makers and implementers will have obtained information appropriate to make decisions related to the effectiveness of the implementation of the ECDE policy. Such information will make policy makers, administrators and teachers effective in the implementation of ECDE policy

and provide quality indicators to ECDE teachers, administrators and policy makers which will enable the pre-primary schools to improve service delivery.

The findings of this study will enable ECDE managers to effectively undertake the task of effective implementation of the preschool policies for quality education in the ECDE centers. The study provided an insight into the problems whose solutions will help inform specific actions to be taken to efficiently and effectively address the performance of the preschools in Kenya. This study will also assist the preschools in Narok North Sub- county to improve their level of performance, and also provide strategies to guide the managers, teachers and DICECE staff in ensuring high performance of pupils.

The study gave an appropriate base upon which the pupils' academic foundation was based and it assisted the government in achieving the desired results in ECDE policy implementation. The study also pointed out some of the factors influencing policy implementation includes room for improvement in terms of efficiency, equity, and quality. It is hoped that this study is useful to policy-makers in Kenya.

1.7 Scope of the Study

The purpose of this study was to assess the factors influencing ECDE policy implementation in Narok North Sub-County of Narok County. There are many areas of ECDE Policy but for the purpose of this study the focus was on the factors influencing ECDE policy implementation in Narok North Sub-County.

1.8 Limitations of the Study

The study was limited to factors influencing implementation of ECDE policy, in Narok North Sub-county of Narok County. These findings may not necessarily be generalized to the rest of the country because it only dealt with one Sub-county. There is variation in the capacity of the ECDE teachers due to experience and training hence the study was not able to control this situation hence there was a likelihood of mixed response on similar items. Data collection for this study relied much on questionnaires which included self-assessment measures for the teachers and interviews for the DICECE staff. There is a tendency of individuals to over-rate themselves on desirable traits and under-rate themselves on undesirable traits. This means that some ECDE teachers may overrate their competence in some areas in dealing with disorders among the learners which may lead to the wrong conclusion about ECDE policy implementation. The use of the likert scale questionnaire was also a limitation to the study in the sense that the respondents were likely to provide answers without much thought and this made it difficult to capture the data for effective generalization.

1.9. Assumptions of the Study

It was assumed that the respondents had an understanding of variables that defined the study that is ECDE and implementation of the ECDE policy. It was also assumed that the respondents were familiar with the concepts of ECDE policy and had an understanding of how the policy is implemented. It was also assumed that they understood how resources, teacher's characteristics and attitudes influence implementation of the ECDE policy. The study also assumed that the respondents provided accurate data that was relevant to the study and influenced the success of the study results and that the results provided was accurate and sufficient enough to enable generalizations. It was also assumed that the community attitude supports the

implementation of the ECDE policy in Narok north Sub-county. This is because without the right attitude from the community it is not possible to implement the policy.

1.10 Operational Definition of Terms

A nursery school refers to an institution attended by children aged between three and five years. The institution plays an important role in enhancing the development of the children through various programs.

Child is a person below the age of eight (8) years. For this study a child is considered as a person between the age of 1 years and 8 years.

Childhood: The age ranging from birth to adolescence. Childhood is divided up into the developmental stages of toddler hood (learning to walk), early childhood (play age), and middle childhood (school age).

Community attitudes. Refers to the norms, values and the beliefs of the community in regard to their wellbeing. For this study community attitudes will be considered in terms of its influence on the implementation of ECDE policy.

Early Childhood Development: the process by which children between the age 4 and age 8 years develop at various stages in life including education.

Early Childhood Development Education: services for children under the age of 8 years and involves both physical and educational care. Early Childhood Development Education (ECDE) programmes address the needs and development for young children from birth to 6 years of age, their families, and their communities. They are multidimensional and designed to support children's health, nutritional, cognitive, social, and emotional abilities, enabling them to survive and thrive in later years.

ECDE Teacher characteristics refer to the factors that define ECDE teachers in terms of their age, education level and experience.

Education: An act or experience that has a formative effect on the mind, character or physical ability of an individual. In this technical sense, education is the

process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Learning: Acquiring a new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

Level of awareness this refers to how well the ECDE teachers understand the ECDE policy and how its implemented in the ECDE centers.

Play: a range of voluntary, intrinsically motivated activities that is normally associated with pleasure and enjoyment. Play is essentially an activity which a person enjoys alone, though it can involve others, who perceive the play from their perspective and may not be in the mood for play.

Policy: Refers to a statement formulated to provide guidelines and which coordinates various institutional settings.

Preschool Education: The provision of education for children before the commencement of statutory and obligatory education, usually between the ages of zero or three and five depending on the jurisdiction.

Resources these are facilities and items that are vital in the implementation of ECDE policy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented an account of the literature reviewed on preschool learning and the policy implementation. It gives details on what has been done by other scholars regarding the factors influencing the effective implementation of the preschool policy. The chapter further discusses the empirical review, a theoretical and conceptual framework.

2.2.1 Effect of Level of awareness of ECDE managers and teachers in implementation of ECDE policy

According to Chandarasorn (2005) policy implementation entails the executing of a policy through various mechanisms in order to achieve the institutional goals. He further indicates that policy implementation is the study of an organization's ability to utilize resources to arrive at the policy objectives. Nonetheless, there have been complexities in the implementation process on how to evaluate the theory of successful execution. Lester and Goggin (1998), indicated that policy implementation is a process, which entails a series of events, sub-national decisions and actions directed towards putting a prior authoritative decision into effect.

According to Bhatnagar (2002) effective policy implementation in general is the success of projects through public services, management and administration, cooperation among governmental agencies, and competitiveness capability. However, the goals in public policy are not always laid out clearly to determine the extent to

which the goals have been reached. Assessing the effectiveness of policy implementation can be recognized as a part of policy evaluation.

According to Mazmanian and Sabatier (1983), policy awareness involves an understanding of the basic policy decision, usually incorporated in a statute but which can also take the form of important executive orders or court decisions. Ideally, that decision identifies the problem(s) to be addressed, stipulates the objective(s) to be pursued, and in a variety of ways structure the process. More precisely, O'Toole et al., (1995) noted that policy implementation is the connection between the expression of institutional intention and its results. This study also considers good performance in ECDE as it relates to effective policy implementation.

Policy implementation encompasses the activities by public and private individuals (or groups) aimed at achieving the set goals and objectives. The definition gives more elaboration on how to transform decisions into operational terms, and also the effort to achieve large and small changes mandated by policy decisions. This study considered policy implementation as a process involved in the achievement of various objectives and accomplishment of various tasks. This study also seeks to establish the various factors that affect the implementation of the policy in ECDE institutions. In order to do this it is important to understand the perspective of policy implementation as a process.

Chandarasorn (2005) assessed the different methods used in enhancing effective policy implementation in learning institutions. He further stated that for effective evaluation of policy implementation process, the following five issues must be considered;

policy goal attainment, efficiency, constituency satisfaction, clientele responsiveness, and system maintenance. The current study which seeks to establish the factors that affect the effectiveness of ECDE policy implementation. There is however need to have a study conducted in Kenya and particularly in Narok county to assess whether the situation is the same or different from other countries.

Robbins, (1990) on the other hand indicated that the Systems approach requires that there is an appropriate source of resources to support the operations of the organization. In any system there is both an input and output and enhancing a balance between the two enhances the effectiveness of the system. The current study agrees with these arguments by and notes that if the current ECDE policy is to be implemented then there has to be an effective system and resources to support the implementation. However, it is noted that there are limited studies that have been carried out in Narok County that warrant this study.

2.2.2 Effect of ECDE Resources on ECDE Policy Implementation

According to a UNICEF (2005) report, assets performance is critical in the implementation of any policy. The report further noted that there is need for the community to provide effective programs in ECDE that enhance service provision for the young children attending the programs. The need to protect and promote the rights of the children critical in the implementation of the policy but it requires appropriate resource allocation to support it. Beside the financial aspects the need to support the implementation of the policy, though other means such as the conventions and legal bodies.

Policy resources are considered fundamental inputs for any policy implementation Chandarasorn (2005). They are recognized as essential factors in the effectiveness of policy implementation. In addition, Chandarasorn, suggested that policy resources should include personnel, budget, infrastructure, and machinery and equipment. As a result, the adequacy of resources is necessary for successful implementation of policy. This study examines the role and place of resources as important determinants and drivers of the ECDE policy implementation, in Narok North Sub County.

According to a report by the UNICEF (2005) there is need to ensure that enough resources must be made available to ensure that the objectives of policy implementation process is done effectively. For successful educational policy implementation, supporting resources need to be adequate. Schools may need additional financial support to run activities that are vital to students' achievement, for instance visiting historical sites. Rahman (2008) noted that Bangladesh had had a successful policy formulation and implementation process at both primary and preschool level. Among their enablers was the availability of resources to support the process. According to UNESCO (2003) having the resources was just one step but the utilization of these resources is what mattered most for successful implementation.

According to UNESCO (2004) the current funding channels of ECDE Centers are diverse – including government, municipality and parental contributions. County Councils used to receive revenue from the sector (for example, coffee, tea, cashew nuts), but while a few Councils are continuing to support the ECDE programme, many county councils have cut off funding since 1994. It was further noted in the

report that at the government level, ECDE received only a small proportion of overall funding from the MOEST during the 1980s (less than 0.1% until 1987/88), even though the Ministry had taken over responsibility for the ECDE Centers . However, government spending on ECDE has increased since the 1990s, and during the period of the World Bank project (1996/7-2003/4) it was between 0.35% and 0.80% of the overall education budget. UNESCO's study of (2004) is related to this study since the former County Council of Narok funded ECDE. This role has been taken over by the County Government of Narok as one of its devolved functions.

With an estimated average expenditure rate of less than US \$ 8 per year for preschool education by most households in developing countries, UNICEF (2005), indicated that this was far below the recommended expenditure of at US\$10 per (preschool) child per year. The allocation for the ECDE programmes in the country has for a long time been only about 0.25% of the total budgetary allocation for education. This has always made it difficult for the programmes to be effectively implemented due to lack of enough funds. In 2004, based on average teacher wages and average class size, average household expenditure per preschool child was still Ksh 1,000 (possibly less), but government expenditure had increased substantially to nearly Ksh 600 million (0.71% of their overall expenditure on education), making a total of Ksh 1,370 or US\$18 per preschool child per year. Even with just one child in preschool, a four-person household spends about 1% of its annual income on ECDE (UNESCO, 2004)

Although Bangladesh is one of the countries that have been able to implement ECDE programs effectively, Rahman (2008) noted that the country had a lot of

financial challenges in the process of implementations that led to very many delays. The utilization of the allocated funds also posed a major challenge to the implementation process. Public expenditure in Bangladesh on education as a share of the GNP was seen in the study to be one of the lowest in the world, and improvement of students' performance requires a substantial amount and better use of public resources. In this study, there is a relationship between financial implications in effective ECDE policy implementation in Kenya as it is in Bangladesh.

Rahman (2008) a study that sought to assess the factors affecting of policy formulation and policy implementation in Bangladesh revealed that technical resources such as computers and other related technological devices helped ensure policy effectiveness at the primary level . In a separate study it was noted that Bangladesh was also faced by other many challenges such as lack of political will and constraints which made it even more difficult to achieve the objective of ECDE and its improvement (Titumir and Hussain, 2004). Lack of resources and proper use of them created efficiency-related problems in Bangladesh's education. Like other schools, both public and private schools in Narok County need up-to-date technical resources to help in improving teaching quality at the ECDE centers. Unlike the rest of the country, the schools in the areas also constantly suffer from unrest that in many cases targets schools and teachers since the local community resist the presence of teaching staff from other communities. This even worsens the schools' readiness in terms of providing proper education for pupils. In these particular areas, technical resources seem to be very important in aiding teachers in teaching (UNESCO, 2003).

It can therefore be noted that adequacy of resources is more likely to have an effect on educational policy implementation effectiveness. Resources are considered fundamental for any policy implementation and are recognized as essential factors in the effectiveness of policy implementation.

