

**EFFECTS OF PRINCIPLES OF CORPORATE GOVERNANCE ON
MANAGEMENT OF EARLY CHILDHOOD EDUCATION IN BAHATI
DIVISION NAKURU COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EARLY CHILDHOOD EDUCATION OF THE UNIVERSITY OF
NAIROBI**

2014

DECLARATION

This research project is my original work and has not been used for the award of diploma or degree in any other University.

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This Research project has been submitted with my approval as the University Supervisor.

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DEDICATION

This research project is a special dedication to my family for their undivided support they have always extended to me during my academic pursuits.

ACKNOWLEDGEMENT

First I would like to acknowledge the insightful guidance and assistance that I have got from my supervisor Dr P Odundo. His insights at every stage of writing this research project were very instrumental.

Secondly, I will forever be thankful. To my family starting with my Husband Mr. Wambua for taking up the role of my parallel supervisor to go through my drafts and make insightful observations. To my children for understanding while am away conducting my studies and especially the research project.

Thirdly, I acknowledge the enormous support I got from Head teachers in Bahati Division thus ensuring I completed my data collection in time.

Finally to the entire staff and community at UoN, my friends and fellow students you have provided a conducive learning environment; may God bless you for the constant encouragement, support and prayers.

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ABBREVIATIONS AND ACRONYMS

CEO	-	Chief Executive Officer
U.S	-	United States
ECE	-	Early Childhood Education
Psch	-	Pre-School
SPSS	-	Statistical Packages for Social Sciences
UK	-	United Kingdom
OECD	-	Organization for Economic Cooperation and Development

ABSTRACT

This study sought to examine the effects of principles of corporate governance on management of early childhood education (ECE) in Bahati Division Nakuru County, Kenya. These were necessitated by the desire to establish whether schools are applying principles of corporate governance in managing school affairs. Proper application of corporate principals enables achievement of stated goals in management of ECE. The study draws a correlation between adoption of principals of corporate governance and performance of the ECE sector. Thus the study seeks to determine the effects of principles of corporate governance on management of ECE in Bahati Division, Nakuru County, Kenya. These were guided by the following objectives; To examine a basis for an effective corporate governance in ECE management in Bahati Division, Nakuru North Sub-County; To establish rights and equitable treatment of shareholders in ECE management in Bahati Division, Nakuru North Sub-County; To analyze the role of stakeholders in ECE management in Bahati Division, Nakuru North Sub-County ; To determine adherence to the principle of full disclosure and Transparency in ECE management in Bahati Division, Nakuru North Sub-County. The research adopted a descriptive survey design. This was suitable in this study as it helped the researcher establish the existing levels of compliance with principals of corporate governance at the ECE schools and their influence on performance. It further allowed identification of standards and norms with which to compare the stakeholder's involvement in proper management of ECE in the Division. This eventually impacts curriculum implementation. The target population was 41 ECE centers in Bahati Sub-County and 123 teachers in the same area. A sample of 11 pre-school teachers, 10 pre-school head teachers and 10 pre-school committee members was taken for the study. A pilot study was carried out on a different set of respondents to better plan for the research. The test-retest procedure was used for testing reliability and it yielded favorable results to warrant reliance on the data collected and its findings. Qualitative and quantitative data was obtained through questionnaires. This was further analyzed and presented through narratives, tables and graphs. The study revealed that there are clear guidelines in observing principals of corporate governance. These include division of labor, especially among supervisory employees and especially the board of management. The school board should make known the legal and regulatory requirements to key personnel in the schools under study in order to ensure they appreciate and adhere to principals of corporate governance. In agreement with Crawford (2007), the management ought to be able to fulfill its duties and responsibilities irrespective of those who do not act in accordance to stated guidelines. The study recommends the Involvement of all stakeholders in all aspects of the management of ECE as a way of observing adherence to principals of corporate governance.

CHAPTER ONE

INTRODUCTION

In today's 'corporate' climate, the issue of 'governance' is a hot topic and one which every school need to consider in the context of its unique environment. There is a time when for many schools, and corporations, governance issues are considered to be little more than warm and fuzzy 'motherhood statements' full of good intent but of little hard, practical application (OECD, 2004). By implication, ECE centers should at all-time embrace principles of corporate governance in their management.

Legislators, courts and insurers, go through more stringent demands from stakeholders such as schools or organizations, whether major public corporation or a member of the "not for profit" sector, to implement and integrate "governance practices" throughout its organization. The OECD (2004) explains that the essence of the School Board's governance is to oversee all aspects of the school, appoint the Principal and ensure a strategic approach to the School's future by setting major objectives, policy frameworks and strategies. The school board must also monitor adherence to systems of risk management, ensure compliance with legal obligations, and, undertake periodic performance reviews. However, it is not the Board's responsibility to become involved in the day to day management and operations of the School. This is the responsibility of the Principal and the school's senior management team.

OECD (2004), further stresses that successful governance structures minimize problems and optimize performance and accountability. The essence of good governance lies in the ongoing development of a culture within the school that embraces ethics, honesty,

transparency and high levels of integrity from all members of the school board, under the watchful eyes of its stakeholders, it is vital to recognize that no school can afford to neglect proper and effective governance processes.

Ultimately, it is the board which is responsible for governance practices and the board must therefore take responsibility for the processes by which the school is directed, controlled and made accountable. It is a vital ingredient of organizational success for boards to establish and continually develop effective governance policies and practices. Indeed, schools irrespective of their size, complexity, history or affiliation, that establish, implement and actually apply (rather than pay lip service to) good governance principles, will be more successful in serving the needs of their stakeholders. Conflict of one sort or another is likely to be a constraint within a school. The role of governance is to manage the conflict and ensure that through on-going communication and dialogue the interests of the stakeholders continue to be met.

In the words of Aldridge, (2004):

A sustainable governance structure should produce stable and effective leadership which underpins achievement of the school's objectives, and which is sensitive to guarding the vision and values of the past, whilst being responsive to changes in community values and the preferences of the immediate stakeholders.

Governance, the manner in which power is exercised in the management of economic and social resources for sustainable human development, has assumed critical importance in these days of political pluralism. It is a vital ingredient in the maintenance of a dynamic balance between the need for order and equality in society, the efficient production and

delivery of goods and services, accountability in the use of power, the protection of human rights and freedoms, and the maintenance of an organized corporate framework within which each citizen can contribute fully towards finding innovative solutions to common problems.

1.2 Statement of the Problem

Corporate Governance has become an issue of worldwide importance. Good corporate governance practices play a vital role in promoting educational development and social progress. It is the engine of growth internationally, and increasingly responsible for providing employment, public and private services, goods and infrastructure (Khalid, 2011). The efficiency and accountability of the institution is now a matter of both private and public interest, and governance has, thereby, come to the head of the international agenda. The globalization of the educational sector within this context has ushered in an era where the traditional dimensions of corporate governance defined within local laws, regulations and national priorities are becoming increasingly challenged by circumstances and events having an International Impact. In Kenya, there are efforts towards universal provision of education. But, without efficient institutions for Early Childhood Education, educational standards in the country will drop down. As a result, professionals in the industry may stagnate and collapse hence the country's economy will be destroyed (Aglietta, 2005). The performance of ECE in the study area is minimal and could be due to lack of adherence to principles of corporate governance. This portends a great risk in realization of Vision 2030 and the Millennium development goals and leads to the research question; what is the extent of application of principles of corporate governance in the management of ECE programs in Bahati Division?

1.3 Purpose of the Study

The purpose of this study was to determine effects of principles of corporate governance in ECE management in Bahati Division, Nakuru North Sub- County.

1.4 Research Objectives

This study was guided by the following objectives:

- i) To examine functions of the board for effective corporate governance in ECE management in Bahati Division, Nakuru North Sub-County
- ii) To establish rights and equitable treatment of shareholders in ECE management in Bahati Division, Nakuru North Sub-County
- iii) To analyze the role of stakeholders in ECE management in Bahati Division, Nakuru North Sub-County
- iv) To determine adherence to the principle of full disclosure and Transparency in ECE management in Bahati Division, Nakuru North Sub-County

1.5 Research questions

- i) What is function of the board for effective corporate governance in ECE management in Bahati Division?
- ii) What are the rights and equitable treatment of shareholders in ECE management have in Bahati Division?
- iii) What is the role of stakeholders in ECE management in Bahati Division, Nakuru North Sub-County?

- iv) Is there adherence to the principle of full disclosure and transparency in ECE management in Bahati Division, Nakuru North Sub-County?

1.6 Significance of the study

The findings of this study are likely to help head teachers, teachers, and ministry of Education and Policy makers establish the effects of principles of corporate governance in ECE management. This is key in decision making towards improvement corporate governance and thus academic performance. The findings may help the school administration find ways of adhering to principles of corporate governance thus ensuring that their children are properly supported by the schools management to enable them perform better. Finally these results are likely to provide rich data for policy utilization in the area of child education as well as expose gaps which may be required to be filled in governance issues. The gaps realized would form action points for further academic research by the educationists whose effort would inform policy enhancement.

1.7 Limitations and delimitations of the Study

1.7.1 Limitations of the Study

Some of the teachers and head teachers were not willing and truthful in providing the relevant information; others were biased for fear of victimization due to their responses. This was resolved by briefing them on the need to give accurate information for the purpose of the study. Some respondents were unavailable within the limited scheduled time of study.

1.7.2 Delimitations of the study

Onen (2008) defined delimitation of the study as the scope within which the study was conducted. This entails the study in terms of content, geographical coverage and the time of study. This study was delimited to ECE schools in Bahati Division of Nakuru County. The pre-school teachers, head teachers and management boards were the respondents. The study was limited to these variables; Functions of Board of Management; rights and equitable treatment of shareholders in ECE Management; Role of stakeholders in ECE management; Full disclosures and transparency in ECE Management.

1.8 Assumptions

The study assumed that:

- i) There was proper response from the target population.
- ii) Relevant information was obtained from the sampled population.
- iii) The school's management has a proper record keeping culture with detailed reports on management issues

1.9 Definition of the Key Terms

Corporate governance: Refers to the system by which learning institutions are directed and governed.

Early childhood education: Refers to the formal teaching of young children by people outside the family or in settings outside the home.

Management: Refers to the coordination the efforts of people to accomplish goals and objectives using available resources

efficiently and effectively.

Principle: Refers to a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

1.10 Organization of the Study

Chapter one specifically focuses on statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, definition of the key terms, limitations of the study, and delimitations of the study and basic assumptions of the study. Chapter two highlights on the concept of principles of corporate governance in ECE management as well as the theoretical framework and the conceptual framework of the study. Chapter three highlights the methods that will be used to carry out the study. It highlights the research design, the study area, the target population, the sample size and sampling techniques, data collection, sources of data, data collection procedure, instrument for data collection, reliability test for data collection instrument, validity test for the data collection instrument, data analysis, data presentation as well as the research ethics. Chapter Four covered analysis of data and interpretation of findings. Chapter Five covered summary of the research findings, conclusions and recommendation

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter governance frame work, management, rights and equitable treatment of shareholders, role of stakeholders, principle of full disclosure and transparency, theoretical framework as well as conceptual framework is discussed.

2.2 Principles of Corporate Governance

Ensuring the basis for an effective corporate governance framework states that a company should clearly outline the division of labor, especially among supervisory employees and management. Making known legal and regulatory requirements to key personnel is important, as is the ability of management to fulfill any responsibilities regarding those who do not act in accordance to these (Crawford, 2007). This applies to the management of ECE too. For smooth running of operations, principles of corporate governance have to be followed.

In the ECE sector, the basis for the rights and equitable treatment of shareholders requires that all shareholders receive equitable treatment and that the school management denies no rights given to any stakeholder. Just like shareholder rights in a company are included in the right to vote during meetings, reception of information regarding necessary company changes, election or removal of board members, transferring shares and obtaining any material relevant to the business in a timely manner, the same is true for

school management boards. These principles also prohibit insider trading of any kind (Low, 2008).