Goggin et al., (1990a) noted that resources are critical for policy to be successfully implemented. The report further noted that successful educational policy implementation must have appropriate resources to support the process. Sabatier and Jenkins-Smith (1993) noted that from the policy change and learning theory perspectives, distribution of resources has an influence on policy subsystems, which are used to implement the policy. Therefore it is noted that resource is very important in enhancing the implementation of ECDE policy. However there is little research documentation in Narok North in relation to policy implementation.

In many Pre-Unit Classes, ECDE teachers are using Standard One textbooks and materials brought to the Centre by the children. The situation seems a little better at private ECDE Centers which buy the relevant pedagogical materials and distribute them to the teachers (UNESCO 2003). The national ECDE curriculum in Kenya is developed by the KIE and used most widely in the country. The curriculum contains sufficient information for correct pedagogy – that is, child-centered interaction and emphasis on holistic development. However, ECDE teachers and Centers are required to buy the materials at the end of their training.

When appropriate pedagogical materials are available, most ECDE Centres in fact provide “early primary education” which prepares children for formal schooling and

this is a serious problem. What contributes to this pedagogical deviation is pressure from parents who see ECDE as a chance to help their children obtain good marks in primary school. Teachers have difficulty resisting this pressure because ECDE remains fee-paying, as opposed to Free Primary Education (FPE) and parents feel they should have a say in the education their children receive (UNESCO, 2003)

Another factor may be pressure from parents to use nationally defined and standardized materials, which they see as ensuring their children's future success in school, while adapting the curriculum might hinder their children's progress (UNESCO, 2005). DICECE trainers and teachers are supposed to adapt the Guidelines for ECDE in Kenya to local situations, but the Policy Review Team found little evidence of this. In some areas, ECDE teachers and DICECE officers may not have received the necessary training. In fact, several ECDE Centres visited by the review team were conducted in English and Kiswahili and most written work was in English. Curricula exist in 26 of Kenya's 42 languages, but even if materials can be made available in all 42 Kenyan local languages, parents tend to want their children to learn English.

2.2.3 Effect of ECDE Teachers 'Characteristics and the implementation of ECDE policy

In most developing countries such as Kenya, the role of the teachers is not well recognized and hence they are often ignore in the process (Makoti ,2013) . It is noted that teacher's characteristics play an important role in the implementation of the education policy. The role of the teacher's in the implementation of the ECDE policy incudes but are not limited to, lack of Schemes of Service for ECDE teachers, remuneration issues and motivational factors that have negatively impacted on the

teachers (Gumo,2013). On the other hand Karanja & Githinji (2011) teachers' motivation has been seen as hampered by low pay as well as lack of professional development avenues. Karanja & Githinji (2011) noted that inadequacy of ECDE teachers in Kenya can be blamed for lack of teacher Capacity. The number of untrained teachers in ECDECs is still high estimated at 56% in Public ECDE centres. These factors have contributed to the high attrition rate making the situation even worse at the pre-school.

Hinton (2006) on the other hand notes that consistent monitoring of the teachers morale has an influences students' performance. The teacher's attitudes towards assessments also have an influence on the teacher's participation in the policy implementation process. Biggs, Vemberg, Twemlow, Fonagy and Dill (2008) noted that teachers' attitude has an influence on successful educational policy implementation (Shade & Stewart, 2001; Bradshaw & Mundia, 2006). However, this study takes note that a teacher's attitude alone may not be a factor in the successful implementation of ECDE policy. There are other teacher related factors that might have an effect on the success of the policy implementation process.

According to Chandarasorn (1996) knowledge is virtue, indicating that it is vital for bureaucrats to be knowledgeable and skillful so as to better serve the people. In addition, there is no doubt that the knowledge and skills of the educational staff are vital to the policy implementation success. Knowledge and skills, especially the latter, take time to build. The three divisions in this study are special areas, where the majority of stakeholders are pastoralists. As a result, the educational staff in the areas should possess not only technical knowledge and skills but also an understanding of the local attitudes in order to be successful in their profession and in the improvement

of education as a whole. It has been reported that the educational staff in the areas lack either managerial skills or skillful knowledge, or that there is an insufficient number of teachers to achieve the schools' goals (Narok North Sub county education office, 2010).

The World Bank project included an extensive in-service training programme, with a regular two-year course and a new five-week short course. During the period of the project (1996/97–2001/02), the ratio of pupil to trained teacher declined from 89 to 41, contributing greatly to the quality of ECDE Centres. Indeed, the number of trained teachers surpassed the number of untrained teachers for the first time. The trainees receive a certificate at the completion of the short course which is designed only to lay the basis for the two-year Diploma in-service training. The fee for the short course is Ksh 5,000, while the two-year course costs Ksh 22,000. This amount is thought to be affordable for most people, but it does not include materials, transport or living expenses. ECDE teachers think the short course is insufficient to equip them with the necessary knowledge and skills. There is some agreement on the inadequacy of the short course among the NACECE staff (UNICEF, 2005).

DICECE officers organize meetings, seminars and workshops for ECDE teachers as part of ongoing professional development and support. These events are irregular because it is up to the DICECE to determine how often they offered such opportunities. In some areas no training appears to be available after the initial course, partly because the DICECE centres lack accommodation and boarding facilities and a clear management structure.

DICECE officers offer management training to ECDE Committees but since ECDE Committee members tend to change every year, training is provided every year to maintain continuity. Topics covered by seminars and workshops are determined by DICECE on the basis of their observation of needs. In principle, teachers of both registered and unregistered ECDE Centres, regardless of ownership, are invited. However, ECDE teachers from private institutions are normally not given leaves by their employers to attend the meetings and seminars organized by DICECE. This is related to our study because it is during these meetings that policy implementation is expounded.

Pairote and Patranarakul (2003) noted that remunerative power (resources such as salaries, commissions, fringe benefits, taxes, and services) are usually the most effective means of inducing policy implementers the willingness to achieve a satisfactory standard of enforcement and compliance. Sufficient incentives provided to policy implementers make them more willing to comply with government policy. If incentives work well in the private sector, they should also work well in the public sector. Incentives can be monetary and non-monetary.

In most African countries, the salaries of teachers in private schools and those of the teachers in public schools are different, leaving a big income gap among teachers in the areas (UNICEF, 2004). It is crucial that teachers of pre-schools in the studied areas receive fair salaries to enable them do their work effectively. Monetary incentives such as salary increments and rewards are important in helping teachers get their work well done. This study takes note that the preschool teachers are trained in the government institutions but the government does not have any policy on their employment and specifically the terms and references governing their employment.

Career path development such as promotion and relocation, as well as other benefits, plays a key role in strengthening professional growth and skills (Pairote and Patranarakul, 2003).

In Kenya, ECDE is not part of the 8-4-4 education system (Republic of Kenya 2005), thus isolating ECDE teachers from their primary counterparts in terms of pay and status, making the former feel inferior to the latter. In community-owned ECDE Centres and those attached to public primary schools, the ECDE Committee decides how much each parent should pay monthly, taking into account the parents' income levels. ECDE teachers' salaries averaging around Ksh 2,000 per month, though with large variations between rural and urban areas– have not changed much over the last 10 years and whether or not they are paid depends largely on parental contributions. Thus salaries are notable and fluctuate each month depending on the level of contribution from parents. In some cases, teachers stay on after official working hours and are paid to look after some children whose parents need custodial care for them (Pairote & Patranarakul, 2003).

Gamoran and Marrett (2000) noted that many initiatives have already proven effective in improving pedagogy; efforts should be directed towards replicating these instead of investing resources in the development of new ideas. While teachers know that it is preferable for pedagogical reasons to have fewer children per classroom, they earn more with each additional child. In some cases, attrition of ECDE teachers (because of non-payment) has forced schools to combine ECDE with primary Standard One classes whose teachers are not trained in multi-grade teaching for ECDE children and who lack appropriate materials. This is likely to affect the implementation of the ECDE policy in Kenya. Meanwhile, current government efforts to provide in-service

ECDE training to primary school teachers should be further reinforced to help them address issues related to unprepared early grade pupils and to strengthen the pedagogical linkage and cooperation between ECDE Centres and primary schools.

2.2.4 Influence of Community Attitudes on ECDE Policy Implementation

Parents should participate fully in early childhood development education in order to enhance better performance in their ECDE children's activities and welfare (Harris & Goodall, 2007). Parental participation can increase goodwill and communication and help develop a sense of community within the school (Epstein, 2011). Parents must supervise their children at home and outside the school. She strongly supports that when parents pay more attention to their children's schooling, they will become more motivated and student's achievement levels will tend to increase. This participation entails being aware of the ECDE policy and hence being able to support its implementation.

When parents show their interest and commitment to the success of their children they will be more motivated to do their best (Henderson & Berla, 2011). He further noted that parents attitude towards education and achievement have a powerful impact on children's willingness to achieve. They further commented that parents are the most powerful role models that children have, and the more they are involved in their children's education, the higher their level of achievement. However, most parents cannot relate their children's poor performance to their own lack of interest and commitment. This also applies to the issue of ECDE policy implementation where the study sought to assess the influence of parent's attitude on the implementation of the policy.

If a society's attitude is committed to supporting a child's education, students' performance should increase. In reference to the attitudes factor parental support of children's education is important in understanding the success in the implementation of policy. Strong parental support is likely to produce measurable gains in policy implementation in the area. The concept of parental involvement with the children and the school is vital and can produce great rewards for all concerned parties (Shade & Stewart 2001). However, how involvements affect policy implementation especially among the ECDE center's is yet to be considered in research by most researchers.

A study conducted by Feinstein and Symons (1999) found that parental involvement has significant effect on achievement of children to adolescent. It was further noted that parental involvement in a child's schooling was a more powerful force than other family background indicators, such as social class, family size, and level of parental education. Furthermore, the study indicated that high parental interest is associated with improved student performance. In addition, parent support and involvement with teachers, school curriculum, and administration make the parents feel better about the school (Loucks, 1992). How this involvement affects policy implementation is the concern of this study.

On the other hand, children's advancement could be stalled by deficiency of parental backing. In a study intended to investigation the effect of educational achievement of children is influenced by parents, the research found that children are disadvantaged not by social class but rather by lack of parents' interests (Gelfer, 1991). From this study, the children whose parents showed interest in their studies performed better

than the rest of the class. Once parents become more involved and learn about the school, they can help the students in physical, social and emotional development

Feinstein & Symons (1999) asserted that the importance of parental involvement and its significance on achievement of policy implementation from childhood education to adolescence. In another study childhood experience and parental support factors were tested and the results showed that educational failure was increased by lack of parental interest in schooling (Hobcraft, 1998). The current study seeks to establish the level of parent's involvement in their children's studies. In their studies these authors did not pay attention to the issues surrounding policy and hence the need for the current study that sought to assess how attitudes affect the implementation of the ECDE policy.

According to Odundo (2013), effective policy implementation in ECDE in Nakuru, it is noted that institutional capacity is a hindrance to proper implementation of the ECDE policy in the county. The quality of instructional material is unreliable, inadequate, and therefore poses as a significant challenge affecting the implementation of ECDE program. This study therefore seeks to assess how the instructional materials influence effective policy implementation in the study area.

2.3 Summary and Gaps in the Literature Review

This study identified various factors that influence the policy implementation process in a way that would be expected to ensure the success of the implementation process. From the literature reviewed it was evident that policy implementation is influenced by various factors ranging from personal factors and characteristics of the teachers to parents and the officers in charge to institutional factors. The literature builds on this foundation and provides support for the notion that effective policy implementation

leads to performance of ECDE centres. Relevant to this discussion are the attitudes factors of the parents and teachers' skills and knowledge, which considered the effectiveness of the teachers in relation to their skills, knowledge and remuneration, were studied. The studies reviewed have indicated that most ECDE centers lacked the required resources to enhance the operation of the centers. However, how this relates to policy implementation has not been discussed in the available literature hence the need to carry out this study.

The resources available were also taken into consideration. Among the resources were financial and the curriculum materials for teaching. The literature has revealed that most studies conducted in relation to ECDE policy have focused on other countries other than Kenya and this creates the interest to find out whether the findings in other areas can infer to the situation in the ECDE centers in Kenya. There is limited studies among the pastoralists communities and it is clear from the review that Narok County and particularly Narok North Sub-County has not been covered in research about the policy implementation on ECDE.

2.4 Theoretical framework

The study was guided by Education Production Function Theory by Samuel Bowles (1970). This is a simple production model which underpins much of the economics of education. The common approaches are factors such as school resources, teacher quality and the outcome as the student achievement. This area is however distinguished from many because the results of analysis impact directly the policy process. Historically, the most frequently employed measure of schooling has been attainment, or simply years of schooling completed. The value of school attainment as

a rough measure of individual skill has been verified by a wide variety of studies of labour market outcomes-Psacharopoulos and Patrinos(2004).

Among the four approaches, the goal-attainment approach was considered to be the most suitable for this study in the sense that for effective ECDE policy implementation, appropriate goals must be set and how they should be implemented. In addition, an organization, by definition, is created to achieve one or more specified goals. As a result, goal attainment is probably the most widely-used criterion of effectiveness. The goal attainment approach states that an organization's effectiveness must be appraised in terms of the accomplishment of ends rather than means. The goal attainment approach assumes that organizations are deliberate, rational, goal-seeking entities. In order to successfully use this approach, the organization must have the following five criteria (Robbins, 1990). An organization must have ultimate goals, these goals must be identified and defined well enough to be understood, these goals must be few enough to be manageable, there must be general consensus or agreement on these goals, Progress toward these goals must be measurable.

According to the meaning of policy implementation, policy implementation effectiveness, and organization effectiveness, a summative evaluation was conducted by (Robbins, 1990). In this study, goal attainment was used to evaluate the effectiveness of education policies. This study on perceptions of the ECDE teachers, managers and DICECE officers sought to find out the factors influencing ECDE policy implementation in Narok County. This study considered ECDE managers, teachers and DICECE Officers perceptions of ECDE policy implementation. All these stakeholders need to be familiar with the ECDE policy in order to understand the

various factors that influence its successful implementation. The theory is most appropriate in examining the factors that influence the effectiveness in the implementation of the policy at the ECDE level.

2.5 Conceptual Framework

The conceptual framework is a figure that helps to conceptualize the relationship between the variables. The independent variables of this study were conceptualized as Awareness of the policy, Teacher related factors, Resources and Community factors while the dependent variable was the implementation of the ECDE policy. The figure give guidelines in the understanding of how the variables influence each other and it also shows the factors that might influence the relationship that is the moderating variables. From the assumptions of the study these is a direct relationship between the variables as shown in figure 1.

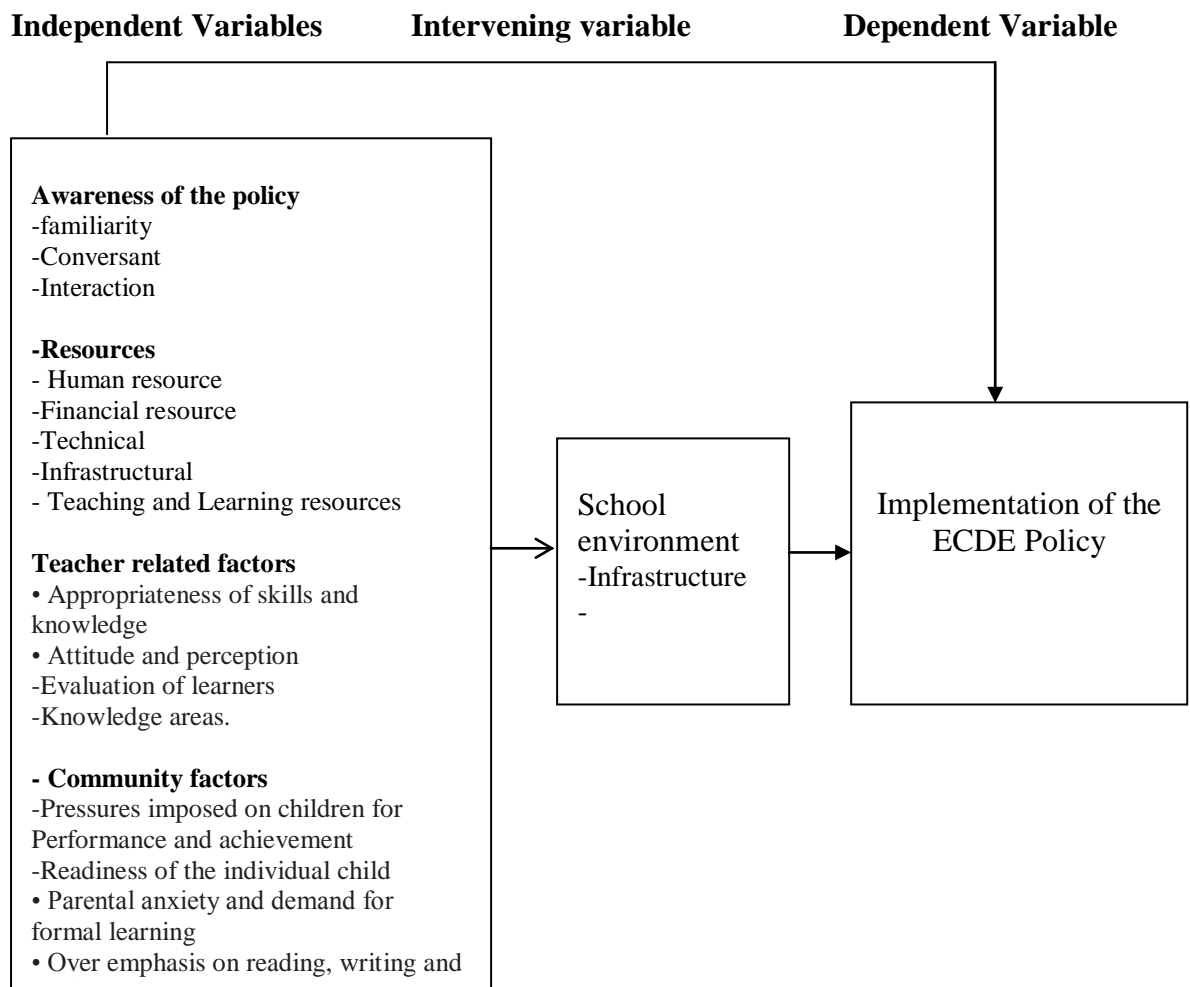


Figure1: Conceptual framework

This study considered the current existing policy in ECDE as a basis for examining the implementation process. It sought first to establish the existing policy and make assessment of the effectiveness of its implementation. The study recognizes that the existing ECDE policy affects the entire implementation process if they are not supportive in itself. It is also noted that attitudes has an effect on the overall ECDE policy implementation.

The ability of the ECDE managers and the teachers in terms of their qualifications and training is another important factor to be considered when assessing the implementation of policy. This study notes that those teachers and managers who are

well qualified and have a better understanding of the policy and its implementation process are better placed in effective ECDE policy implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with the description of procedure adopted in carrying out the study. It describes the area of the study, target population, research design, sampling procedure and sample size, data collection methods and instruments, reliability and validity, procedure for data collection and data analysis techniques. The study used descriptive data analysis where percentages and frequencies were computed and used in the presentation and interpretation of the results. Tables and charts were used to present the results.

3.1 Research Design

The study adopted the descriptive research design in investigating the factors influencing the implementation of the ECDE policy in Narok North Sub County. Descriptive design helps to answer the pertinent research questions of how, who when and what of the study. The design also attempts to explain the behaviour, attitudes, and values and reports issues as they are in their normal environment (Mugenda & Mugenda, 2008). This design was preferred because the focus of the study was to describe the factors influencing policy implementation. Questionnaires and interviews guides were used in collecting the required data for analysis. The design also has the advantage of time and resource minimization when a large sample is targeted according to Abernethy (2006) .

3.2 Area of the study

This study was conducted in Narok North Sub-County, Narok County. The Sub-County is situated in the South-Western side of Kenya and lies in the southern part of

the former Rift Valley Province. According to the census report of 2019 the sub county covers an area of 4,754.2 sq km. and is divided into three administrative divisions namely: Central, Olokurto and Mau division. For this study Central Division was chosen because it has the highest number of ECDE centres in the Sub-County (Sub County Education Office, 2011).

3.3 Target Population of the Study

Narok North Sub County has a total population of 258,544 of which 59,864 are children aged between 0-5 years (Housing and population census report, 2019). A total of 16,692 children are within the preschool age of between 3-6 years. There are a total of 93 public ECDE centres in the study area. Each Centre is managed by a manager and there is an average of 2 teachers per center with very few having three. The study established a total of 93 managers 188 teachers and 6 DICECE staff at the Narok DICECE centre. The ECDE managers were considered as they are charged with the role of ensuring that the centre is running and offering required services. They liaise with the DICECE officers and the ministry officials in ensuring that the policy is implemented effectively, they give advice to the parents about the progress of their children at the centres hence they were very important for this study. The teachers are in charge of managing the classes and also consulting with the parents about the progress of the children they are directly involved in the ECDE policy implementation at the classroom level and hence they assist the managers in ensuring that the policy is implemented. The DICECE officers provide the link between the ECDE centre and the education office. They liaise with the teachers and managers to ensure that the ECDE policy is implemented effectively.

3.4 Sampling Procedure and Sample Size

The study targeted a total of 287 respondents in the three categories. The study sample size was determined using the a sample size determination formula by Bartlett, Kotrlik, & Higgins (2001) as shown below:

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

Where n is the expected sample size

N is the study population

e is the expected sampling error

Therefore the sample size for teachers and the managers was;

$$n = 287 / 1 + 287(0.05)^2$$

$$n = 166$$

The sample size for this study was therefore 166 respondents which is 59 % of the entire population. This sample distribution was done proportionately to ensure equal representation of the strata as shown in sample distribution in Table 1.

Table 1: Sample Distribution within the sub county

Division	Population	Percentage	Expected Sample
Managers	93	33	55
Teachers	188	62	111
DICECE staff	6	100	6
Total	287		172

Source: Survey 2011

The study therefore used 55 managers and 111 teachers who were selected using simple random sampling method where all the centers and teachers were allocated a number and using ballot 55 managers and 111 ECDE teachers were selected. All the

six DICECE staff was selected purposively. In total the sample for the study was 172 respondents.

3.5 Research Instruments

Both primary and secondary data were collected for the study. Primary data was collected using a structured five Likert scale which helped to assess the perception and attitudes of the ECDE managers and teachers. The scaled items also allow fairly accurate assessments of opinions. A questionnaire was preferred for these two groups as it helped to reach as many respondents as possible and also it helped to save on time and the financial costs. A Likert scale helps respondents to rate various statements and this helps to ensure reliability of the research instruments.

The questionnaire was developed with three sections. The first sections of the questionnaire sought to establish the demographic variables of the respondents as they were important in understanding the nature of the their respondents .The second section of the questionnaire sought to assess the perceptions of the respondents based on the selected factors. The third sections had items to describe the policy implementation in the Centers. The interview schedule was used to collect data from the DECECE staff.

3.5.2 Piloting of Research Instruments

A pilot study was conducted to assess the appropriateness of the instrument in collecting the required data. According to Mugenda and Mugenda (2012) a sample of 10% of the study sample is appropriate for carrying out a pilot. For this study therefore a sample of 17 preschool teachers (10% of 172) was considered and they were excluded from the main study. The results of the pilot were used to assess the validity and reliability for the study instruments. A pilot study aims at allowing the

researcher to create familiarity with the instrumentation. Piloting also assists in revealing any deficiencies in the questionnaire or interview guide.