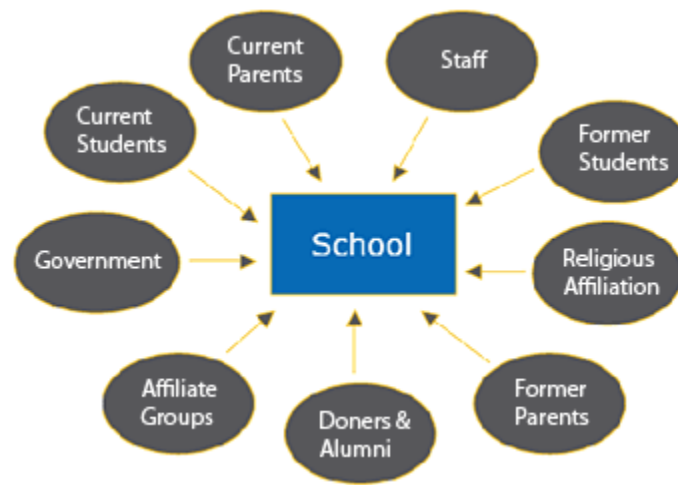
The role of stakeholders focuses on employee development, reporting of concerns regarding unethical actions and alerting shareholders and creditors to problems regarding insolvency or inability to pay in a timely manner. It encourages mechanisms to increase employee performance, so long as it is ethical. Making available a means to report unethical actions of any kind is encouraged. Alerting shareholders and creditors about the possible inability to pay bills on time, or at all, is important (Tricker, 2009).

Principles of corporate governance must be considered and applied in light of the complex school environment. Unlike traditional corporations, schools operate on a not-for-profit basis; its stakeholders have long term personal and emotional investments, relationships and friendships; participation in the school may cover many generations of family members; members of the Board participate on a voluntary basis; the school is engaged in the education, development and welfare of children; teachers are expected to be dedicated and provide a contribution well beyond the normal teaching day. Schools rely on family philanthropy, legacies and benefactors. It is not a simple matter for disaffected stakeholders to change allegiances. Changing schools can be a traumatic and expensive exercise (Goergen, 2012).

It is pivotal to good governance that the school management board recognizes and manages the School's main stakeholder groups. The management of stakeholders requires skill and tact and relationships must be delicately balanced at all times.

The main stakeholder groups are depicted in the following diagram:

Figure 2.1 Main stakeholders



Some experienced company directors have difficulty in adjusting to the non-commercial environment of the School Board. The members of the Board have a wide range of interests, specialties, skills and background. They may not have experience in the corporate boardroom. They may not be financially or commercially focused. They may be educationalists or religious nominees or representatives of parent or affiliate groups. The goals of the school extend well beyond financial performance. The company director must understand that the School Board is a different environment (Aglietta, 2005).

It is often the case that parents of current students sit on the School Board. This brings both benefits and difficulties. Parent Board Members are alive to the issues of the day and can provide important feedback to the Board. They are energetic and anxious to ensure that the school meets the current and future needs of the students (Aglietta, 2005).

By the same token, parent Board Members are usually more accessible to stakeholders than non-parent Board Members and consequently may be subjected to greater pressure or scrutiny. It can be the case that parent Board Members are sought out by parents

focused on securing the best outcome for their particular child or their particular issue rather than looking at the interests of the school as a whole. Parent Board Members often become targets for those with complaints, grievances or causes. This is a common issue for School Boards and requires clear guidelines to assist Board Members on how to deal with such situations.

According to Daines (2008), there is no universal model of good governance for schools. There can't be as every situation is different and what suits one school may not suit another. Rather, good governance requires a review of the particular school's unique context and culture. A governance structure will only be effective if it acknowledges the environment and particular context within which the school operates.

Relevant factors for consideration include: the school's core values, history and culture, the objectives and strategic direction of the school, individual personalities, interests of key stakeholders, current students and parents, former students and parents, Prospective students and parents, affiliates (e.g. religious association), government funders, benefactors, staff, local community, other relevant groups, the size of the school and availability of suitable Board members and other resources. In addition, a school's governance framework must be reviewed and adopted to reflect changing environmental factors. The framework that constitutes good corporate governance for a school will evolve in light of the changing circumstances of the school and must constantly be tailored to suit those particular circumstances (Daines, 2008).

It is not uncommon for interested parties, such as parents of current students, to try to lobby Board members. Parents have a strong investment in their children's education and

therefore it is understandable that they may wish to express their concerns or try to advance their interests with someone who they would perceive to be in a position of some authority. These parents may require a degree of tact and understanding.

The school should ensure that a proper forum exists whereby parents and other stakeholders can express their views or concerns without fear of retribution. It is important to ensure that the views of all stakeholders are considered, not just those who are more vocal or pushy (Aglietta, 2005).

If you are the recipient of pressure from parents, be sure to politely inform them that a proper method is in place for them to express their views. Provide reassurance that any opinions or complaints received in the appropriate manner will be dealt with in the appropriate manner. The best response is to suggest that the parent put their concerns in writing and address them either to the Principal, if the issue involves the operations of the school, or to the Chair, if the matter involves the Principal or a governance issue.

Notwithstanding that schools operate on a not-for-profit basis and are not engaged in what would normally be considered as commercial activities, they are in fact quite sizeable businesses and they engage in a broad range of commercial activities. Therefore, it is important for schools to structure themselves along corporate lines to ensure limited liability, perpetual succession, ownership of property, to be able to contract in their own right and to facilitate operations in accordance with well established and understood commercial procedures (Bebchuck, 2004).

Most preschools in Kenya fall into one of the following categories: Public preschools, faith / religious based and privately owned. Each structure has its pros and cons and there

are various legal and legislative requirements which must be adhered to in each case. Each situation needs to be considered on its merits. In this study the researcher has considered only public pre-schools (Bebchuck, 2004).

Adherence to the principle of full disclosure requires publicly revealing shareholder and ownership rights, financial statements, company objectives and payment to key executives. Also, including risk factors pertinent to the company, accounting procedures and corporate governance policies is important. Many times this information is available in the annual report of a corporation. Disclosure of material matters concerning the institution should be timely and balanced to ensure that all suppliers and other non-stakeholders have access to clear, factual information (Bowen, 2008).

2.3 Theoretical framework

This study was guided by human relations theory postulated by Mary Parker Fouet, Felton Mayo and Frite Rotuelisberger between 1920 and 1930 also advocated by Okumbe (1998).

This theory is useful in developing and maintaining dynamic and harmonious relationships for the success of an institution. The human relation theory stresses in its principles that workers are more comfortable when they perform as members of a team rather than as individuals, specialization creates efficiency and informal leaders need to be recognized and be given responsibilities. In addition, individuals also need to be involved in decision making process to boost their performance; welfare as well as being sensitive to employees' interests and both informal and formal channels of communication is emphasized (Clarke, 2004).

The human relations theory in its application puts emphasis that education managers should understand and appreciate existence of both formal and informal systems, consider employee and personnel needs, enhance individual's talents and capabilities, put in place deliberate effort to enhance social climate of an institution as well as recognizing informal leaders. Additionally, educational managers should be people oriented. This theory therefore, finds its place in this current study (Clarke, 2004).

The widely perceived view of human relations is said to be one that completely contradicts the traditional views of Taylorism (Taylor, 1911). Whilst scientific management tries to apply science to the workforce, the accepted definition of human relations suggests that management should treat workers as individuals, with individual needs. In doing so, employees are supposed to gain an identity, stability within their job and job satisfaction, which in turn make them more willing to co-operate and contribute their efforts towards accomplishing organizational goals. The human relations movement supported the primacy of organizations to be attributed to natural human groupings, communication and leadership. However, the conventional depiction of the human relations 'school' of management, rising out of the ashes of scientific management is argued to be a rhetorical distortion of events.

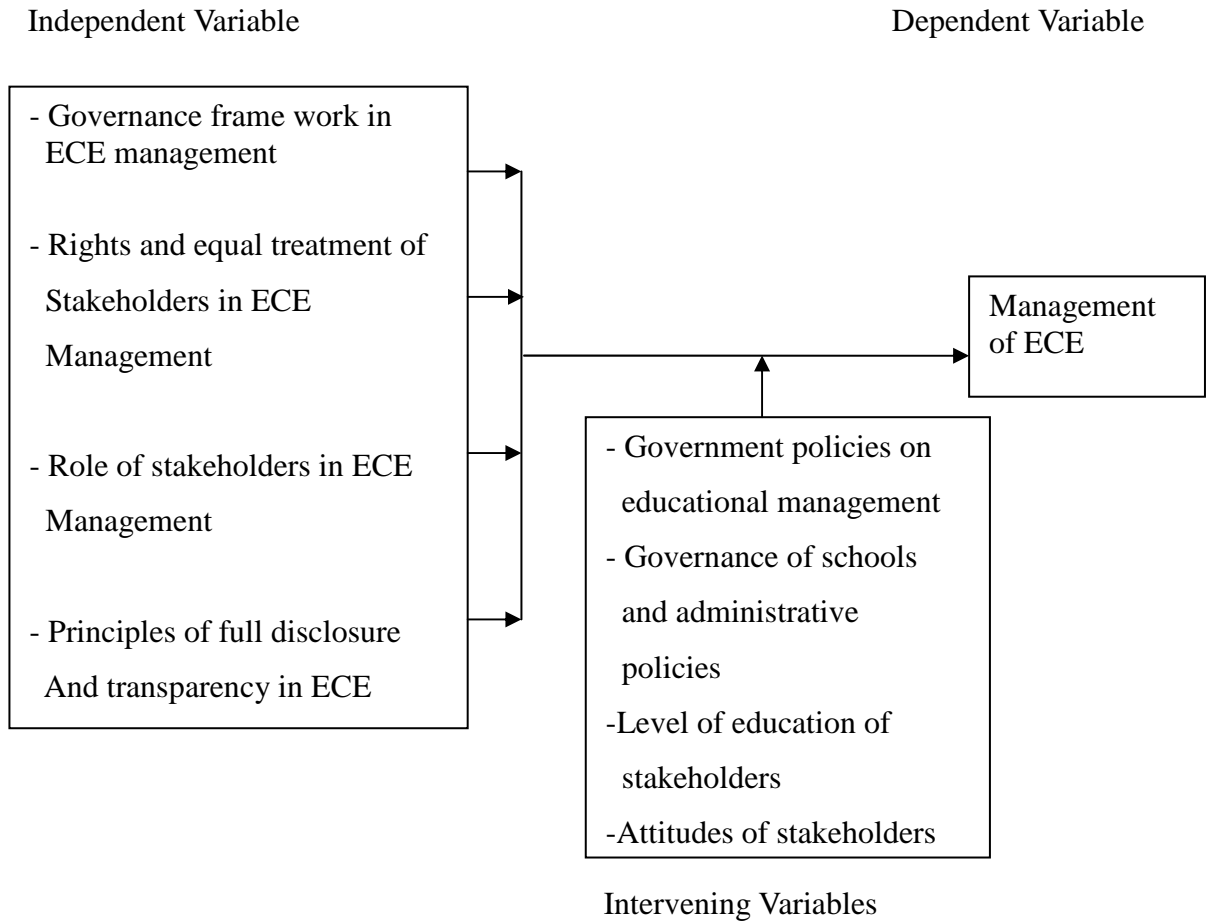
Firstly, it has been argued that Elton Mayo's actual role in the human relations movement is controversial and although he is attributed to be the founder of this movement, some academics believe that the concept of human relations was used well before the Hawthorne investigations, which sparked the human relations movement. Bruce and Nyland (2011) suggest that many academics preceded Mayo in identifying a concept similar to that of the human relations movement even going as far to suggest that the

output and information collected by the Hawthorne investigations was identified well before Mayo by Taylor. In addition, Wren and Greenwood (1998) argue that Taylor made important contributions to what inspires human motivation, even though his ultimate findings were somewhat different from the human relations movement.

2.4 Perceived framework for principles of corporate governance on management of ECE

The above theoretical framework based on the Human relation theory assisted in developing the Conceptual Framework of this study in analysing the effects of principles of corporate governance in ECE management. It shows the relationship between independent variables, intervening variables and dependent variables as summarized in Figure 1.

Figure 2.2: Conceptual Framework



In this conceptual framework, functions of the board, rights and equitable treatment of shareholders, the role of stakeholders and adherence to the principle of full disclosure and transparency in ECE management are independent variables. The dependent variable for the study was management of early childhood. Effective teaching and learning, good academic performance, quality education and hence effective curriculum implementation, indicated by high performance in examination and good syllabus coverage are all benefits expected from application of principals of corporate governance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the report encompasses, research design, study area, target population, sample size and sampling techniques, data collection, analysis and presentation and ethical considerations.

3.2 Research Design

The study used descriptive survey research design. Descriptive survey is useful when the researcher wants to describe specific behavior as it occurs in the environment. The main characteristic of this method is that the researcher has no control over the variables; he/she can only report what has happened or what is happening. It also includes attempts by researchers to discover causes even when they cannot control the variables (Kothari, 2004). This was appropriate in establishing the effects of principles of corporate governance on management of ECE.