3.5.3 Validity of the Instruments

The study used content validity to assess whether the instruments were valid or not. Validity is the ability of an instrument to provide the data required for use in the analysis and provide the information needed for the study. The researcher used experts from the School of Education at Maasai Mara University Department of early childhood Education. The experts were requested to respond to the questionnaire and the interview and highlight any areas of weakness for rectification before the actual study was done. The experts were requested to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR). The Content Validity Index (CVI) was computed using the formula below:

$$CVI = \frac{(TR1 + TR2) / 2}{\text{Total Items}}$$

Where:

CVI = Content Validity Index

TR1 = Total items marked as relevant by 1st Expert

TR2 = Total items marked as relevant by 2nd Expert

The results showed that the Content Validity Indices for the research instrument was 0.72 which was more than the expected threshold of 0.6 or more, the instrument was therefore considered valid (Amin, 2005).

3.5.4 Reliability

Reliability is the ability of a research instrument to give similar results when subjected to different samples from the same target population. Reliability coefficient is computed using different methods for this study the Cronbach alpha reliability coefficient was computed by the aid of the computer system software Statistical Packages for Social Sciences (SPSS, version 21.). The study used results obtained from the 18 respondents to check for the reliability. The researcher also verified their content for accuracy, consistency and assurance that ambiguous information is eliminated.

The reliability coefficient was worked out where the questionnaires were coded and input in the software and has in build formula for computing the reliability coefficient. A reliability coefficient of 0.886 was obtained for the study instrument. According to Kothari, (2004) reliability values above 0.7 are acceptable for any social research meaning that the questionnaire was reliable and was considered to generate the required data for the study.

Table 2: Reliability Statistics

	Cronbach's Alpha	No of Items
Overall reliability for the entire questionnaire for the teachers and preschool managers	0.886	36

3.6 Data Collection procedure

After the proposal was approved, the researcher obtained an introductory letter from the School of Education, Maasai Mara University. The letter was used to apply for

the research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then prepared the 172 questionnaires and visited the schools to make introductions and familiarized with the teachers. With the permission from the center manager the questionnaires were given out to the respondents and allowed a week to fill. The questionnaires were collected back, summarized, coded, and keyed into the computer declining and organizing by the help of the SPSS version 21.

Similarity, the DICECE staff was visited at their office and requested to provide their appropriate time schedule for the interview. This helped the researcher to schedule his interview sessions to take the minimum time.

3.7 Data Analysis Techniques

The completed questionnaires were sorted out and checked for completeness and accuracy in filling. Only those questionnaires that provided all the data were considered for the study. Qualitative data obtained from personal interviews and open-ended questions were analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. This helped the researcher to detect and establish various categories in the data which were distinct from each other. Themes and categories were generated using codes assigned manually by the researcher.

Quantitative data was analyzed using descriptive statistics of frequency and percentages. SPSS, version 21 assisted in the organization of the data in order to summarize the results into meaningful quantities. Descriptive statistics such as frequency distribution, averages and percentages determined quantitative data. The

results obtained were evaluated to see its usefulness in answering the research questions, making deductions and recommendations.

3.8 Ethical and Logistical Considerations

Ethical issues are moral principles and values that guide researchers when conducting studies especially with human subjects. In the research process, ethics focus on the application of ethical standards in the planning of the study, data collection and analysis dissemination and use of the results (Mugenda & Mugenda, 2012). The researcher obtained a letter from the school of education to carry out the study. The respondents were protected by the researcher through keeping the information given confidential. The researcher protected the identity of the respondents by disclosing the information given but not the identity of individuals giving the information. All work cited from other sources were fully acknowledged and presented in the references to avoid plagiarism. The sampled schools were visited and questionnaires administered to the respondents with their consent. The researcher conforms to the principle of voluntary consent where the respondents were required to willingly participate in the research study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The study sought to establish the factors influencing effective policy implementation of pre-school education in order to enhance learning in ECDE centers. In order to achieve the purpose of the study, the following objectives were taken into consideration to; assess the effect of awareness level of ECDE policy, to assess the influence of resources in implementation of ECDE policy, examine the effectiveness of teacher related factors in implementing the ECDE policy and establish the effect of attitudes on ECDE policy.

4.2 Response Rate

Out of the 166 questionnaires that were administered, the researcher collected back 157 (94.6%) of the questionnaires, of which all the 50 questionnaires from the head teachers and 107 from the teachers were collected back and used for the quantitative analysis. The researcher conducted 6 interviews from the DICECE staff and all of them were success and used to enhance the data analysis. The responses were presented in Table 3.

Table3: Response Rate

Category	Questionnaires Administered		Questionnaires Returned	
	Frequency	Percentage	Frequency	Percentage
Head teachers	55	100	50	90.9
Teachers	111	100	107	96.4
Total	166	100	157	94.6

Source: Survey 2011

The results in table 3 show that a total of 157(94.6 %) of the questionnaires were returned back by the respondents and used in the analysis. The response was noted as adequate as it was in according with Mugenda and Mugenda (2003) and Babbie (2003) who indicated that a response rate of 70% and above is considered adequate for data analysis. However, the researcher considered the responses adequate for analysis. All the interviews with the DICECE staff were conducted and the results presented thematically.

4.2 Demographic Variables of the Respondents

The descriptive statistics of frequency, percentage and the means were determined for the demographic characteristics of the respondents and for the various items used to define the study objectives. The relationship between the independent and the dependent variables was established and factor analysis was done to establish the factor that had the highest effect on the implementation of the ECDE policy. This chapter was presented on the basis of the objectives but first it described the demographic characteristics of the respondents.

4.2.1 Demographic Profile of the Study Respondents

The respondents' characteristics were considered important to this study as they helped to establish the respondents' differences and find out how they may affect the outcome of the results. The various demographic characteristics of the respondents (teachers and the managers of the ECDE centres) were gender, age, academic qualifications and working experience.

4.2.2 Gender of the Respondents

Gender was considered as an important factor in this study both for the teachers and the managers in relation to factors influencing the implementation of ECDE policy in

Central Division of Narok North District. The results obtained from the study were presented in Figure2.

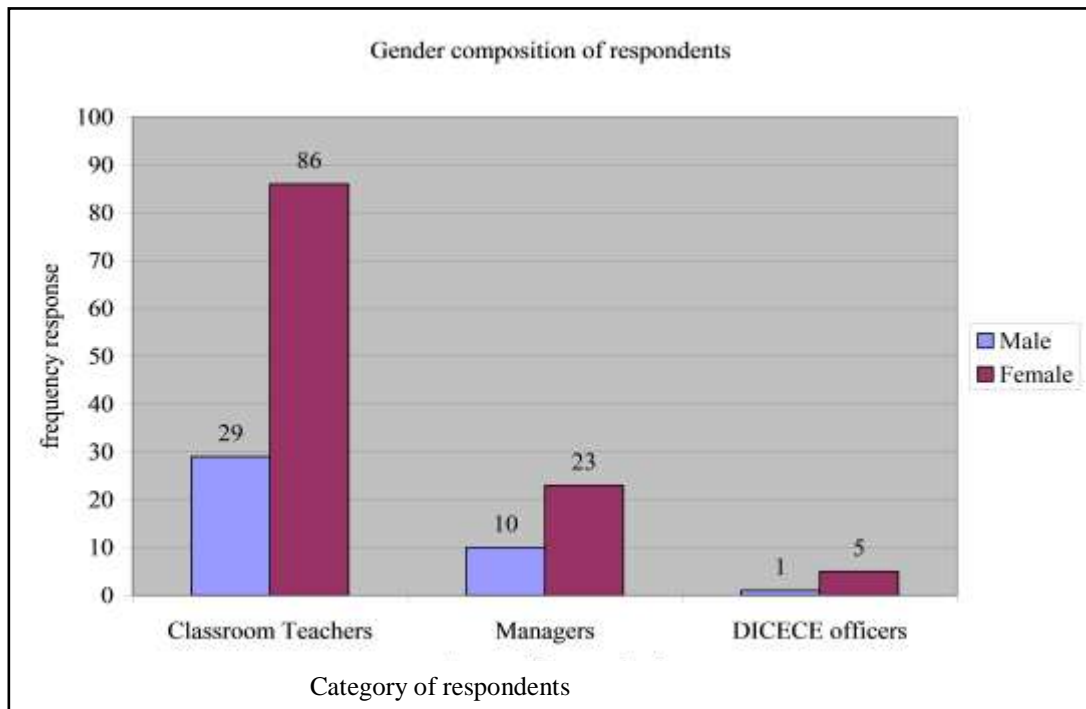


Figure 2: Gender Distribution of the Respondents

The results presented in Figure 1 show that majority of the ECDE teachers are female 95 (77%), among the managers 23 (70%) also the majority were female. Only 29 (23 %) of the teachers were male while 10(30%) of the managers were male. In total the study had majority of the respondents 118 (75%) being female while only 39 (25%) were male. This is very true for most of the zones in Central Division and other Divisions in Narok County where majority of the ECDE teachers are usually women.

4.2.3 Age of the Respondents

It was important also to consider the age of the respondents in order to establish whether it has an influence on the challenges that affect the performance of ECDE in Central Division. The results were presented in Figure3.

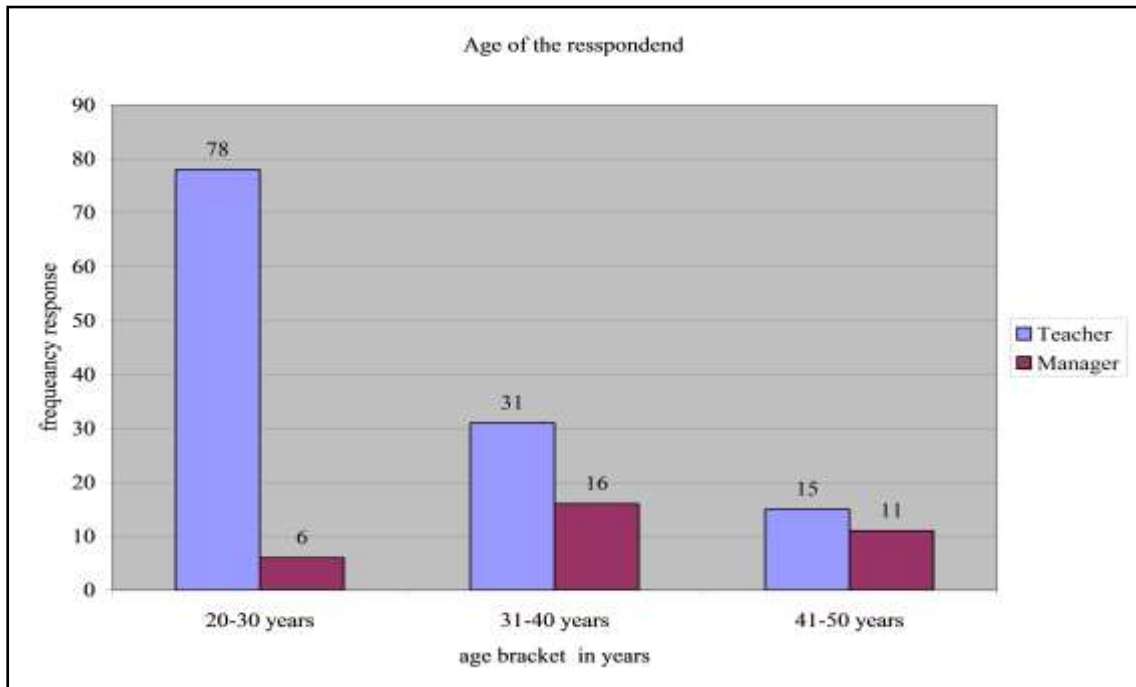


Figure3: Age of the Respondents

The results presented in Figure 2 show that most of the respondents 31 (25%) were within the age bracket of 31-40 years for both the teachers and the managers. The other respondents were in the age brackets 20-30 years 78 (62.9 %) and the other group fell within the age brackets of 41-50 years 11 (33.3 %). This means that the majority of the respondents were in their middle age and this was a reflection of the composition in the number of teachers and managers of ECDE centers in the division. It was thought that these respondents were familiar with the ECDE policies and their implementation.

4.2.4 Academic Qualification

Academic qualification was considered for this study as it helps one to understand the various policies and how they are implemented at the ECDE centers in Narok central division. This has been summarized in Figure4 as follows;

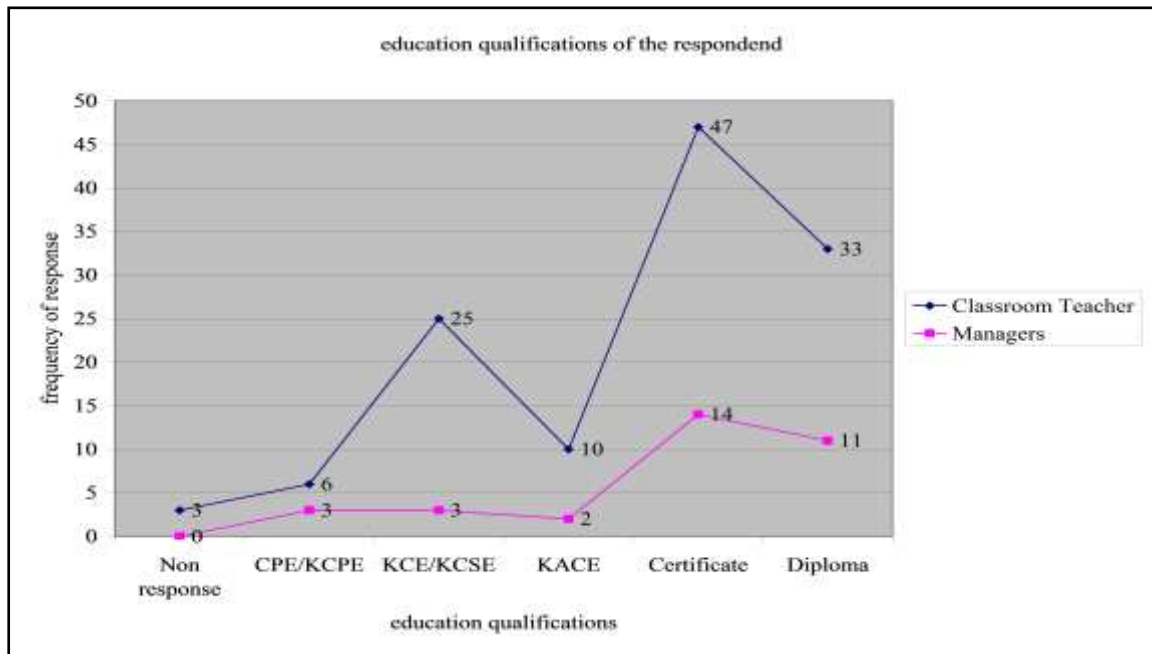


Figure4: Academic Qualification

From the Figure 3 it is noted that most of the ECDE teachers who responded to the questionnaire 47 (37.9%) had certificate qualification as their highest academic level. Similarly most of the managers 14 (42.4 %) also were holders of certificate qualifications. This was followed by 33 (26.6%) of the teachers who had diploma qualifications while 11 (33.3%) of the managers also indicated to have diploma qualification. The other set of teachers 25(20.1%) were K.C.E/K.C.S.E holders. The results clearly show that majority of the ECDE teachers had attained a certificate in teaching ECDE. It has been reported that the educational staff in the area lack either managerial skills or skillful knowledge or that there was an insufficient number of teachers to achieve the schools' goals (District Education office, 2010).

4.2.5 Years of Working for the respondents

The study considered the number of years an employee had worked in the ECDE Centre and sought to find out whether it has an influence on the challenges that face the ECDE centers in the district. The study first analyzed the ECDE teachers, the Centre managers and the DICECE staffs working experience and the years that they have worked at the current Centre. The results were presented in Table 4 and Figure 4 respectively.

Table4. Teachers and Managers Working Experience

Response	Years of Working					Total
	Non responses	Below 10 years	10-20 years	20-30 years	Over 30 years	
ECDE Teacher	0	83(66.9%)	21(16.9%)	15(12.1%)	5(4.0 %)	124
Managers	3(9.1%)	10(30.3%)	9(27.3%)	2(6.0%)	9(27.3%)	33
DICECE officers	0	2(33.3%)	4(66.6%)	0	0	6
Total	3	95	34	17	14	157

The results presented in Table 4. Show that majority of the teachers 83 out of 124 (66.9%) who participated in the study had worked for below 10 years while the 10 (30.3%) of the managers had worked for a similar period of less than 10 years. This was followed by the 21 (16.9%) of the teachers who had worked for between 10-20 years. The other group of respondents 15 (12.1%) indicated having worked for between 20-30 years only 5 (4%) of the teachers had worked for more than 30 years as ECDE teachers, while among the managers 9 (27.3%) indicated that they had worked for more than 30 years as ECDE teachers. Among the DICECE staff it was

noted that majority 4 out of 6 (66.6%) of the respondents had been in the profession for a period between 10-20 years while the rest 2 (33.3%) had been in the profession for less than 10 years.

This indicates that the respondents have worked for a reasonable time to understand the factors affecting the ECDE policy implementation in the various centers.

4.2.6 Working at the Centre

The study also sought to find out how long the teachers had worked at their current centres. The teachers usually tend to change their work stations due the challenges they face at the ECDE centers as shown in Figure5.

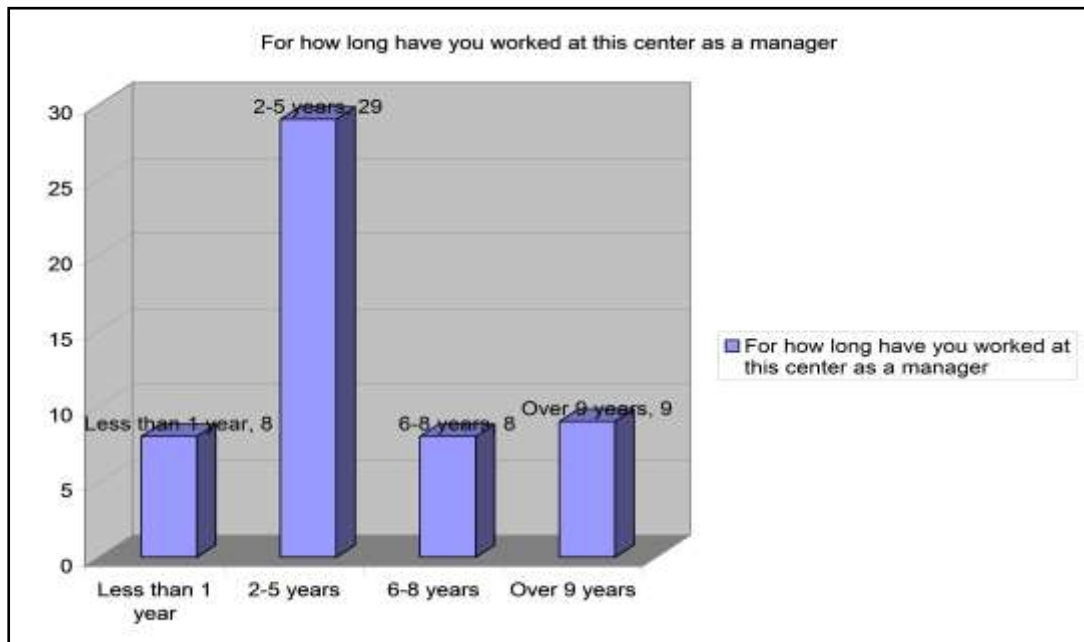


Figure5: Years of Working at the Center

The results presented in Figure5 shows that most of the respondents 29 (53%) had worked at the centre as managers for between 2-5 years. The other respondents have worked at the centre as managers for over 9 years 9 (17%), 6-8 years 8 (15%) and less than 1 year 8 (15%). This shows that most of the managers had not worked at their

current station for a long time. However, this study did not seek to establish whether the working experience of the teachers and managers contributes to their ability to manage the implementation of policy in their centres.

4.3 Influence of level of awareness of ECDE managers, teachers and DICECE

Officers in implementation of ECDE policy in preschools

Objective one of this study sought to establish the effect of level of awareness of ECDE managers, teachers and DICECE on the implementation of ECDE policy. The results were presented in Table5.

Table 5: Response on level of Awareness of the ECDE Policy

Items	Teachers				Managers			
	Non response	Not sure	No	Yes	Non response	Not sure	No	Yes
Awareness of the ECDE policy	3 (2.4%)	13 (10.5%)	8 (6.5%)	100 (80.6%)	0	5 (15.1%)	10 (30.3%)	18 (55.6%)
Conversant with the ECDE policy	4 (3%)	17 (13.7%)	21 (16.9%)	82 (66.1%)	0(0%)	4 (12.1%)	13 (39.4%)	16 (48.5%)
Familiar with the Implementation of the ECDE policy	12(9.7%)	15 (2.2%)	0	92 (74.2%)	0	6 (18.2%)	0	27 (81.8%)

The results presented in Table5 show that most of the teachers 100(80.6 %) were aware of the policy on ECDE while most of the managers also indicated the same with a response rate of 18(55.6%). On the other hand 13 (39.4%) of teachers indicated that they were not aware of the policy while for the managers 10(10%) indicated that they were not aware of the ECDE policy. This is an indication that the majority of teachers were aware of the policy available for ECDE. On whether they were

conversant with the policy, majority of the teachers 82 (66.1%) indicated that they were conversant while for the managers 16(48.5%) indicated that they were conversant with the policy. This clearly shows that both the teachers and the managers were aware and conversant with the ECDE policy and hence they were expected to provide accurate information for the study.

Among the teachers 92(74.2%) agreed that they were aware of the ECDE policy implementation while among the managers again majority 27(81.8%) indicate that they were familiar with the implementation process. This shows that both the teachers and the managers were familiar with the implementation of the ECDE policy. A similar response was obtained from the DICECE staff. Though, it was expected that as the key people in the sector of ECDE, they were to be much aware of the ECDE policy. The findings revealed that both ECDE teachers, managers of ECDE centres and the DICECE staff were aware of ECDE policy however, the implementation of the policy was not done appropriately. This supports the findings of Bhatnagar, (2002) who also indicated that the level of awareness of ECDE policy enhances the achievement of goals in the ECDE centres. This implies that when the managers, teachers and DICECE staff are aware of the policy then it is easier for them to implement the policy.

The study also sought to find out the role of the existing ECDE policy in development of the ECDE programmes. The study has established that the existing policy favors the development of ECDE programmes as presented in Table6.

Table6: Response on Awareness of the Existing ECDE Policy in Favoring the Development of the centers

Items	Teachers			Managers		
	A	NS	DA	A	NS	DA
The existing educational policies do not favour the development of early childhood education in the division	83 (66.9%)	14 (11.2%)	27 (21.8%)	22 (66.7%)	3 (9.1%)	8 (24.2%)
The educational policy does fully address the factors affecting of ECDE in the country.	55 (44.4%)	35 (28.2%)	34 (27.4%)	10 (6%)	7 (4%)	16 (10%)
Early childhood education policies have deliberately been given a very low attention.	67 (54.0%)	33 (26.6%)	24 (19.4%)	28 (18%)	5 (3%)	0
Teachers awareness of the policies and they understand how they affect the overall programme implementation in the sub county.	74 (56.7%)	23 (18.5%)	27 (21.8%)	17 (1%)	3 (2%)	13 (8%)
AVERAGE	70 (56.4%)	26 (21.0%)	28 (22.6%)	19 (57.6%)	8 (24.2%)	9 (27.2%)

Source: Survey, 2011

From the results presented in Table6it is important to note that on average majority of the ECDE teachers 70 out of 124 (56.4%) and 19 out of 33(57.6%) of the managers agreed with the statement defining the role of the existing ECDE policy in development of the ECDE centers in the division. On whether the ECDE policy favors the development of Early childhood Education in the division, majority of the teachers 83out of 124 (66.9%) disagreed, while on the other hand majority of the managers 22(66.7%) also disagreed that the existing educational policy favors the development of early childhood education in the division. On whether the educational policy does fully address the factors affecting of ECDE in the country majority of the

teachers 55(44.4%) agreed with the statement while majority 16 (10%) of the managers disagreed with the statement.