3.3 Study population

The study targeted all 41 public ECE centers in Bahati Sub-County. It involved all managers of the 41 ECE centers and 123 teachers.

3.4 Sample Size and and sampling procedures

Sample size refers to specific number of individuals or cases that are used as the representative of the target population. Mugenda & Mugenda, (2003) defines sampling as

the process of selecting the subject or cases to be included in the study as representative of the target population. Purposeful sampling was done where the researcher took 10 pre-schools head teachers, 10 pre-school committee members and 11 pre-school teachers. This ensured that each member of the target population had equal and independent chance of being included in the sample. This ensured that the sample was representative of the total population under study.

3.5 Study location

The study was carried out in Bahati Division, Nakuru North District in Nakuru County of Kenya and targeted the 41 public ECE centers within the Division. The area was ideal for such a study because it has a wide network of public ECE centers located both within the urban and the rural settings. Nakuru town, the headquarters of Nakuru County is also one of the fastest growing towns in the country and therefore attracts the attention of many stakeholders in the education sector.

3.6 Research instruments

In this study, questionnaires, Focus Group Discussion and Observation Checklist were used. The questionnaire was preferred because the respondents were literate and it is easy for them to fill in within a short period of time. As the head teacher filled in the questionnaire, the researcher conducted focus group discussion with the teachers selected in the respective school. At the same time the researcher made observations and recorded them respectively.

3.6.1 Instrument validity

Validity is the extent to which research instruments measure what they are intended to measure, Oso & Onen (2008). There are different forms of validity; content validity and face validity. Content validity refers to whether an instrument covers the content in the objectives properly. In this study, the instruments were prepared covering areas under investigation. Face validity refers to the overall impression about the suitability of an instrument whether the item was understood or not. In this study, the pilot study was done in two schools that were not involved in the actual study. The researcher constructed instruments in accordance with the objectives of the study, theoretical and conceptual frameworks that guide the study.

3.6.2 Instrument reliability

In this study, two pre-schools were randomly selected among pre-schools for the pilot phase, and they were not to be included in the main study activity. Two head teachers and two in each pre-school were randomly picked and involved during piloting of the instruments to help in reframing the instruments so as to capture information in line with the purpose and objectives of this study. To test the reliability, the test-retest was used. The questionnaires were given to the respondents to fill in and then after one week, the same questionnaires were given again to the same respondents. After the two tests are administered, the Pearson product- moment correlation was computed to determine whether the scores on the test correlate. The formula for determining r is given as:

$$r = \frac{n\sum xy - \sum(x) \sum(y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where x was the scores for the questionnaire from the 1st school and y was the scores for questionnaire for the 2nd school. A correlation coefficient of 0.7 was considered appropriate (Mugenda & Mugenda, 2003)

3.7 Ethical issues

The researcher informed each respondent about the purpose and objectives of study and sought written consent from respective respondents. In working with the respondents the researcher assured protection by informing the respondent not to disclose their identities or names in the instrument and also in the publication of this particular study.

3.8 Data collection Procedures

A research permit was sought from the National commission for science, Technology and Innovation so as to enable the researcher to carry out investigations in Bahati Division. After conducting the pilot study, the researcher administered questionnaires in the respective selected schools to the set groups who were to participate in the study. The questionnaires were administered to the head teachers, teachers and members of the board.

3.9 Data Analysis

There is qualitative data analysis and quantitative data analysis. Qualitative analysis of data refers to non-empirical analysis. Thematic analysis was done on Qualitative data derived from open ended questionnaire items. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information. Quantitative data was analyzed using descriptive

statistical tools such as frequencies, percentages and means, Mugenda & Mugenda (2003). All the collected data from the field was coded and entered in to computer for fast and accurate analysis by use of the statistical package for social sciences (SPSS). The findings of the data analysis were presented in frequency tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the analysis. From the questionnaires distributed to pre-school teachers, head teachers and school committee, a 100% response was achieved. The findings are based on these responses as presented in this chapter. First, the sample characteristics are shown followed by a presentation of the results based on the study objectives.

4.2 Demographic information

This section presents the findings on the general information and characteristics of the respondents.

4.2.1 Gender of the respondents

The results for pre-school gender are summarized and presented in figure 4.1.

Figure 4.1 Pre-primary school teachers' gender.

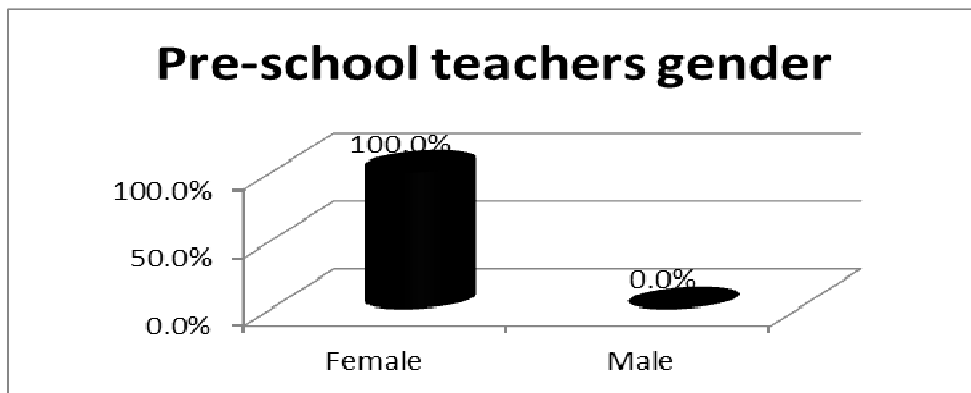


Figure 4.1 shows that 100% of the respondents were male. This is an indication that the education system and its implementation as per the case study are dominated by male pre-primary school teachers. It is important to note that the gender ratio as per government regulations has not been achieved. This should be evident in that there were no female teachers involved in the study to support the gender balance in the education system.

School committee's gender

The results are summarized and presented in figure 4.2

Figure 4.2 School ccommittees gender

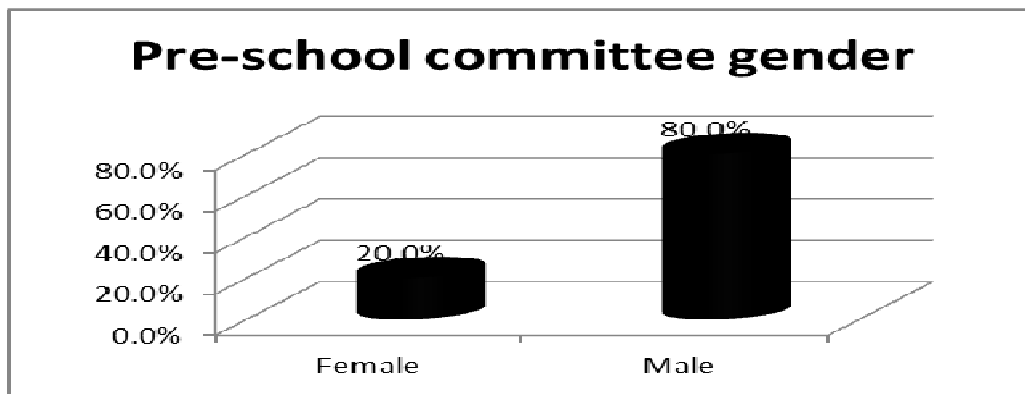


Figure 4.2 shows that 80% of the respondents were male and 20% represented female respondents this is an indication that the education system and its implementation as per the case study are dominated by male committee members. It is important to note that the gender ratio as per government regulations has been surpassed. This should be evident in that there were 20% of female teachers involved in the study to support the gender balance in the education system.

Head Teachers Gender

The results are summarized and presented in figure 4.3

Figure 4.3 Head teachers gender

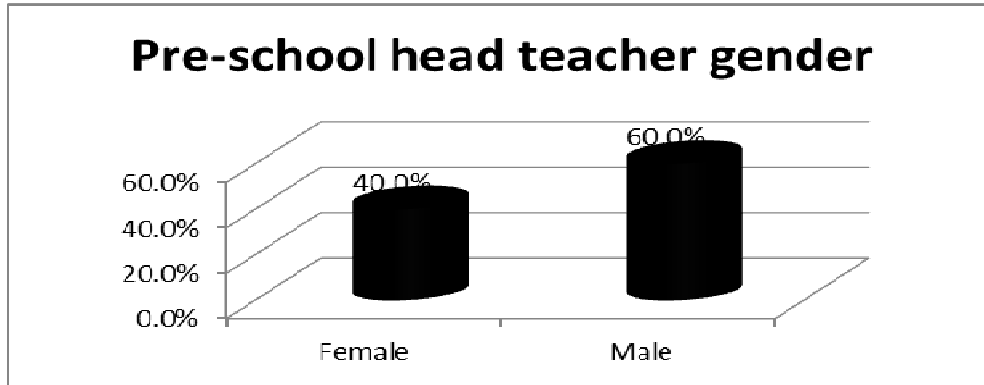


Figure 4.3 shows that 60% of the respondents were male and 40% represented female respondents. This is an indication that the education system and its implementation as per the case study are dominated by male head teachers. It is important to note that the gender ratio as per government regulations has been surpassed. This should be evident in that there were 40% of female teachers involved in the study to support the gender balance in the education system.

4.2.2 Marital Status

Pre-School Teachers Marital Status

These results are summarized and presented in figure 4.4

Figure 4.4 Pre-School teachers' marital status

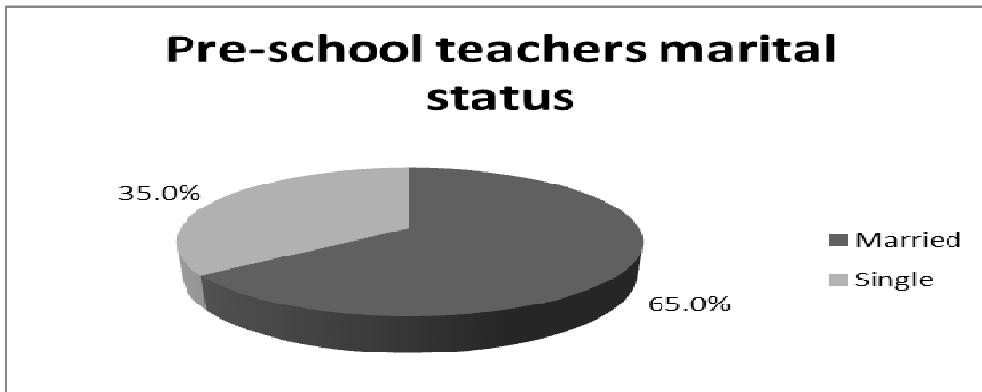


Figure 4.4 shows that 65% were married, 35% were single. The results imply that majority of the respondents were in a marriage family setup. This could point to experienced members whose views are valuable in the case study in terms of effects of principles of cooperate governance in ECE management in Bahati, Nakuru North sub-county.

School committee's member's marital status

These results are summarized and presented in the figure 4.5

Figure 4.5: School committees' marital status

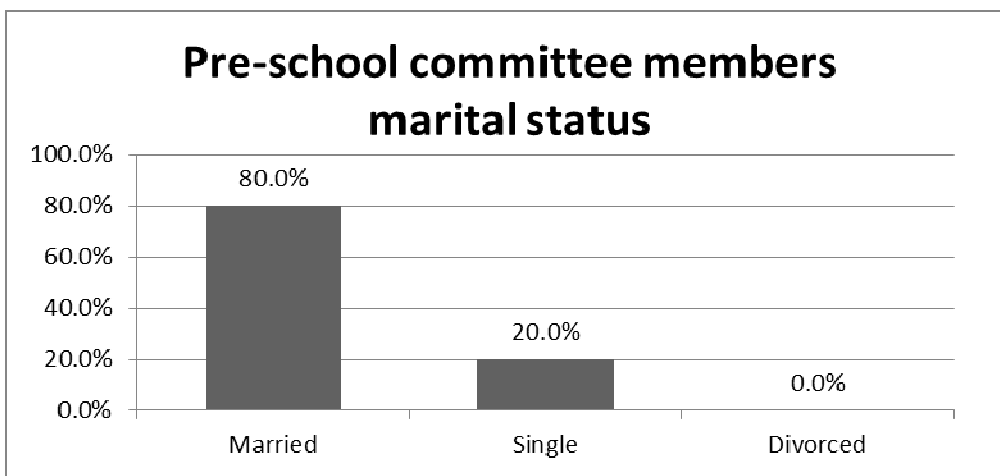


Figure 4.5 shows that majority of pre-school committee members were in marriage represented by 80% of the respondents while the single ones represented 20% hence indicating an experienced view in the case study in terms of effects of principles of cooperate governance in ECE management in Bahati, Nakuru North sub-county.