Majority of the respondents 67 (54.0%) of the teachers and 28(18%) of the managers agreed that Early childhood education policy has deliberately been given a very low attention. This makes policy implementation challenging to the teachers and the managers. This shows that majority of the teachers felt that the existing policy on ECDE do not favour the development of the ECDE programmes and hence this makes it a challenge to teachers and the center managers when implementing the policy in their respective ECDE centers. This confirms that the role of the existing ECDE policy has not been effectively defined and therefore it affects the implementation of the ECDE programme.

The results from the interview with the DICECE staff also confirmed that the existing ECDE policy supports the development of the ECDE centres. One of the implementation DICECE officers indicated that; I agree that the ECDE policy is in existence, but the challenge we have is with the level of awareness among the teachers and the managers. Without awareness it is very difficult to have the commitment required to support the process. The response agreed with the results from the teacher's and the managers at the ECDE centers. The results support the finding of other scholars such as Robbins (1990) who noted that awareness of the ECDE policy is important in enhancing its implementation.

4.4 Influence of ECDE Resources on Implementation of ECDE Policy

The second objective of the study was to establish the influence of teacher's characteristics on the implementation of ECDE policy. The results were presented in Table7.

Table7: Response on influence of the ECDE resources on the implementation of the ECDE policy

Responses	Teachers			Managers		
	DA	NS	A	DA	NS	A
Learning resources are efficient and effective in implementing the policy.	25 (20.2%)	20 (16.1%)	79 (63.7%)	3 (9.1%)	9 (27.3%)	21 (63.6%)
Teaching Resources available ensure that there are proper mechanisms put in place for the implementation of the policies.	81 (65.3%)	8 (6.5%)	35 (28.2%)	18 (54.5%)	5 (15.2%)	10 (30.3%)
The standards for the ECDE programs are clearly defined and be maintained.	25 (20.2%)	11(8.9%)	88 (71%)	0	11 (33%)	22 (67%)
There are enough teachers with the required qualifications ECDE.	22(18%)	11(9%)	91 (73%)	2(6%)	1 (3%)	30 (91%)
There are funds set aside to support and implement ECDE policies.	42(34%)	67(54%)	15 (12%)	7(21%)	18 (55%)	8 (24%)
Teaching and learning resources available are enough to address the factors affecting of enrolment and development of the ECDE centers.	35(28%)	14(11%)	64 (52%)	9(27%)	8 (25%)	16 (48%)
Teaching and learning resources for proper monitoring of the ECDE policies during the implementation.	56(45%)	35(28%)	28 (23%)	20(61%)	7 (21%)	6 (18%)
Average	40 (25%)	23 (19%)	67 (54%)	7 (21%)	8 (24%)	17 (51%)

The results of the study presented on Table 7 show that majority of the respondents 67 out of 123 (54%) of the teachers and 17 out of 33 (51%) of the managers agreed with most of the statements that were identified to explain the effect of available resources

in the ECDEE policy implementation process. The results showed that majority of the teachers 79(63.7%) and 21(63.6%) of the managers agreed that the ECDE policies were effective and efficient. However, majority 81(65.3%) of the teachers and 18 (54.5%) of the managers disagreed that the policies on ECDE ensures that there are proper mechanisms put in place for the implementation of the policy. This shows that though the teachers and the managers agree that the ECDE policy is effective and efficient, but they also note that there are no proper mechanisms put in place for the implementation of this policy.

It is also noted from the results that majority of the teachers 91 (73%) and 30(91%) of the managers agreed that the policy defines the required qualifications for the teachers and provide avenues for their training. Similarly, 64(52%) of the teachers and 16(48%) of the managers at the ECDE centers agreed that Policy addresses the factors affecting of enrolment and development of the ECDE centers. This clearly indicates that both the teachers and the managers understand and are confident about the existing ECDE policies. However, it was noted that for both the teachers and the managers most of them 67(54%) of the teachers were not sure of that while 42(34%) disagreed that there are funds set aside to support the implementation of the ECDE policy.

Among the managers there was a similar, response where 18(55%) were not sure of the availability of funds and 7(21%) disagreed with the statement. Similarly, most of the respondents disagreed that there is proper monitoring of the ECDE policy during the implementation by the Sub-county Education Office-Narok Sub-County. This shows that there is an ECDE policy and the teachers and managers of the ECDE programmes understand it. However, they lack appropriate support for effective

implementation of the policy in the preschools. However, the policy lacked effective support during their implementation especially in terms of funds and proper mechanisms for the implementation of the policy.

Results from the interviews held with the DICECE staff also revealed similar results that indicating that the current ECDE policy is not very favourable in developing the ECDE policy in the division. This confirms that the role of the existing ECDE policy has not been effectively defined and therefore it affects the implementation of the ECDE policy. The results supports the findings of UNESCO (2005) and UNICEF (2005) which indicated that resource availability had an influence on the implementation of ECDE policy in the centers in Narok north sub county . this implies that without proper resources it is not very easy to implement a policy.

4.5 Influence of ECDE managers, Teachers' and DICECE staff Characteristics on Implementation of ECDE Policy

The third objective of the study sought to establish the influence of the ECDE managers and teachers in implementing the ECDE policy. The study noted that effective implementation of the ECDE policy rests in the hands of the managers and the teachers at the ECDE centers. The results are presented in Table 8.

Table 8: Response on influence of ECDE managers, Teachers' and DICECE officers Characteristics on Implementation of ECDE Policy

Responses	Teachers			Managers		
	DA	NS	A	DA	NS	A
The managers and teachers understand the implementation process for the ECDE policies	18 (15%)	35 (28%)	66 (53%)	6 (18%)	13 (39%)	14 (42%)
The managers of the ECDE centres collaborate well with the community in the implementation of policies	32 (25%)	31 (25%)	61 (49%)	7 (21%)	4 (12%)	22 (67%)
As teachers we DON'T take part in the formulation of the policies	40 (32%)	23 (12%)	61 (49%)	9 (27%)	4 (12%)	20 (61%)
Most of the teachers and managers lack the skills required for effective implementation of the ECDE policies	29 (23%)	9(7%)	86 (69%)	9 (27%)	0	24 (73%)
As teachers we involve the community in the implementation process	39 (31%)	12 (10%)	73 (59%)	11 (33%)	3 (9%)	19 (58%)
Average	32 (5.8%)	22 (17.7%)	69 (55.6%)	8 (24.2%)	5 (15.2%)	20 (60.6%)

The results presented in Table 8 indicate that the majority of the teachers 69 out of 123 (55.6%) and the managers 20 out of 33 (60.6%) agreed with the statements on the implementation of the ECDE policy. The results indicated that 66 (53%) and 14(42%) of the teachers and managers respectively understand the implementation process for the ECDE policies. Only 35 (28%) of the teachers and 13 (39%) of the managers were not sure of the process.

It was also noted that, 61 (49%) of the teachers and 22 (67%) of the managers agreed that there was collaborate between them and the community in the implementation of

the ECDE policies. However, 61 (49%) and 20 (69%) of the managers agreed that the teachers and centre managers are not involved in the formulation of the ECDE policy. In regard to skills and knowledge of the teachers and centre managers needed for the implementation of the ECDE policy, it was also established that majority of the teachers 86 (69%) and 24 (73%) of the managers agree that the teachers and the ECDE managers did not have the required skills for effective implementation of the ECDE policy. From this discussion it is very clear that managers and teachers play a very important role in the effective implementation of the ECDE Policy.

From this discussion it is very clear that managers and teachers play a very important role in the effective implementation of the ECDE Policy. The response from the DICECE staff interviews indicate a similar result where majority of the respondents noted that the effectiveness in the implementation of the ECDE policy depend on the Effectiveness of the ECDE managers and teachers. These results are in agreement with the findings of Fonagy and Dill (2008) and Bradshaw and Mudia (2006) who also established that ECDE managers and teachers characteristics play an important role in supporting the successful implementation of ECDE policy. If these key people have the required skills, attitude, perception and experience and are willing to support the ECDE policy then the implementation process becomes very easy.

4.6 Influence of community attitudes on implementation of ECDE policy in preschools

The last objective of the study sought to establish the influence of community attitudes on the implementation of ECDE policy. The results revealed a number of the most common factors familiar to the teachers and managers of ECDE as presented in Table 9.

Table 9. Responses on the Factors affecting Implementation of ECDE Policy

Responses	Teachers			Managers		
	DA	NS	A	DA	NS	A
ECDE is still given the last opportunity both in the sector and community at large	8(6%)	8(6%)	108 (87%)	3(9%)	0	30 (91%)
There is lack of accurate information on the different constituents of the field	9(7%)	23 (19%)	92 (74%)	8 (24%)	3(9%)	22 (67%)
There is inconsistent ECDE teachers training and program approval across the country	28 (23%)	9(7%)	69 (56%)	10 (30%)	4 (12%)	15 (45%)
Early childhood teacher retention rates are among the lowest in the education field because of the policy that exists	15 (12%)	26 (21%)	83 (67%)	4 (12%)	5 (15%)	24 (73%)
Teacher remuneration /salaries has not kept pace with increased early childhood education requirements.	6(5%)	9(7%)	109 (88%)	4 (12%)	2(6%)	27 (82%)
There is lack of coordination between current research and theory and actual practice in EC care and education centers	2(2%)	48 (39%)	74 (60%)	2(6%)	9 (27%)	22 (67%)
I think the government is doing enough to ensure effective implementation of policy on ECDE in the sub county	105 (85%)	0	19 (15%)	28 (85%)	0	5 (15%)
Average	22%	22.75%	74.83%	7.75%	4.17%	20.25%

From the results presented in Table 9 it is noted that among the factors affecting identified were; ECDE is still ranked lowest in the education sector and in the community at large with a response of 108(87%) from the teachers and 30(91%) from the managers. It was also noted 92(74%) of the teachers and 22 (67%) of the mangers noted that there was lack of accurate information on the different components of this

field. Lack of ECDE data and/or incomplete and fragmented data pose factors affecting in the implementation of the ECDE policy. This agreed with the findings of other ECDE scholars that the teachers and managers have limited training and skills in the implementation of the policy.

The study also noted that teachers 69 out of 123 (56%) see Table 4.6, said that there is inconsistent ECDE teachers training and programme approval across the country, on the other hand most of the managers 15(45%) also noted the same. Similarly majority of the teachers 83(67%) and 24 (73%) of the managers agreed that Early childhood teacher retention rates are among the lowest in the education field because of the policy that exists. Besides it was also noted that 109 (88%) of the teachers and 27(73%) of the managers indicated that teacher remuneration and salaries has not kept pace with increased early childhood education requirements and therefore it posed a big challenge to the implementation of the ECDE policy

The results also established that lack of coordination between current research and theory and actual practice in ECDE affects the effectiveness of policy implementation. The results revealed that, 74 (60%) of the teachers agreed with the statement while 22(67%) of the managers also agreed. This implies that majority of the respondents felt that the implementation of ECDE policies is affected by teachers and managers related factors such as lack of training and appropriate skills.

Results from the interview with the DICECE staff also confirmed the findings of the study by indicating that the main factors affecting that affected the implementation of the ECDE policy was lack of resources, both financial and working environment,

lack of appropriate training for the teachers, lack of proper community support, the curriculum which is not appropriate and lack of government support that is the government is not doing enough to ensure effective implementation of the policy on ECDE in the sub county and by extension the whole country.

The results of the interview schedule with the DICECE staff also provided a similar response, they all agreed that there exists ECDE policy that guides the curriculum, and the standards required teacher qualification among other key aspects of ECDE. However, the policy lacked effective support during their implementation especially in terms of funds and proper mechanisms for the implementation of the policy. The findings of this study agreed with the findings of UNICESCO (2011) and that of UNESCO (2015) who both reported that the community attitude played a significant role in enhancing the implementation of any education policy including the policy on ECDE. With the right attitude it is much easy for any stakeholder involved the implementation process to be committed to the success of the process.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate the factors influencing the implementation of ECDE policy in preschools in Narok North Sub-County. The study sought to answer the following questions. How does the level of awareness of ECDE policy among the managers and teachers influence implementation of ECDE policy? What is the influence of resources on implementation of ECDE policy? To what extent does teacher related factors influence implementing the ECDE policy and how does community attitudes affect implementation of ECDE policy. The summary of the findings were presented in this section.