Head teachers Marital Status

These results are summarized and presented in the figure 4.6

Figure 4.6: Pre-school head teachers' marital status

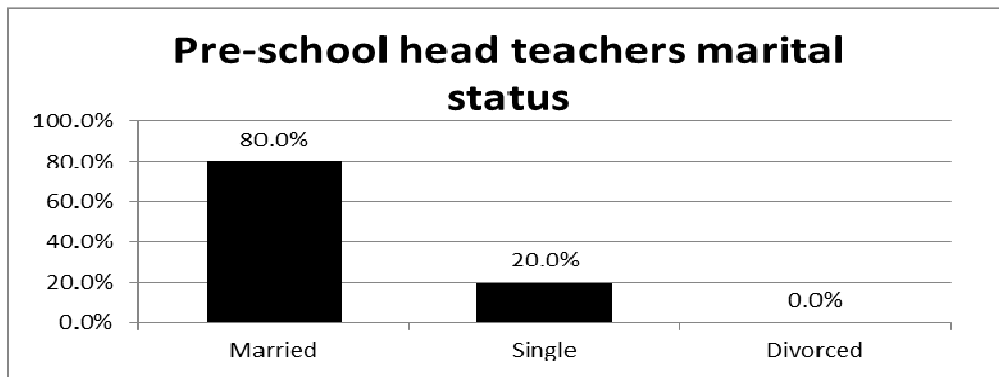


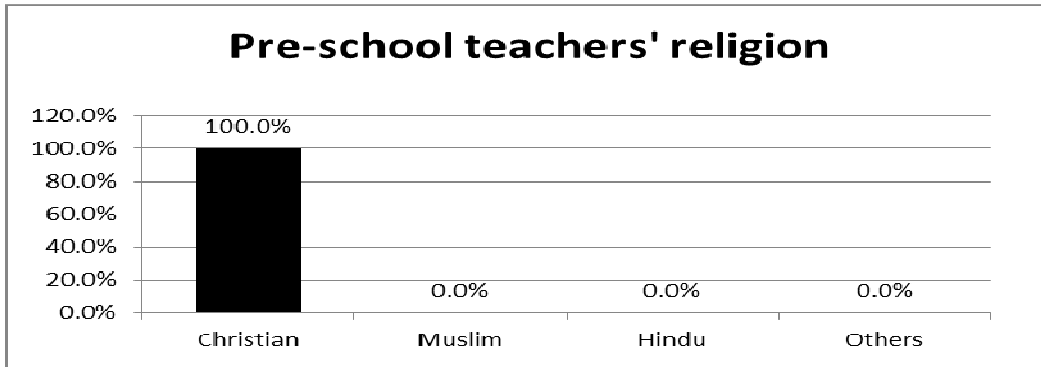
Figure 4.6 shows that in terms of pre-school head teacher's marital status, 80% were married while 20% were single. There was no divorced category in the case study. The results imply that majority of the respondents were in a marriage family setup. Hence indicating an experienced view in the case study in terms of effects of principles of cooperate governance in ECE management in Bahati, Nakuru North sub-county.

4.2.3 Religion of the Respondents

Pre-school teacher's religion

The results are summarized and presented in figure 4.7.

Figure 4.7: Pre-school teachers Religion



The study found that 100% of the respondents were Christians. The Religion of the Pre-School teachers as the researcher found out was entirely Christian dominated. This shows that there is only one religion accustomed to in this area of Bahati, Nakuru North Sub County, as per case study.

School committee member's religion

The results are summarized and presented in figure 4.8

Figure 4.8: School committee member's religion

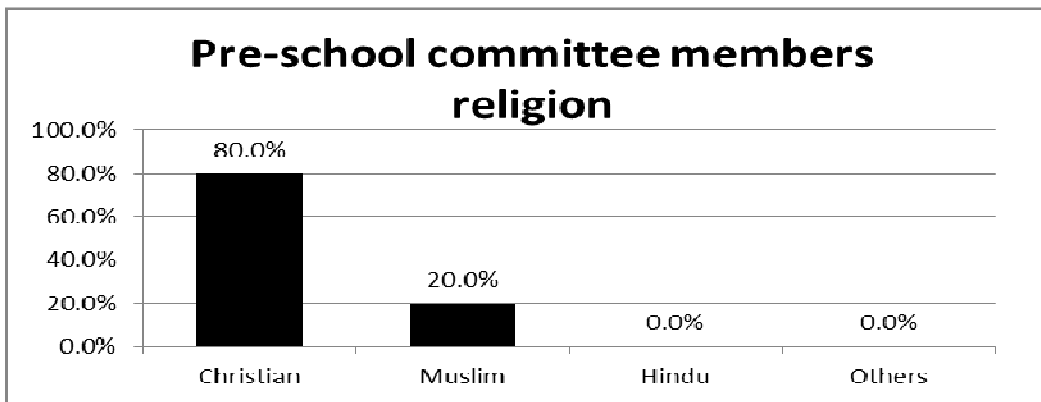


Figure 4.8 shows that an overwhelming majority of the pre-school committee members were Christians as represented by 80% of responses while 20% were muslim. This shows

that Christianity is practiced a lot in the area of Bahati, Nakuru North sub-county, as per case study.

Head teachers religion

The results are summarized and presented in figure 4.9.

Figure 4.9: Pre-school head teacher’s religion

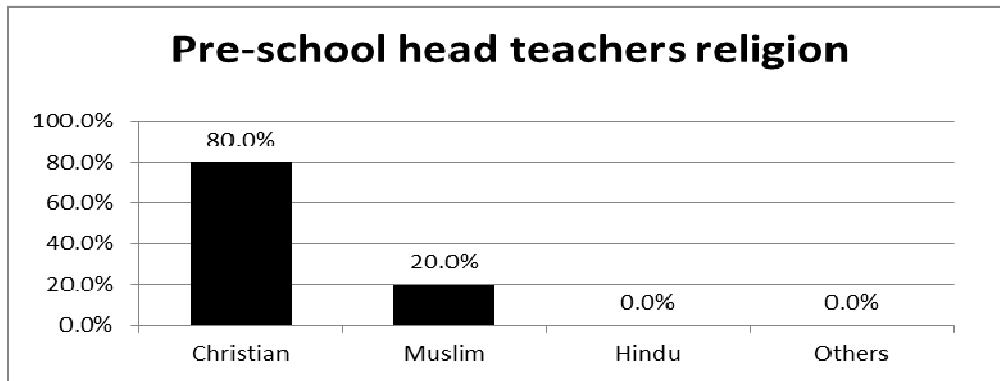


Figure 4.9 shows that Christian pre-school head teachers were 80% of respondents while the rest were Muslims. This shows that Christianity is practiced a lot in the area of Bahati, Nakuru North sub-county, as per case study.

4.2.4 Age of the Respondents

Pre-school teacher’s age

The resultant responses are explained in the table 4.10.

Figure 4.10 Pre-school teachers' age

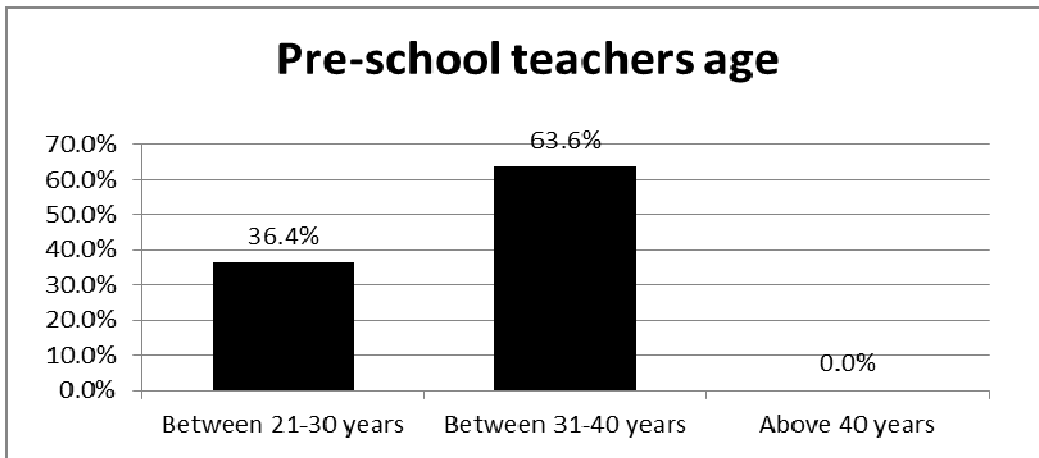


Figure 4.10 shows that majority of the parents were aged between 31 - 40 years of age (63.6%) and thus were mature and experienced in the education system. This is a clear indication that they are well informed on effects of principles of corporate governance on management of ECE in Bahati division Nakuru county thus best for the case study. The rest were between ages of 21 – 30 years representing 36.4% of the respondents.

School committee's member's age

The resultant responses are explained in the figure 4.11.

Figure 4.11 Pre-school committee members' age

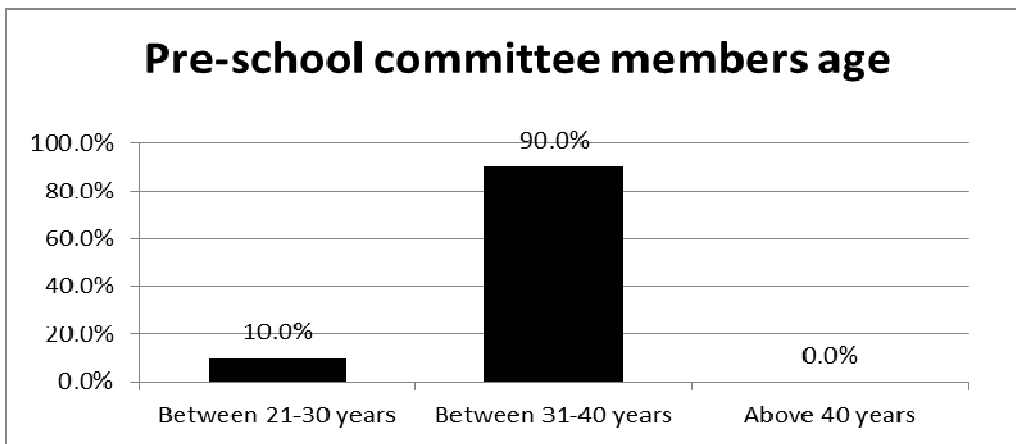


Figure 4.11 shows the pre-school committee members' age. Majority were aged between 31 - 40 years of age (90%) and could have experience in the education system. They are thus well versed on effects of principles of corporate governance on management of ECE in Bahati division Nakuru County thus best for the case study. Those that were between 21 –30 years represented 10%, whereas there were no respondents above 40 years.

Age of the pre-school head teachers

The resultant responses are explained in the figure 4.12.

Figure 4.12 Age of pre-school head teachers

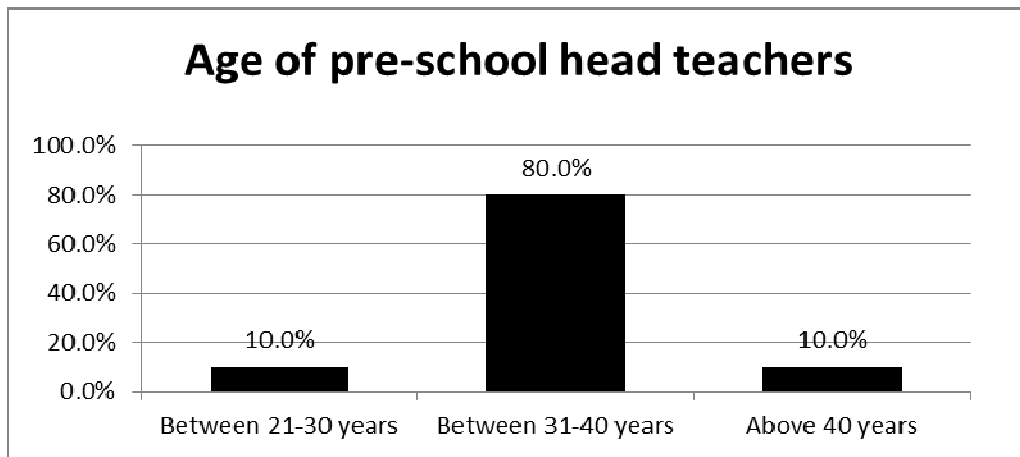


Figure 4.12 shows that majority of the pre-school head teachers were aged between 31 - 40 years of age (80%) and thus could provide valuable information on effects of principles of corporate governance on management of ECE in Bahati division Nakuru County thus best for the case study. Those that were age between 21 –30 years represented 10% whereas those that were above 40 years represented 10% also.

4.2.5 Education level

Pre-school teacher's education level

These results are summarized and presented in figure 4.13.

Figure 4.13 Pre-school teacher's education level

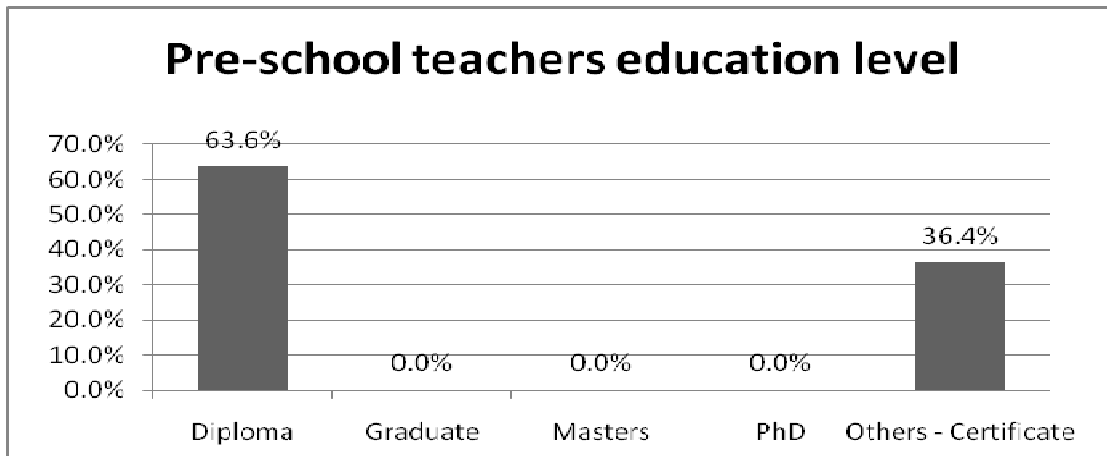


Figure 4.13 shows that in terms of the respondents' levels of education, majority had Diploma level of education representing 63.6% of the Pre-School teachers, 36.4% were certificate holders, in this study case there were no respondents with graduate, masters or PhD level of education. The educational background points to the fact that most of the Pre-School teachers are educated up to Diploma level thus at least easily understood the issues raised in the questionnaire concerning the area of study. Given the level of education, the respondents understood the ethics of research and thus were expected to give honest and informative responses which would add to the credibility of the final research findings and report.

Pre-school committee member's education level

These results are summarized and presented in figure 4.14

Figure 4.14 Pre-school committee member's education level

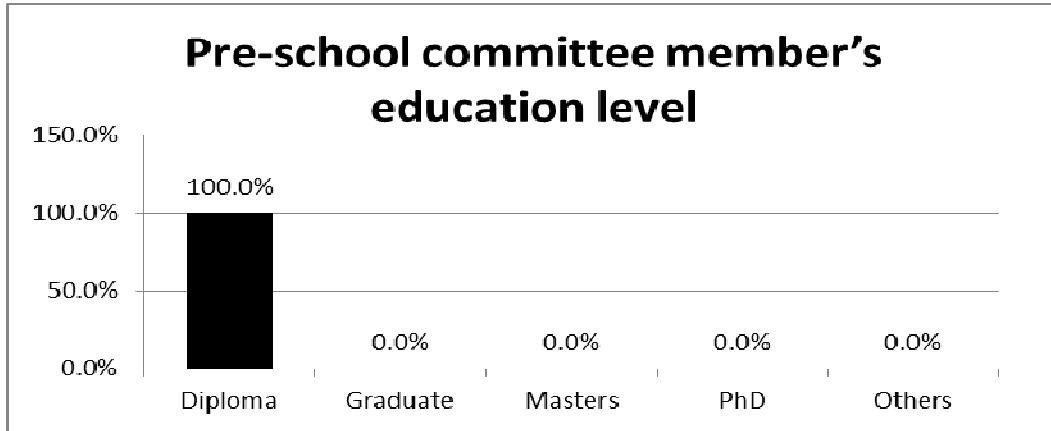


Figure 4.14 shows that the entire school committee was educated up to diploma level representing 100% of the school members committee. There were no respondents with PhD level of education or graduates.

The educational background points to the fact that all of the school committee are educated up to diploma level thus at least easily understood the issues raised in the questionnaire concerning the area of study. None had master's education. Given the level of education, the respondents understood the ethics of research and thus were expected to give honest and informative responses which would add to the credibility of the final research findings and report.

Pre-school head teacher's education level

These results are summarized and presented in figure 4.15.

Figure 4.15 Pre-school head teacher's education level

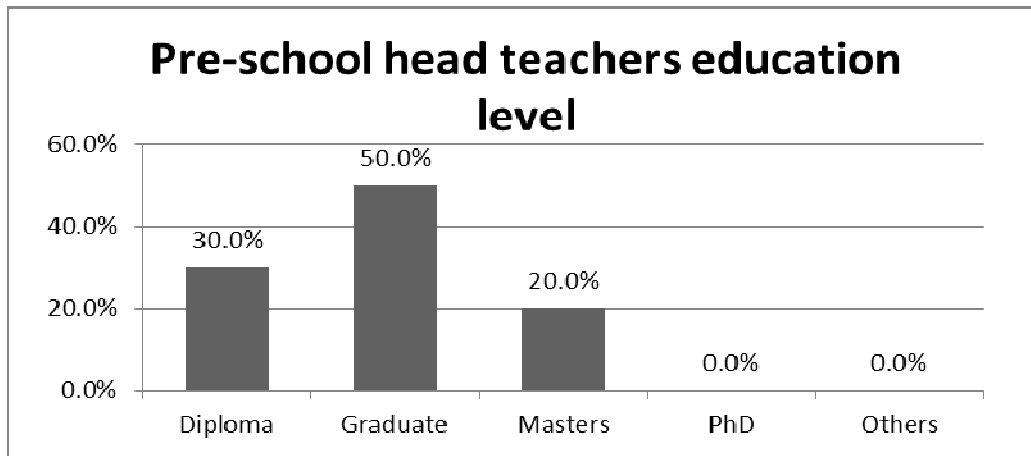


Figure 4.15 shows that the majority of the head teachers in the schools were educated up to graduate level representing 50%. While 30% had reached diploma level of education. There were no respondents with PhD level of education though those with masters represented 20% of respondents.

The educational background points to the fact that all of the head teachers are educated up to graduate level thus at least easily understood the issues that arose in the questionnaire concerning the area of study. None had PhD. Given the level of education, the respondents understood the ethics of research and thus were expected to give honest and informative responses which would add to the credibility of the final research findings and report.

4.2.6 Levels of experience

Pre-school teachers level of experience

These results are summarized and presented in the figure 4.16

Figure 4.16 Pre-school teacher's experience

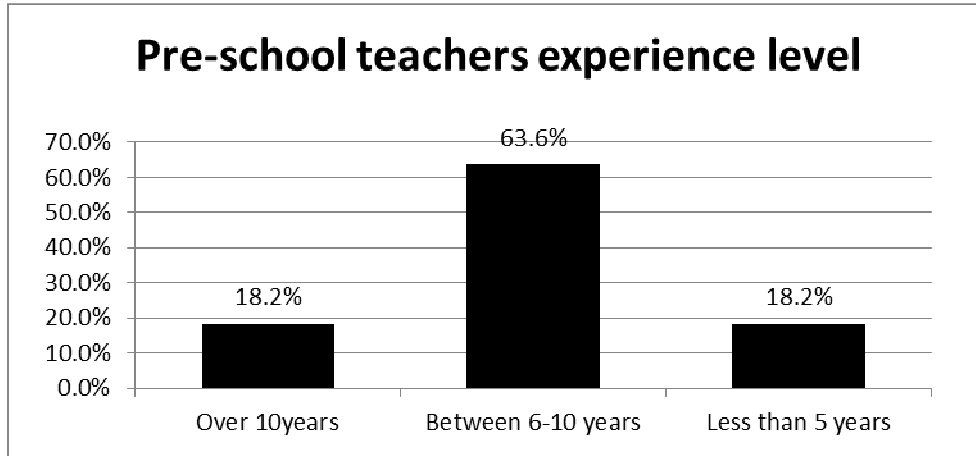


Figure 4.16 shows that most of the Pre-school teachers are experienced. This was represented by 63.6% of respondents who had between 6 – 10 years of experience teaching. This provided a platform for better understanding in the case study and impacted greatly on the effects of principles of corporate governance on management of ECE in Bahati division Nakuru County.

The study further revealed that there was a tie of 18.2% of the Pre-School teachers who had experience of less than 5 years and those that had over 10 years respectively representing 18.2% this also conformed to the study objective in the effects of principles of corporate governance on management of ECE.

School committee members level of experience

These results are summarized and presented in the figure 4.17

Figure 4.17 School Committees' Experience

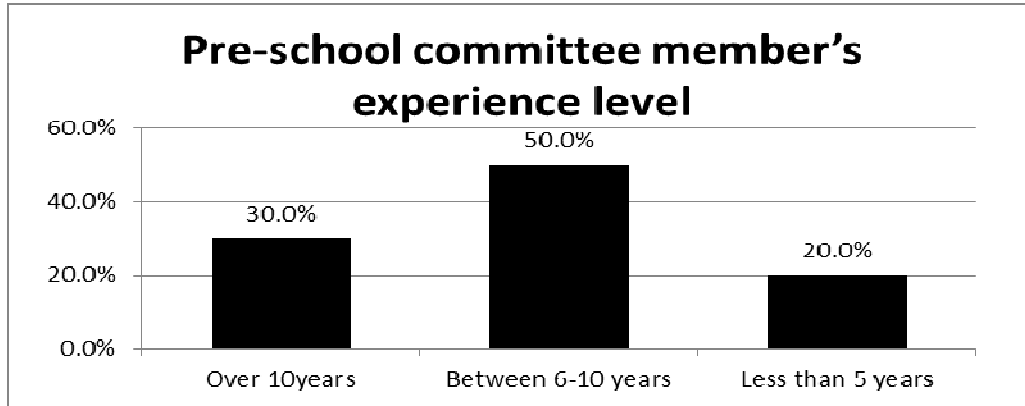


Figure 4.17 shows that 50% of respondents had between 6 – 10 years of experience. This provided a platform for better understanding in the case study and impacted greatly on the effects of principles of corporate governance on management of ECE in Bahati division Nakuru sub-county. The study further revealed that 30% of the school committees had experience of less than 5 years while those that had over 10 years were 20%. This also conformed to the study objective in the effects of principles of corporate governance on management of ECE.

Pre-school head teachers level of experience

These results are summarized and presented in the figure 4.18

Figure 4.18 Pre-school head teachers' level of experience.

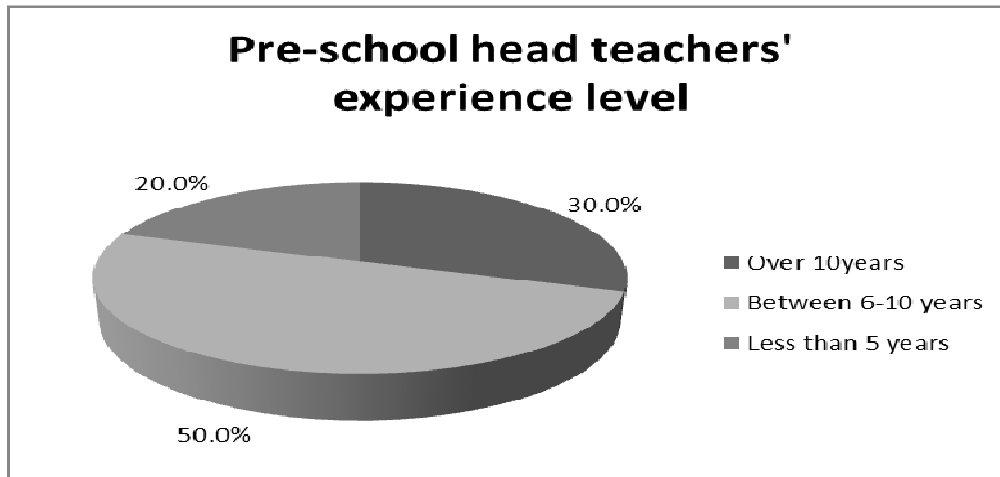


Figure 4.18 shows that 50% of pre-school head teachers had between 6 – 10 years of experience. This provided a platform for better understanding in the case study and impacted greatly on the effects of principles of corporate governance on management of ECE in Bahati division Nakuru sub-county. The study further revealed that there were 20% of the head teachers who had experience of less than 5 years and those that had over 10 years respectively representing 30%. This also conformed to the study objective in the effects of principles of corporate governance on management of ECE.