5.1 Summary of the Results

The results presented in chapter four show that majority of the ECDE teachers and the managers are female. It was also established that majority of the teachers and the managers were aged between 31-40 years and they had certificate qualifications with very few having trained as ECDE teachers. Majority of the respondents had worked for less than ten years but they had only worked for not more than 5 years at their current centres. The study also noted that majority of the teachers, the head teachers and the DICECE staff were aware of the ECDE policy. This shows that among the factors affecting the implementation of the ECDE policy might not be attributed to lack of awareness and understanding by the teachers and the head teachers in the ECDE centres.

The first objective of the study sought to establish the influence of awareness of ECDE policy on its implementation in preschools in Narok north Sub County. The results indicated that majority of the respondents were well familiar and conversant with the ECDE policy. This is an indication that the respondents understood the study expectations and hence provided appropriate response that enabled the analysis. This shows that both the teachers and the managers were aware and conversant with the ECDE policy and hence they provided accurate information for this study.

The second objective sought to establish whether the influence of ECDE policy on access to ECDE programmes. The teachers and the managers agreed with the statement. Majority of the respondents did not agree that the existing educational policy favours the development of early childhood education in the division. On whether the educational policy fully addresses the factors affecting of ECDE in the country, majority of the teachers and manager's staff disagreed with the statement. Majority of the respondents agreed that early childhood education policy has deliberately been given a very low attention and this makes the implementation of policy challenging to the teachers and the managers. This indicates that majority of the teachers felt that the existing policy on ECDE does not favour the development of the ECDE programmes and hence gives the teachers and the managers a difficult time in the implementation of the policy in their respective ECDE centres.

Results from the interview held with the DICECE staff also revealed the same by indicating that the current ECDE policy was not favorable in developing the ECDE programmes in the division. This means that the process of implementing the existing ECDE policy has not been effectively defined. Similar sentiments have been noted in

the reports by UNICEF and UNESCO in the past two decades much has happened in the field of ECDE in Kenya. Various Acts and Policies have been drafted but there has not been a clear framework on the implementation of the policy. The results therefore implies that policy implementation in most ECDE centres is not done effectively hence leading to poor performance of the centres.

This study noted that majority of the teachers and the managers agreed with most of the statements that were used to establish the effectiveness of the ECDE teachers and managers in the implementation of the ECDE policy. It was established that majority of the teachers and managers understand the implementation process for the ECDE policy. Majority of the teachers and the managers agreed that the managers and the teachers of the ECDE centres collaborate well with the community in the implementation of the ECDE policy.

It was also established that the implementation of the ECDE policy is influenced by the fact that teachers who are key stakeholders are not involved in the formulation of the ECDE policy. The study also established that the teachers had the skills needed to implement the ECDE policy in the division. Majority of the teachers and the managers agree that the teachers and the ECDE managers lack the skills required for effective implementation of the ECDE policy. This also affected the implementation of the policy in the centers.

The teachers and managers agreed that the community is involved in the implementation process of the ECDE policy in the schools. From this discussion it is clear that managers and teachers play a very important role in the effective implementation of the ECDE Policy.

The interviews also showed similar results where majority of the respondents noted that the effectiveness in the implementation of the ECDE policy depends on the effectiveness of the ECDE managers and teachers. This shows that the implementation of the ECDE policy is affected by the effectiveness of the ECDE teachers and managers. This reveals that effective policy implementation is affected by the effectiveness of the teachers and the managers in the centres, if the teachers and the managers have the skills and the required knowledge in managing the ECDE policy then programme implementation is effective.

The results of this study agreed with the fact that efficiency and effectiveness of the present ECDE policy was important for the implementation of the ECDE programme. It was noted that the current ECDE policy is effective and efficient in delivering the requirements of the ECDE programmes. The results indicated that majority of the respondents agreed with most of the statements identified to define the objectives on effectiveness and efficiency of the ECDE policy. The results revealed that most of the respondents agreed that the ECDE policy was effective and efficient. However, majority disagreed that the policy on ECDE ensures that there are proper mechanisms put in place for the implementation of this policy. This shows that though the teachers and the managers agree that the ECDE policy is effective and efficient they also note that there are no proper mechanisms put in place for the implementation of this policy.

On whether the ECDE policy defines the curriculum for the ECDE programmes in the country, majority of the respondents agreed meaning that the ECDE policy defines the curriculum to be used in the country. It was also noted that the policy also provides the standards to be maintained in the implementation of the ECDE programmes and

the required qualifications for the teachers and provides avenues for their training. Similarly, the respondents agreed that the ECDE Policy addresses the factors affecting of enrolment and development of the ECDE centres. This indicates that both the teachers and the managers understand and are confident about the existing ECDE policy. However, both the teachers and the managers were not sure of this policy. Majority of the respondents disagreed that there were funds set aside to support the implementation of the ECDE policy. The respondents also noted that there was no proper monitoring of the ECDE policy during the implementation by those responsible for policy formulation and implementation.

The results showed that both teachers and managers of the ECDE programmes understand the policy but they lack appropriate support for effective implementation of the policy in the preschools. The results of the interview schedule with the DICECE teachers also confirmed the responses. They all agreed that there exists ECDE policy that guides the curriculum, the standards required and teacher qualifications among other key aspects of ECDE. However, the policy lacked effective support during its implementation especially in terms of funds and proper mechanisms for the implementation of the policy(Sabatier and Jenkins-Smith, 1993). Resources are undoubtedly necessary for any policy implementation (Chandarasorn, 2005).

The study established that ECDE has not yet is still given a lot of concentration in the education sector and in the entire community at large. It is also noted that the teachers and the managers do not have appropriate information for the implementation of the policy due to their attitudes ideologies. The limited data available in understanding ECDE policy is also a challenge that needs to be addressed to enhance

implementation of the ECDE policy. The results also indicated that majority of the teachers and centre managers have limited training because they tend to believe that ECDE does not require a lot of training. The approval of the ECDE programs across the country has not been a matter of great concern among the policy implementers hence making it difficult to enhance the implementation process.

In regard to ECDE teacher and managers retention at the various centers the study established that the teacher retention rates among the ECDE centers is among the lowest in the education field because of lack of an appropriate the policy on the same. The high turnover rate could be attributed to the teacher remuneration and salaries has not kept pace with increased early childhood education requirements and therefore it posed a big challenge to the implementation of the ECDE policy. Seven, it is also noted that there is lack of coordination between current research and theory and actual practice in ECDE care and Education Centres.

This discussion reveals that majority of the respondents both the teachers and the managers noted that the implementation of ECDE policy is influenced by various factors affecting which emanates from either the teachers or managers. The DICECE staff noted that there were various factors affecting the implementation of the ECDE policy. According to the DICECE staff the main factors affecting the implementation of the ECDE policy were these; lack of financial resources and appropriate training for the teachers, proper community support and curriculum which is not appropriate and lack of government support to ensure effective implementation of policy on ECDE in the Country as a whole.

5.2 Conclusions

Based on the study findings it is concluded that;

ECDE teachers and center managers are not fully aware of the policy and the implementation process. This has made it difficult for the process of implementation of the policy.

The study also concludes that implementation of ECDE policy is faced with the challenge of inadequacy of teaching and learning materials, teachers, play facilities among others. This has made it difficult to enhance the process of implementation of the policy and hence there is need to address the issue.

Teachers' attitude and perception about the programs has an effect on the policy implementation process. With the right attitude it is believed that the teachers can put in a lot of effort despite other challenges to make the policy implementation process effective. Teachers and managers need to be trained on policy matters so that they can have the required skills to support the process.

In regard to community attitudes, the study established that people's attitudes does affect the way they conceptualize issues and this affects the implementation of policy matters. Attitude is the way of life of people or organizations and it entails their beliefs and norms. From the study findings it was noted that lack of attitudes support has been a major hindrance in the implementation process of education policy.

The overall conclusion is that the implementation of the ECDE policy requires participation of all the stakeholders where by the teacher and the managers should be

involved directly, it also requires a change in the attitude and perception of the teachers, the community and the managers in order to achieve better results.

5.3 Recommendations

From these findings of the study it is recommended that;

i) There is need for ECDE teachers to be sensitized on the policy implementation process in order to allow them participate in the process as they are key stakeholders in the process. This is expected to enhance the implementation process directly and instilling a source of ownership. This is also expected to ensure that the teachers understand their role in the implementation of the process.

ii) Resources are very important in the success of any policy implementation process. There is therefore need to ensure that required resources have been provided to support the implementation process of ECDE policy. This calls for the need to effectively equip the ECDE center to enhance implementation of the policy.

iii) Teachers and managers motivation plays an important aspect in the process of policy implementation. Apart from their involvement in the process there is also need to ensure that the teachers are given appropriate incentives to support the ECDE programs. This can be done by ensuring that the teachers get appropriate training, they are equipped with proper skills and their attitude and perception should be changed in order to get the best from them.

iv) It is also recommended that community positive attitudes should be enhanced to support the implementation of the ECDE policy. It was noted that in most of the centers attitudes was also noted to have an influence on the implementation of the ECDE policy. There is need to ensure that the community members address the

attitudes impediments to education and let the children enjoy the expected right to education.

v) The county ECDE office should hold sensitization seminars of the teachers, managers and the community with a view of educating them on their different roles in policy implementation.

5.4 Areas for Further Study

Based on the study findings and the conclusions made, the study recommends that the scope of the study should be expanded to establish whether consistent results could be established.

A study to assess the effectiveness of the policy and how it affects performance should be undertaken because the concept of policy has a much more effect than considering just few selected factors affecting implementation.

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APPENDIX I
INTRODUCTORY LETTER

Chris Kamau Kiriba
Narok EARC
P.O. Box 643
NAROK

Dear Respondent,

RE: Request for Participation in Data Collection Exercise

I am a post graduate student in the School of Education at Maasai Mara University. I am undertaking a Master Degree in education in early childhood education and primary option. I am required to undertake a research study whose title is “*Factors Affecting Implementation of ECDE Policy In Kenya: A Case of Narok North Sub County*”.

I kindly request you to assist me collect data to compile my research by truthfully filling the attached questionnaires. I would like to assure you that all information given will be treated with utmost confidentiality and will be used for academic purposes only. A copy of the final report will be made available to you on request.

Your assistance and cooperation is highly appreciated.

Thank you

Yours faithfully,

Chris Kamau Kiriba
EM06/0011/2009

APPENDIX II: Questionnaire for the Teachers

Dear respondent,

This questionnaire is designed to examine the factors affecting implementation of early childhood policy in Narok North Sub County. The information you will give will be treated with absolute confidentiality. Do not indicate your name.

Please respond to all items in the questionnaire as honestly as possible.

Thank you

SECTION A (Please tick where appropriate)

(a) How old are you?

20 – 30 [] 31 – 40 [] 41 – 50 [] Over 50 yrs []

(b) Please state your sex:

Male [] Female []

(c) Please state your Academic Qualification:

C.P.E/K.C.P.E [] K.C.E/K.C.S.E []

K.A.C.E []

Certificate [] Diploma [] Degree []

(d) Please state your Rank (position):

Classroom Teacher [] Deputy Managers []

(e). For how long have you been working?

Below 10 yrs [] 10 – 20 yrs []

20 – 30 yrs [] Over 30 yrs []

SECTION B

Awareness of the ECDE Policies

The researcher would like to get your input in the awareness, knowledge and implementation on the existing educational policies.