4.3 Functions of the board for effective corporate governance in ECE management

In the study, the researcher needed responses on the extent to which Pre-School teachers agreed with the following statements on functions of board of management in their school. In order to investigate the functions of board of management, case study being Bahati, Nakuru North sub-county, the study used a Likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean,

standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on functions of board of management with regard to corporate governance framework. This is well elaborated in the table 4.1 and narratives which shows the respondents and the statistics.

Table 4.1 Functions of Board of management

Functions of Board of management	N	Mean	Std. Deviation	Variance
Tendering	11	3.4545	1.03573	1.073
Staff discipline	11	4.5455	0.82020	0.673
Performance	11	4.1818	1.25045	1.564
Staff Meetings	11	2.5455	1.50756	2.273
Adherence to Government Policies	11	2.5455	1.12815	1.273

Source: Research data

Table 4.1 above shows that in primary schools in Bahati, Nakuru North sub-county majority of the respondents felt that board of management influences performance with regard to corporate governance with a mean of 4.1818 whereas the standard deviation of 1.25045 implied that the results recorded could be relied upon in making generalizations about the study. Another portion of respondents with mean of 4.5455 felt that staff discipline has everything to do with how board of management functions in schools though recording a standard deviation of 0.82020. This is followed by a tie between Pre-School teachers who were of the view that adherence to Government policies and staff meetings was influenced by functions of board of management at a mean of 2.5455 though differing in standard deviation by 1.12815 and 1.50756 respectively. This though point to a strong consensus on the research regarding the functions of the board of management with regard to corporate governance and confirms the study objectives.

School committee's view on functions of board of management in the school

In the study, the researcher asked with regard to corporate governance framework, to what extent do the school committee agreed with the following statements on functions of board of management in their school? In order to investigate the functions of board of management, case study being Bahati, Nakuru North sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on functions of board of management with regard to corporate governance framework. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.2 Functions of Board of management

Functions of Board of management	N	Mean	Std. Deviation	Variance
Tendering	10	3.5000	1.58114	2.500
Staff discipline	10	0.8000	1.38841	1.856
Performance	10	2.8000	1.93216	3.733
Staff Meetings	10	2.2000	1.54919	2.400
Adherence to Government Policies	10	3.4000	1.71270	2.033

Source: Research data

Table 4.2 above shows that in primary schools in Bahati, Nakuru North sub-county, majority of school committee in the case study felt tendering influenced functions of board of management with regard to corporate governance with a mean of 3.5000

whereas a standard deviation of 1.58114 was recorded. Another portion with mean of 0.8000 felt that staff discipline has everything to do with how board of management functions in schools though recording a standard deviation of 1.38841. This is followed by school committees who were of the view that adherence to Government policies and staff meetings was influenced by functions of board of management at a mean of 3.4000 and 2.2000 respectively. A standard deviation of 1.71270 and 1.54919 respectively was recorded. This though point to a strong consensus on the research regarding the functions of the board of management with regard to corporate governance and confirms the study objectives.

Head teacher's view on functions of board of management in the school

In the study, the researcher asked with regard to corporate governance framework, to what extent do the head teachers agreed with the following statements on functions of board of management in their school? In order to investigate the functions of board of management, case study being Bahati, Nakuru North sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on functions of board of management with regard to corporate governance framework. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.3 Functions of Board of management

Functions of Board of management	N	Mean	Std.	
			Deviation	Variance
Tendering	10	3.8000	0.91894	0.844
Staff discipline	10	4.3000	0.94868	0.900
Performance	10	4.0000	0.66667	0.444
Staff Meetings	10	3.7000	1.05935	1.122
Adherence to Government Policies	10	4.4000	0.09921	0.483

Source: Research data

Table 4.3 above shows that head teachers in primary schools in Bahati, Nakuru North sub-county in the case study felt tendering influenced functions of board of management with regard to corporate governance with a mean of 3.8000 whereas a standard deviation of 0.91844 was recorded. Another portion with mean of 4.3000 felt that staff discipline has everything to do with how board of management functions in schools though recording a standard deviation of 0.94868. This is followed by head teachers who were of the view that adherence to Government policies and staff meetings was influenced by functions of board of management at a mean of 4.4000 and 3.7000 respectively. A standard deviation of 0.09921 and 1.05935 respectively was recorded. This though point to a strong consensus on the research regarding the functions of the board of management with regard to corporate governance.

Pre-School teachers' view on distribution of assignment and duties in school

In the study, the researcher asked with regard to management structure of ECE in the school, to what extent do the Pre-School teachers agreed with the following statements on distribution of assignment and duties in their school. In order to investigate the distribution of assignment and duties in school, the study used a likert-type scale in which

5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on distribution of assignments and duties in the school with regard to management structure of ECE in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.4 Distribution of assignments and duties.

Distribution of assignments and duties.	N	Std.		
		Mean	Deviation	Variance
Internal Management regulation	11	2.8182	1.60114	2.564
Operating principle	11	2.6364	1.50151	2.255
Collective delegation of powers	11	1.9091	0.83121	0.691
Skills mix – Knowledge and experience	11	3.0000	1.48324	2.200
Assessment of school financial position	11	2.0909	1.22103	1.491

Source: Research data

Table 4.4 above shows that in primary schools in Bahati, Nakuru North sub-county majority of the Pre-School teachers felt that skills mix – knowledge and experience had an influence with distribution of assignments and duties with regard to management structure of ECE with a mean of 3.0000 whereas a standard deviation of 1.48324 was recorded. Another portion with mean of 2.8182 and 2.6364 felt that internal management regulations and operating principle respectively had an influence on the distribution of assignments and duties in the schools; this recorded a standard deviation of 1.60114 and

1.50151 respectively. This is followed by those Pre-School teachers who responded with a mean of 1.9091 that collective delegation of powers influenced distribution of assignments and duties in schools whereas another portion responded with a mean of 2.0909 that assessment of school financial position influenced distribution of assignments and duties, though recording a standard deviation of 1.22103. This though point to a strong consensus on the research regarding the distribution of assignments and duties in primary schools in Bahati, Nakuru north sub-county and confirms the study objectives.

School committee's view on distribution of assignment and duties in school

In the study, the researcher asked with regard to management structure of ECE in the school, to what extent do the school committee agreed with the following statements on distribution of assignment and duties in their school. In order to investigate the distribution of assignment and duties in school, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on distribution of assignments and duties in the school with regard to management structure of ECE in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.5 Distribution of assignments and duties.

Distribution of assignments and duties.	N	Mean	Std. Deviation	Variance
Internal Management regulation	11	3.1000	1.44914	2.100
Operating principle	11	2.5000	1.35401	1.833
Collective delegation of powers	11	2.7000	1.33749	1.789
Skills mix – Knowledge and experience	11	2.6000	1.17379	1.378
Assessment of school financial position	11	3.4000	1.71270	2.933

Source: Research data

Table 4.5 above shows that in primary schools in Bahati, Nakuru North sub-county majority of the school committee felt that Assessment of school financial position had an influence with distribution of assignments and duties with regard to management structure of ECE with a mean of 3.4000 whereas a standard deviation of 1.71270 was recorded. Another portion with mean of 3.1000 and 2.5000 felt that internal management regulations and operating principle respectively had an influence on the distribution of assignments and duties in the schools; this recorded a standard deviation of 1.44914 and 2.5000 respectively. This is followed by those school committees who responded with a mean of 2.7000 felt that collective delegation of powers influenced distribution of assignments and duties in schools whereas another portion with a mean of 2.6000 felt that skill mix- knowledge and experience influenced distribution of assignments and duties in the schools This though point to a strong consensus on the research regarding the distribution of assignments and duties in primary schools in Bahati, Nakuru north sub-county and confirms the study objectives.

Head teachers' view on distribution of assignment and duties in school

In the study, the researcher asked with regard to management structure of ECE in the school, to what extent does the head teachers agreed with the following statements on distribution of assignment and duties in their school. In order to investigate the distribution of assignment and duties in school, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on distribution of assignments and duties in the school with regard to management structure of ECE in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.6 Distribution of assignments and duties.

Distribution of assignments and duties.	N	Mean	Std. Deviation	Variance
Internal Management regulation	10	3.7000	1.25167	1.567
Operating principle	10	3.0000	1.49071	2.222
Collective delegation of powers	10	3.8000	0.78881	0.622
Skills mix – Knowledge and experience	10	4.0000	0.66667	0.444
Assessment of school financial position	10	3.5000	1.17851	1.380

Source: Research data

Table 4.6 above shows that head teachers in primary schools in Bahati, Nakuru North sub-county felt that Assessment of school financial position had an influence with distribution of assignments and duties with regard to management structure of ECE with a mean of 3.5000 whereas a standard deviation of 1.17/51 was recorded. Another portion with mean of 3.7000 and 3.0000 felt that internal management regulations and operating principle respectively had an influence on the distribution of assignments and duties in the schools; this recorded a standard deviation of 1.25167 and 1.49071 respectively. This is followed by those head teachers who responded with a mean of 3.8000 felt that collective delegation of powers influenced distribution of assignments and duties in schools whereas another portion with a mean of 4.0000 felt that skill mix- knowledge and experience influenced distribution of assignments and duties in the schools This though point to a strong consensus on the research regarding the distribution of assignments and duties in primary schools in Bahati, Nakuru north sub-county and confirms the study objectives.

Pre-School teachers' view on Policy of active communication with stakeholders in the school

In order to investigate the policy of active communication with stakeholders in the school, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on policy of active communication with stakeholders in the

school with regard to issues surrounding rights of stakeholders and equal treatment in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.7 Policy of active communication with stakeholders.

Policy of active communication with stakeholders.	N	Mean	Std.	
			Deviation	Variance
Share ownership structure	11	2.9091	1.51357	2.291
Equal treatment	11	3.0000	1.54919	2.400
Disclosure to stakeholders	11	2.9091	1.57826	2.491
Active participation of shareholders	11	2.1818	1.40130	1.964
General meetings	11	1.9091	1.13618	1.291

Source: Research data

Table 4.7 above shows that majority of Pre-School teachers in Bahati, Nakuru North sub-county felt that equal treatment very greatly influenced policy of active communication with stakeholders with regard to rights of stakeholders and equal treatment in ECE management with a mean of 3.0000 whereas a standard deviation of 1.54919 was recorded. Another portion with mean of 2.1818 and 1.9091 respectively felt that active participation of shareholders and general meetings respectively influenced policy of active communication with shareholders; this recorded a standard deviation of 1.40130 and 1.13618 respectively. This is followed by a tie with a mean of 2.9091 for those Pre-School teachers who felt that sharing of ownership structure and disclosure of stakeholders influenced the policy of active communication with stakeholders, though differed in the standard deviation recording 1.51357 and 1.57826 respectively. This conforms to the study objective in the case study.

School committee’s view on Policy of active communication with stakeholders in the school

In order to investigate the policy of active communication with stakeholders in the school, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on policy of active communication with stakeholders in the school with regard to issues surrounding rights of stakeholders and equal treatment in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.8 Policy of active communication with stakeholders.

Policy of active communication with stakeholders.	N	Mean	Std. Deviation	Variance
Share ownership structure	11	2.8000	1.75119	3.067
Equal treatment	11	3.0000	1.63299	2.667
Disclosure to stakeholders	11	2.9000	1.66333	2.767
Active participation of shareholders	11	3.4000	1.71270	2.933
General meetings	11	3.1000	1.79196	3.211

Source: Research data

Table 4.8 above shows that head teachers in Bahati, Nakuru North sub-county felt that equal treatment influenced policy of active communication with stakeholders with regard to rights of stakeholders and equal treatment in ECE management with a mean of 3.0000 whereas a standard deviation of 1.63299 was recorded. Another portion with mean of

3.4000 and 3.1000 respectively felt that active participation of shareholders and general meetings respectively influenced policy of active communication with shareholders; this recorded a standard deviation of 1.71270 and 1.79196 respectively. This is followed by a mean response of 2.8000 and 2.9000 for those school committee who felt that sharing of ownership structure and disclosure of stakeholders respectively influenced the policy of active communication with stakeholders, though a standard deviation of 1.75119 and 1.66333 respectively. This conforms to the study objective in the case study.