1. Are the teachers and managers of ECDE centres aware that a policy in ECDE exists?

Yes	No	not sure
[]	[]	[]

2. Are they conversant with the policy?

Yes	No	Not sure
[]	[]	[]

3. The existing educational policy favour the development of early child hood education in the division.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
[]	[]	[]	[]	[]

4. The educational policy does not support the implementation of early childhood education.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
[]	[]	[]	[]	[]

5. Early childhood education policy have been deliberately discriminated by the policy implementers.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
[]	[]	[]	[]	[]

6. Implementers of the early childhood policy are well aware of the policy and they understand them and how they influence the overall policies.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
[]	[]	[]	[]	[]

Section C: Influence of ECDE teachers, mangers and DICECE officers

awareness of Existing ECDE Policy

The researcher would like to get your input in the awareness, knowledge and

implementation on the existing educational policy.1. Are you aware of a policy guiding ECDE?-

Yes	No	not sure
[]	[]	[]

2. The existing educational policy favour the development of early child hood education in the sub county.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

3. The educational policy does not support the implementation of early childhood education.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

4. Early childhood education policy has been deliberately discriminated by the policy implementers.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

5. As one of the implementers of the early childhood policy, do you understand its effect on ECDE.

Yes No not sure
[] [] []

What is your opinion on the current policy in ECDE.-----

6. a) ECDE policy is efficient and effective.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

b) If you agree with the above statement please indicate the reasons for agreement.----

c) If you disagree please indicate your main points of concern.-----

7. Policy on ECDE ensures that there is a proper programme for the implementation of the policy.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

8. Managers and the teachers take part in the formulation of the policy?

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

SECTION D: Influence of ECDE Resources

9. ECDE policy define the curriculum for the ECDE programmes in the country

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

10. The policy provides the standards to be maintained in the implementation of the programmes.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

11. The policy defines the required qualifications for the teachers and provide avenues for their training.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

12. a) There are funds set aside to support the implementation of the ECDE policy .

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

b) Please indicate the sources of funds for the centre .-----

13. The policy addresses the factors influencing enrolment and development of the ECDE centres.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

14. There is proper monitoring of the ECDE policy during the implementation by both the management and the DICECE staff.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

15. The managers of the ECDE centres collaborate well with the community in the implementation of the policy?

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

Section E: Teachers characteristics in implementing the Policy.

16. What is your perception on ECDE implementation?

Positive [] Not sure [] Negative []

17. The managers and teachers understand the implementation process for the ECDE policy?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

18. Most of the teachers and managers lack the skills required for effective implementation of the ECDE policy?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

19. The teachers and the managers involve the community in the implementation process?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

20. There is inconsistent ECDE teacher training and programme approval across the country.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

21. Teacher remuneration /salaries has not kept pace with increased early childhood education requirements.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

SECTION F: Community participation and Attitudes factors

22. There is low status in terms of community attitude and participation of ECDE

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

23. There is lack of accurate information from the community on the field.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

24. Data on home settings in terms of parentally participation is incomplete and fragmented.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

25. There is lack of adequate standards for ECDE teacher preparation in the community Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

26. Early childhood teacher retention rates are among the lowest in the education field because of the policy that exist and lack of community participation and collaboration

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

27. There is multiple and divergent standards for ECDE education programme for preschool in the community and this has not been covered in the policy

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

28. There is lack of a stand-alone professional certification for ECDE teachers in many preschool institutions in the community .

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

29. There is lack of parental participation and coordination between current research and theory and actual practice in ECDE care and education centers.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

30. Do you think the community is doing enough to ensure effective implementation of policy on ECDE in the sub county? Yes [] No []

31 . What other factors do you think affect the implementation of ECDE policy in the community , apart from the ones given above.-----

32 . Please give reasons for your answer above .-----

33. What is your suggestion on the ECDE policy implementation by parents on early childhood implementation in the sub county ? -----

34. In your opinion what role should the parents and managers play to ensure that
appropriate policies are put in place by the government .-----

-

The end

APPENDIX III: Questionnaire for the ECDE Managers

SECTION A (Please tick where appropriate)

Dear respondent,

This questionnaire is designed to examine the factors affecting influencing the implementation of early child hood policy in Narok North Sub County. The information you will give will be treated with absolute confidentiality. Do not indicate your name.

Please respond to all items in the questionnaire as honestly as possible.

(a) How old are you? 20 – 30 [] 31 – 40 [] 41 – 50 []
Over 50 yrs []

(b) Please state your sex:

Male [] Female []

(c) Please state your Academic Qualification:

K.C.E/K.C.S.E [] K.A.C.E []
Certificate [] Diploma []
Degree []

(e). For how long have you been working? Below 10 yrs []
10 – 20 yrs [] 20 – 30 yrs []
Over 30 yrs []

f) For how long have you worked at this centre as a manager?

Less than 1 year [] 2 – 5 year []
6 – 8 years [] Over 9 years []

Section B: awareness of Existing Policy in ECDE

The researcher would like to get your input in the awareness, knowledge and implementation on the existing educational policy.1. Are you aware of a policy guiding ECDE?-

Yes No not sure
[] [] []

2. The existing educational policies favour the development of early child hood education in the sub county.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

3. The educational policy does not support the implementation of early childhood education. Strongly Agree Agree Not sure Disagree Strongly Disagree
 [] [] [] [] []

4. Early childhood education policy has been deliberately discriminated by the policy implementers.
Strongly Agree Agree Not sure Disagree Strongly Disagree
 [] [] [] [] []

5. As one of the implementers of the early childhood policy, do you understand its effect on ECDE Yes No not sure
 [] [] []

What is your opinion on the current policy in ECDE.-----

6. a) ECDE policy is efficient and effective.
Strongly Agree Agree Not sure Disagree Strongly Disagree
 [] [] [] [] []

b) If you agree with the above statement please indicate the reasons for agreement.----

c) If you disagree please indicate your main points of concern.-----

7. Policy on ECDE ensures that there are proper programmes for the implementation of the policy.
Strongly Agree Agree Not sure Disagree Strongly Disagree
 [] [] [] [] []

8. Managers and the teachers take part in the formulation of the policy?
Strongly Agree Agree Not sure Disagree Strongly Disagree
 [] [] [] [] []

Section C:ECDE Resources

9. ECDE policy defines the curriculum for the ECDE programmes in the country

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

10. The policy provides the standards to be maintained in the implementation of the programmes.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

11. The policy defines the required qualifications for the teachers and provides avenues for their training.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

12. a) There are funds set aside to support the implementation of the ECDE policy .

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

b) Please indicate the sources of funds for the centre .-----

13. The Policy addresses the factors influencing of enrolment and development of the ECDE centres.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

14. There is proper monitoring of the ECDE policy during the implementation by both the management and the DICECE staff.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

15. The managers of the ECDE centres collaborate well with the community in the implementation of policy?

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

Section D: Teacher's characteristics in implementing the Policy.

16. What is your perception on ECDE policy implementation?

Positive [] Not sure [] Negative []

17. The managers and teachers understand the implementation process for the ECDE policy?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

18. Most of the teachers and managers lack the skills required for effective implementation of the ECDE policies?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

19. The teachers and the managers involve the community in the implementation process?

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

20. There is inconsistent ECDE teacher training and programme approval across the country.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

21. Teacher remuneration /salaries has not kept pace with increased early childhood education requirements.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

Section E: Attitudes factors

22. There is low status of ECDE implementation in the education field and in society at large.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

23. There is lack of accurate information on the different components of the field.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

24 Data on private, nonprofit, and home settings are incomplete and fragmented.

Strongly Agree [] Agree [] Not sure [] Disagree [] Strongly Disagree []

25. There is lack of adequate standards for ECDE teacher preparation in the country.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

26. Early childhood teacher retention rates are among the lowest in the education field because of the policy that exists.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

27. There is multiple and divergent standards for ECDE education programme for preschool children and this has not been covered in the policy

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

28. There is lack of a stand-alone professional certification for ECDE teachers in many higher education institutions. ECDE certification is often embedded in elementary teacher certification.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

29. There is lack of coordination between current research and theory and actual practice in ECDE care and education centers.

Strongly Agree Agree Not sure Disagree Strongly Disagree
[] [] [] [] []

30. Do you think the government is doing enough to ensure effective implementation of the policy on ECDE in the sub-county? Yes [] No []

31 . What other factors affecting do you think affect the implementation of ECDE policy , apart from the ones given above.-----

32 . Please give reasons for your answer above .-----

33. What is your suggestion on the policy on early childhood implementation in the sub-county ? -----

34. In your opinion what role should the managers play to ensure that appropriate
measures are put in place by the government to enable policy implementation .-----

The end

APPENDIX V: Interview Guide for DICECD Staff

SECTION A (Please tick where appropriate)

Dear respondent,

This questionnaire is designed to examine the factors affecting the implementation of early child hood policy in Narok North district. The information you will give will be treated with absolute confidentiality. Do not indicate your name.

1. Please respond to all items in the questionnaire as honestly as possible.

- (a) How old are you?
- (b) Please state your sex:
- (c) Please state your Academic Qualification:
- d) Indicate your position as a DICECD field officer. -----
- (e). For how long have you been working?
- f) For how long have you worked at this centre as a DICECD field officer?

The researcher would like to get your input in the awareness, knowledge and implementation on the existing educational policies.

- 2. The existing educational policies favour the development of early child hood education in the district. -----

- 3. The educational policy does fully address the challenges of ECD in the country.----
- 4. Early childhood education policies have been given a very low attention deliberately -----
- 5. Implementers of the early childhood policies are well aware of the policies and they understand how they affect the overall programme implementation in the district.-----

The Efficiency and Effectiveness of Present ECD Policies.

The researcher would like to get your opinion on your attitude and perception in the following questions.

- 6. ECD policies are efficient and effective.-----

7. Policies on ECD ensure that there are proper mechanisms put in place for the implementation of the policy
8. ECD policies define the curriculum for the ECD programmes in the country.....
9. The policies provide the standards to be maintained in the implementation of the programme. -----
10. The policies define the required qualifications for the teachers and provide avenues for their training.-----
11. a) There are funds set aside to support the implementation of the ECD policies .---

--
12. Policies address the challenges of enrolment and development of the ECD centres-

13. There is proper monitoring of the ECD policies during the implementation by our office.-----

The Effectiveness of the ECD Managers and Teachers in Implementing the Policies.

14. The managers and teachers understand the implementation process for the ECD policies?-----
- 15. The managers of the ECD centres collaborate well with the community in the implementation of policies?-----
- 16. The DICECD staff play an active role in the formulation of the ECD policies?-----

17. Most of the teachers and managers lack the skills required for effective implementation of the ECD policies?-----
18. The DICECD staff involves the community during the policy implementation process?-----

19. a) Are there training programmes available for the capacity development of DICECD staff ? -----

B) Please indicate the programmes that you have attended since you joined DICECD as a staff.-----

Challenges Facing Policy Implementation

20. There is low status of ECD in the education field and in society overall.

21. There is lack of accurate information on the different constituents of the field.

22. There is inconsistent ECD staff training and program approval across the country.

23. There is lack of adequate standards for ECD teacher preparation in the country.

24. Early childhood teacher retention rates are among the lowest in the education field because of the policies that exist.

25. Teacher remuneration /salaries has not kept pace with increased early childhood education requirements.

26. There is multiple and divergent standards for Early Childhood education programme for preschool children and this has not been covered in the policies.

27. There is lack of a stand-alone professional certification for ECD teachers in many higher education institutions. ECD certification is often embedded in elementary teacher certification.

28. There is lack of coordination between current research/theory and actual practice in early childhood care and education centres.

29. Do you think the government is doing enough to ensure effective implementation of

30. Please give reasons for your answer above .-----

31. What is your suggestion on the policies on early childhood implementation in the district? -----

32. What roles does your office play in ensuring that there is appropriate and effective policy implementation in Narok North district ECD programmes.-----

APPENDIX VI: Research Authorization Letter

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/647

Date: 5th June, 2012

Chris Kamau Kiriba
Narok University College
P.O. BOX 861, 20500
NAROK

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors affecting policy implementation in Pre School education in Kenya- A case of Narok North District*" I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province** for a period ending **30th September, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Narok North District** before embarking on the research project.

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


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

Copy to:

The District Commissioner
The District Education Officer
Narok North District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

Appendix VI: Research Permit

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK60553mt10/2011 (CONDITIONS—see back page)

Appendix VII:

Map of NarokSub county ShowingNarok North Sub County