Head teachers' view on Policy of active communication with stakeholders in the school

In order to investigate the policy of active communication with stakeholders in the school, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on policy of active communication with stakeholders in the school with regard to issues surrounding rights of stakeholders and equal treatment in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.9 Policy of active communication with stakeholders.

Policy of active communication with stakeholders.	N	Mean	Std. Deviation	Variance
Share ownership structure	10	3.3000	1.15950	0.344
Equal treatment	10	3.2000	1.47573	2.178
Disclosure to stakeholders	10	3.4000	1.34990	1.622
Active participation of shareholders	10	3.3000	1.41814	2.011
General meetings	10	3.5000	1.43372	2.050

Source: Research data

Table 4.9 above shows that head teachers in Bahati, Nakuru North sub-county felt that equal treatment influenced policy of active communication with stakeholders with regard to rights of stakeholders and equal treatment in ECE management with a mean of 3.2000 whereas a standard deviation of 1.47573 was recorded. Another portion with mean of 3.3000 and 3.5000 respectively felt that active participation of shareholders and general meetings respectively influenced policy of active communication with shareholders; this recorded a standard deviation of 0.41814 and 0.43372 respectively. This is followed by a mean response of 3.3000 and 3.4000 for those head teachers who felt that sharing of ownership structure and disclosure of stakeholders respectively influenced the policy of active communication with stakeholders.

4.4 Establishment of rights and equitable treatment of shareholders in ECE management.

In order to investigate the establishment of rights and equitable treatment of shareholders in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great*

extent, Great extent, Moderate extent, Little Extent and No extent respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on establishment of rights and equitable treatment of shareholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.10 Establishment of rights and equitable treatment of shareholders in ECE management in the schools.

Establishment of rights and equitable treatment of shareholders in ECE management	N	Mean	Std. Deviation	Variance
Effective enforcement mechanisms	11	2.8182	1.40130	1.964
Effective legal protection	11	2.7273	1.61808	2.618
Regular meetings	11	1.9091	1.30035	1.691
Prevent conflicts of interest	11	2.9091	1.37510	1.891
Access to information	11	2.2727	1.34840	1.818

Source: Research data

Table 4.10 above shows that majority of Pre-School teachers in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 2.9090 whereas a standard deviation of 1.37510 was recorded from the respondents. Another portion with mean of 2.8182 and 2.7273 respectively felt that putting together effective enforcement mechanisms and having effective legal protection in the schools influenced the establishment of rights and equitable treatment of

shareholders in ECE management. This is followed by the respondents who were of the view that regular meetings with Pre-School teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 1.9091 and a standard deviation of 1.30035.

School committee's view on establishment of rights and equitable treatment of shareholders in ECE management

In order to investigate the establishment of rights and equitable treatment of shareholders in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the school committee agreed or disagreed with the statements put forth on establishment of rights and equitable treatment of shareholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.11 Establishment of rights and equitable treatment of shareholders in ECE management in the schools.

Establishment of rights and equitable treatment of shareholders in ECE management	N	Mean	Std. Deviation	Variance
Effective enforcement mechanisms	10	2.6000	1.26491	1.600
Effective legal protection	10	2.8000	1.31656	1.733
Regular meetings	10	3.6000	1.67762	2.489
Prevent conflicts of interest	10	3.2000	1.22927	1.511
Access to information	10	3.1000	1.52388	2.311

Source: Research data

Table 4.11 above shows that school committees in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 3.2000 whereas a standard deviation of 1.22927 was recorded from the respondents. Another portion with mean of 2.6000 and 2.8000 respectively felt that putting together effective enforcement mechanisms and having effective legal protection in the schools influenced the establishment of rights and equitable treatment of shareholders in ECE management. This is followed by the majority of respondents who were of the view that regular meetings with head teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 3.6000 and a standard deviation of 1.57762.

Head teachers view on establishment of rights and equitable treatment of shareholders in ECE management.

In order to investigate the establishment of rights and equitable treatment of shareholders

in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the head teachers agreed or disagreed with the statements put forth on establishment of rights and equitable treatment of shareholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.12 Establishment of rights and equitable treatment of shareholders in ECE management in the schools.

Establishment of rights and equitable treatment of shareholders in ECE management	N	Mean	Std. Deviation	Variance
Effective enforcement mechanisms	10	2.8000	0.91894	0.844
Effective legal protection	10	3.0000	1.24722	1.556
Regular meetings	10	2.8000	1.47573	2.178
Prevent conflicts of interest	10	3.2000	1.22927	1.511
Access to information	10	3.5000	1.50923	2.278

Source: Research data

Table 4.12 above shows that school head teachers in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 3.2000 whereas a standard deviation of 1.22927 was recorded from the respondents. Another portion tied with mean of 2.8000 felt that putting together effective enforcement

mechanisms and Regular meetings with head teachers in the schools influenced the establishment of rights and equitable treatment of shareholders in ECE management, though there was a difference in standard deviation of 0.91894 and 1.47573 respectively. This is followed by the majority of respondents who were of the view that access to information with head teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 3.5000 and a standard deviation of 1.50923.

4.5 The Role of stakeholders in ECE management.

In order to investigate the role of stakeholders in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the role of stakeholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.13 Role of stakeholders in ECE management.

Role of stakeholders in ECE management.	N	Mean	Std. Deviation	Variance
Engagement in policy formulation	11	2.1818	1.60114	2.564
Project design involvement	11	2.8182	1.40130	1.964
Resource mobilization	11	2.5455	1.21356	1.473
Implementation and Monitoring	11	2.4545	1.3648	1.873
Whistle blowing	11	3.0000	1.41421	2.000

Source: Research data

Table 4.13 above shows that majority of Pre-School teachers in Bahati, Nakuru North sub-county felt that whistle blowing is the role of stakeholders in ECE management with a mean of 3.0000 whereas a standard deviation of 1.41421 was recorded. Another portion with mean of 2.8182 and 2.5455 respectively felt that Project design involvement and Resource mobilization respectively is the role of the stakeholders in ECE managements, this recorded a standard deviation of 1.40130 and 1.21356 respectively. This is followed by those Pre-School teachers who responded and said that engagement in policy formulation was the role of stakeholders in ECE management. This is evidenced by a mean of 2.1818 and a standard deviation of 1.60114 from the respondents. Others felt that implementation and monitoring was the key role of stakeholders in ECE management, recording a mean and standard deviation of 2.4545 and 1.36848 respectively. This conforms to the study objective in the case study.

School committees view on The Role of stakeholders in ECE management.

In order to investigate the role of stakeholders in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and

1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the role of stakeholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.14 Role of stakeholders in ECE management.

Role of stakeholders in ECE management.	N	Mean	Std. Deviation	Variance
Engagement in policy formulation	10	3.5000	1.54114	2.500
Project design involvement	10	3.4000	1.50555	2.267
Resource mobilization	10	3.1000	1.59513	2.544
Implementation and Monitoring	10	3.0000	1.82574	3.333
Whistle blowing	10	2.5000	1.17851	1.389

Source: Research data

Table 4.14 above shows that school committees in Bahati, Nakuru North sub-county felt that whistle blowing is the role of stakeholders in ECE management with a mean of 2.5000 whereas a standard deviation of 1.17851 was recorded. Another portion with mean of 3.4000 and 3.1000 respectively felt that Project design involvement and Resource mobilization respectively is the role of the stakeholders in ECE managements, this recorded a standard deviation of 1.50555 and 1.59513 respectively. This is followed by majority of school committe who responded and said that engagement in policy formulation was the role of stakeholders in ECE management. This is evidenced by a mean of 3.5000 and a standard deviation of 1.58114 from the respondents. Others felt that

implementation and monitoring was the key role of stakeholders in ECE management, recording a mean and standard deviation of 3.000 and 1.82574 respectively. This conforms to the study objective in the case study.

Head teachers view on The Role of stakeholders in ECE management.

In order to investigate the role of stakeholders in ECE management in the schools in Bahati, Nakuru north sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the role of stakeholders in ECE management in the school. This is well elaborated in the table and narratives

Table 4.15 Role of stakeholders in ECE management.

Role of stakeholders in ECE management.	N	Mean	Std. Deviation	Variance
Engagement in policy formulation	10	3.2000	1.54919	2.400
Project design involvement	10	3.3000	1.63639	2.678
Resource mobilization	10	3.3000	1.41814	2.011
Implementation and Monitoring	10	2.9000	1.37032	1.878
Whistle blowing	10	2.6000	1.26491	1.600

Source: Research data

Table 4.15 above shows that there was a majority head teachers tied in their response regarding the role of stakeholders in ECE management in Bahati, Nakuru North sub-county. With mean of 3.3000, they felt that project design and resource mobilization were

the key role of stakeholders in ECE management, though there was a slight difference in the standard deviation of 1.63639 and 1.41814 respectively. Another portion with mean of 3.2000 and 2.9000 respectively felt that engagement in policy formulation and implementation and monitoring respectively is the role of the stakeholders in ECE managements, this recorded a standard deviation of 1.54919 and 1.37032 respectively. This conforms to the study objective in the case study.

4.6 The Level of full disclosures and transparency in ECE management in the school.

In the study, the researcher asked with regard to ECE management in the school, to what extent do the Pre-School teachers agreed with the following statements on the level of full disclosure and transparency in ECE management in schools in Bahati, Nakuru north sub-county. In order to investigate the level of full disclosure and transparency in ECE management, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the level of full disclosure and transparency in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.16 The level of full disclosure and transparency in ECE management in the schools.

Full disclosure and transparency in ECE management.	N	Mean	Std. Deviation	Variance
Periodic reporting	11	2.2727	1.31840	1.818
Control and feedback mechanisms	11	2.4545	1.12815	1.273
Internal control system	11	3.1818	1.40130	1.964
Budgetary control	11	1.9091	1.13618	1.291
Access to information	11	2.4545	1.50756	2.274

Source: Research data

Table 4.16 above shows a tie in majority of Pre-School teachers in Bahati, Nakuru North sub-county who felt that having control and feedback mechanisms and Access to information was a great level of disclosure and transparency in ECE management both recording a mean of 2.4545 though there was a slight difference in standard deviation of 1.12815 and 1.50756 respectively. There was a another portion of respondents that felt that periodic reporting influenced the level of disclosure and transparency in ECE management, recording a mean and standard deviation of 2.2727 and 1.31840. a good number of respondents from the case study felt that Budgetary control had an influence in the level of full disclosure and transparency in ECE management as evidenced from the study results in the table above.

School committee view on Level of full disclosures and transparency in ECE management in the school

In the study, the researcher asked with regard to ECE management in the school, to what extent do the school committee agreed with the following statements on the level of full disclosure and transparency in ECE management in schools in Bahati, Nakuru north sub-

county. In order to investigate the level of full disclosure and transparency in ECE management, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the level of full disclosure and transparency in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.17 The level of full disclosure and transparency in ECE management in the schools.

Full disclosure and transparency in ECE management.	N	Mean	Std.	
			Deviation	Variance
Periodic reporting	10	3.1000	1.52388	2.322
Control and feedback mechanisms	10	2.8000	1.61933	2.622
Internal control system	10	3.0000	1.56347	2.444
Budgetary control	10	3.500	1.43372	2.056
Access to information	10	3.3000	1.14814	2.011

Source: Research data

Table 4.17 above shows that some school committee members in Bahati, Nakuru North sub-county felt that having control and feedback mechanisms and Access to information was a great level of disclosure and transparency in ECE management recording a mean of 2.8000 and 3.3000 respectively. Though a standard deviation of 1.61933 and 1.41814 respectively was recorded. There was another portion of respondents that felt that periodic reporting influenced the level of disclosure and transparency in ECE

management, recording a mean and standard deviation of 3.1000 and 1.52388. A good number of respondents from the case study felt that Budgetary control had an influence in the level of full disclosure and transparency in ECE management as evidenced from the study results in the table above recording a mean of 3.5000 and standard deviation of 1.43372.

Head teachers view on Level of full disclosures and transparency in ECE management in the school.

In the study, the researcher asked with regard to ECE management in the school, to what extent does the head teachers agreed with the following statements on the level of full disclosure and transparency in ECE management in schools in Bahati, Nakuru north sub-county. In order to investigate the level of full disclosure and transparency in ECE management, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *Very great extent*, *Great extent*, *Moderate extent*, *Little Extent* and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth on the level of full disclosure and transparency in ECE management. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.18 The level of full disclosure and transparency in ECE management in the schools.

Full disclosure and transparency in ECE management.	N	Mean	Std. Deviation	Variance
Periodic reporting	10	3.3000	1.63639	2.678
Control and feedback mechanisms	10	3.0000	1.56347	2.444
Internal control system	10	2.8000	1.39841	1.906
Budgetary control	10	3.3000	1.63639	2.678
Access to information	10	3.3000	1.63639	2.678

Source: Research data

Table 4.18 above shows that majority of head teachers in Bahati, Nakuru North sub-county tied in response on the level of disclosure and transparency in ECE management in that they believed periodic reporting, budgetary control and access to information was the way to go in full disclosure and transparency in ECE management. This recorded a mean of 3.3000 and standard deviation of 1.63639 for both statements. A good number of respondents from the case study felt that control and feedback mechanisms had an influence in the level of full disclosure and transparency in ECE management as evidenced from the study results in the table.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, discussion of key findings, conclusions made from the study and the recommendations for policy and practice. The chapter also presents suggestions for further research.

5.2 Summary of Findings

The main objective of this study was to determine effects of principles of corporate governance on management of ECE in Bahati division, Nakuru North Sub-County. Several questionnaires were distributed to Pre-School teachers, Head teachers and School committee's members. All the eleven (11) questionnaires distributed to Pre-School teachers were collected representing 100% response rate. Another 10 questionnaires were distributed to Head teachers and also collected all 10 representing 100% response from head teachers. School committee questionnaires distributed were 10 and out of that 10 collected representing a 100% response from school committee. Overall there was total response from the respondents, providing a great platform for final research findings. The findings showed that 100% of the Pre-School teachers were male. Majority of Head teachers in the study were male at 60% while female were 40%. There was much larger percentage of male with the school committee, representing 80% while female respondents remained at 20%. This is not inline with many researches where female population dominates the jobs opportunities and positions of responsibilities.

The majority of the Head teachers were between 31 - 40 years of age at 80%. This was followed by those aged over 40 years at 10%, while those between 21 and 30 years representing 10% also. Pre-School Teachers age bracket on the other hand Majority of them were above also between 31 – 40 years representing 63.6% while those that were between 21 and 30 years were recorded at 36.4%. School committee also recorded an overwhelming response in those that were between 31 - 40 years at 80% followed by those that were between 21 – 30 years at 20%. Both response of Pre-School teachers, Head teachers and school committee responded to be in marriage family setup representing 90% for both Head teachers and School committee, while Pre-School teachers represented 63.6%.

On the question of education level, most Pre-School teachers were educated up to diploma level representing 63.6% while Head teachers were graduates at 50%. School committee recorded all of them having Diploma level of education representing 100%. The study also purposed to establish the experience of the respondents in the county. The majority of respondents had experience of between 6 – 10 years though the percentage differed; Pre-School teachers recording 80% whereas both Head teachers and school committee representing 50% in that category. Based on the study results, all the respondents had an impact in influencing corporate governance in ECE management in Bahati division.

To ensure effective corporate governance, the institutions have to clearly outline the division of labour especially among employees and management. The study findings showed that majority of Pre-School teachers felt that having staff discipline enhanced effective corporate governance, whereas head teachers and school committee on the same

line majority felt that adherence to governance policies enhance effective governance in ECE management. ECE institutions and their board of governance is to ensure they oversee all aspects of the school, and ensure strategic approach to the institutions future setting up effective objectives and policy frameworks. It became clear from the findings that the county's corporate governance performance have a very major and positive role in the implementation and sustainability of ECE management.

The dominant participation factors identified were Regular meetings, access to information and prevention of conflict of interest in line with trying to establish rights and equitable treatment of shareholders in ECE management. There were overwhelming responses about these factors from respondents in the case study as evidenced in the Likert scale. Other responses in line with establishing of rights and equitable treatment of shareholders in ECE management were; establishing enforcement mechanisms for the rules set in order not to favor or lean on individuals or groups. All this greatly impacted how the shareholders viewed the ECE management in terms of its discharge of mandate.

The results in the study indicated that stakeholders have a wide array of roles with regard to corporate governance of ECE institutions. Some of the roles as the researcher found out were reporting of concerns regarding unethical actions and alerting shareholders and creditors to problems regarding insolvency. Majority of respondents as evidenced by the results on the likert scale were of the view that whistle blowing, project design involvement and resource mobilization were among the key roles of the stake holders with regard to having an effective ECE management in line with corporate governance.

Also other key roles to consider in terms of effective ECE management in relation to stakeholders' roles are engagement in policy formulations and implementation and

monitoring, whereby they're involved to ensure transparency. The magnitude of involvement may not have been an objective of this study but it was clear that if not involved and they don't play their role, it is bound to have an adverse effect on the ECE management and in large capacity impair corporate governance. This confirms the assertions in the study that the sustainability of the effective ECE management in Bahati division, Nakuru north sub-county depends on stakeholders playing their roles effectively.

Adherence to full disclosure and transparency as the study found out requires publicly revealing shareholder and ownership rights and company objectives. This plays a major role in the effective and productive Early Childhood Education management and sustainability of these institutions. As the study found out from the respondents in Bahati division Nakuru north sub-county, majority of respondents indicated that internal control systems, access to information and budgetary control were major assessment points in transparency in ECE management. Other determinants of transparency in ECE management as the study found out from the respondents were periodic reporting whereby management reports on the issues happening within or outside institutions that may have an impact on the shareholders and every stakeholder, another was control and feedback mechanisms whereby stakeholders were free to communicate and convey information expect feedback from management. Disclosure of material matters concerning the institution should be timely and balanced to ensure that all stakeholders and non-stakeholders have access, factual information. All this the study found that may play a major role in the success or failure of effective ECE management with regard to corporate governance.

5.4 Conclusion

As the study results show, there is clear guidelines to outline the division of labor, especially among supervisory employees and especially the board of management. The board makes known legal and regulatory requirements to key personnel in the schools under study. The management is able to fulfill any responsibilities regarding those who do not act in accordance to these guidelines as found by Crawford (2007).

On the question of the issues surrounding establishment of rights of stakeholders and equal treatment in ECE management, the study indicates that this has been put in place. The findings may help the institutions concerned with ECE education and management to ensure equity and access to education across the country regardless of tribe, race, religion and socio-economic status.

The study also set out to establish the factors that affect implementation of principles of corporate governance in ECE management in Bahati division. The study found that costs played a great role. It will be helpful in determining cost of savings for the families and the nation, reduction of poverty, social inequalities and create more awareness of the importance of provision and access to quality education by all the children in ECE.

The strategies that can be used in improving application of principles of corporate governance in ECE management in Bahati division include improving the level of full disclosures and transparency. This will greatly improve application of principles of corporate governance in ECE management in Bahati Division.

5.5 Recommendations

The recommendations arising out of this study include examining the effects of principles of corporate governance in ECE management in Bahati division and the whole county at large. The value all the stakeholders can bring into the sustainability of the ECE institutions and their management could be a pointer to the improvement of education standards management especially with the devolved system of government. The benefits of such participation of all stakeholders in Bahati division and county at large should be felt beyond the county. More research should go into finding ways and means of improving efficiency and accountability of the institutions. The study demonstrates how collaborative work could produce positive outcomes for Pre-School teachers, Head teachers and school committees

This study on the principles of corporate governance in ECE management in Bahati division Nakuru north sub-county has opened more research avenues in order to improve and benefit with increased investment in programs for infants and children. Some of the avenues would include early identification and intervention of school going age children, and ways to improve productivity among children. Due to the similarities of the effects of corporate governance in ECE management studied in Bahati division Nakuru north sub-county to other zones in the country, it will be very important that the study is replicated in these other areas. This provides an opportunity for the region to address the problems together if indeed they are similar. In the event that they are not, it will be important to have a critical look at the differences and therefore make better and more informed decisions on the improvement and sustainability of ECE institutions in line with the principles of corporate governance.

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APPENDICES

APPENDIX I: Letter to Sub county Education Office

Rosemary M. Kithuku
C/o University of Nairobi
P.O. Box 30197 00100
Nairobi.

Dear Répondent,

**RE: EFFECTS OF PRINCIPLES OF CORPORATE GOVERNANCE ON
MANAGEMENT OF ECE IN BAHATI DIVISION NAKURU COUNTY:**

I am a postgraduate student at the University Of Nairobi, Department of Education and Technology. I am undertaking the above research project in partial fulfillment of the requirements for the award of the MED degree. In order to achieve this, I humbly request your assistance in collection of data from ECE management and teachers in the Sub-County. This will be through the respondents filling the attached questionnaire to generate data for the study. Any information provided is purely for the purposes of this project thus the responses will be treated in strict confidence and in no circumstances will names be mentioned in the report. Further confidentiality will be ensured through the necessary coding of the findings. A copy of the research report will be availed upon written request.

Your assistance to this regard will be highly appreciated.

Thank you in advance,

Yours Sincerely,

RoseMary M. Kithuku

M.ED STUDENT

Dr P. Odundo

SUPERVISOR

APPENDIX 2: Questionnaire

SECTION A:

This section of the questionnaire refers to demographic information about you. Although we are aware of the sensitivity of the questions in this section, the information will allow us to compare different respondents.

Background Information			
	QUESTIONS	RESPONSES	INSTRUCTIONS
1	What is your gender?	Male.....1 Female.....2	
2	What is your marital status?	Married.....1 Single.....2 Divorced.....3	
3	What is your religion?	Christian.....1 Muslim.....2 Hindu.....3 Other.....4	
4	What is your age bracket?	21-30Years.....1 31-40Years.....2 Above 40 Years.....3	
5	What is your highest level of Education?	Diploma.....1 Graduate.....2 Masters.....3 PhD.....4 Other.....5	For other, please specify
6	How many years of experience do you have in ECE?	Less than 5years.....1 6-10 Years.....2 Over 10 years.....3	
7	Are you involved in school management?	Yes.....1 No.....2	If yes, in what areas?

SECTION B:

This section of the questionnaire explores aspects of corporate governance on management of ECE within your school

- 8) With regard to corporate governance framework, to what extent do you agree with the following statements on functions of board of management in your school?

Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Functions of Board of Management	1	2	3	4	5
Tendering					
Staff Discipline					
Performance					
Staff meetings					
Adherence to government policies					

- 9) Regarding the management structure of ECE in your school, to what extent do you agree with the following statements on distribution of assignment and duties in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Distribution of Assignments and duties	1	2	3	4	5
Internal management regulations					
Operating principle					
Collective delegation of powers					
Skills mix – Knowledge and experience					
Assessment of school financial position					

- 10) There are issues surrounding rights of stakeholders and equal treatment in ECE management. To what extent do you agree with the following statements on policy of active communication with stakeholders in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Policy of Active Communication with Stakeholders	1	2	3	4	5
Share ownership structure					
Equal treatment					
Disclosure to stakeholders					
Active participation of shareholders					
General meetings					

SECTION C:

This section explores establishment of rights and equitable treatment of shareholders in ECE management.

- 11) To what extent do you agree with the following statements on establishment of rights and equitable treatment of shareholders in ECE management in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Establishment of rights and equitable treatment of shareholders in ECE Management	1	2	3	4	5
Effective enforcement mechanisms					
Effective legal protection					
Regular meetings					
Prevent conflict of interest					
Access to information					

SECTION D:

This section explores the role of stakeholders in ECE management.

- 12) To what extent do you agree with the following statements on role of stakeholders in ECE management in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Role of stakeholders in ECE management	1	2	3	4	5
Engagement in Policy formulation					
Project design involvement					
Resource mobilization					
Implementation & Monitoring					
Whistle blowing					

SECTION E:

This section explores full disclosures and transparency in ECE management.

- 13) To what extent do you agree with the following statements on the level of full disclosures and transparency in ECE management in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Full disclosures and transparency in ECE Management	1	2	3	4	5
Periodic reporting					
Control and Feedback mechanisms					
Internal control system					
Budgetary control					
Access to information					

Thank you for your participation!