

DETERMINANTS OF ADMINISTRATION OF EARLY CHILDHOOD EDUCATION (ECE) IN KILIFI SOUTH SUB COUNTY, KENYA

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ABSTRACT

Across the world, education has been, is and will be viewed as the world's largest investment. In the developed countries like USA and Canada education is given the largest share of the governmental budget. Greatly emphasized on in these countries is the education that is aimed at developing a child and preparing the child for the other chores in the society. In this view, the Sustainable Development Goals emphasized on education for all across the world and the role early childhood education for both the developed and developing countries. The Kenyan government has adopted the early childhood education Programme and funding has been ongoing for almost 8 years now and some little achievements have been made though the programme is still faced by numerous challenges. As such, this study sought to determine the determinants of administration of early childhood education (ECE) in Kilifi South Sub County. The specific objectives were; to establish the effect of devolution on staffing on the administration of early childhood education (ECE) in Kilifi South Sub County; to assess the effect of organizational culture on the administration of early childhood education (ECE) in Kilifi South Sub County; and to determine the effect of financial resources on the administration of early childhood education (ECE) in Kilifi South Sub County. Descriptive study design will be employed in this study. The target population for this study involved all the head teachers manning the 60 public ECE centres in Kilifi South Sub County and county education director ECE of education. The sample size for this study included 61 respondents. The study applied

semi-structured questionnaires and interview guide. Secondary sources of data will also be used so as to enrich data collection. The supervisors and peers who have taken courses in statistics and research methods assisted in reviewing the instrument to address its content and face validity. The test-retest method was used to determine reliability of the questionnaire. The researcher administered a set of semi-structured questionnaires through a pilot study to appraise the questionnaire soundness of the items and to estimate time that was required to answer the items. The researcher sought approval from the graduate school, after which an introductory letter will be sought from the University department. Also, a research permit to conduct research from NACOSTI was sought. Quantitative data obtained through questionnaires was fed into the Statistical Package for Social Sciences (SPSS) version 20 which was used to analyse data that will be gathered during the study. The results were presented in tables. Qualitative data will be analyzed thematically and presented through verbatim reporting. The study showed that there was a great influence/relationship between the staffing, organizational culture and financial resources in the successful administration of ECE in Kilifi County. The study recommends that both the county government and the national government should allocate sufficient funds through the ministry of education to accelerate the implementation of ECE programmes in the county.

Key Words: *administration, early childhood education (ECE), Kilifi South sub county, Kenya*

INTRODUCTION

Investing in human capital is vital in achieving economic growth and development in any country (Rodriguez, Pose & Gill, 2013). Calamai (2010) argues that there is a positive correlation between education and overall economic growth of a country. One year of extra schooling of a labour force can contribute as much as 9% increase in GDP for the first year of schooling and 4% for the next three years (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2010a). Education is recognized as a central element of development. It is an essential component that determines the character and pace of socio-economic development in any nation (World Bank, 2015).

According to UNESCO (2010a), organs of the United Nations such as UNESCO have advocated for the concept of decentralization to address the challenges facing the education sector. Reasons for devolution are numerous. In some cases it is a question of increasing efficiency in management and governance. Though this has succeeded in some countries in other countries the challenges remain. For instance, in the United States, provision of ECE is decentralized to the states, enforcement of minimum working standards across states is weak and working conditions of ECE teaching staff is generally characterized by low wages and limited benefits, their qualification requirements and salaries are comparatively lower, consequently leading to high turnover rates and difficulty in recruiting new teachers (Gichuki, 2015).

Local governments in China are responsible for funding and managing preprimary education. This decentralized system of finance has allocated the heaviest financial burdens to the lowest levels of government, particularly county governments in rural areas, and district government in municipalities (Wu, Young, & Cai, 2012), which have the fewest available resources to pay for quality ECDE (Zhou, Sun, & Lee, 2017). China's dependence on local (municipal or provincial) resources for EDE provision has led to worsening regional disparities in both access and quality. Feng (2017) also argued that, in China, with the devolution of responsibility to provincial governments, the central government did not exert sufficient control in terms of regulating the development of preschool education across provinces, among different regions in a province, and between urban and rural areas.

In Gambia for instance, Early Childhood Education is provided by Non-Governmental Organizations (NGOs), local communities and largely provided by the private sector; few training facilities are available for ECE programmes are not standardized and also provide in-service programmes working in their centres. Moreover, salaries for ECE teachers are much lower. Issues of remuneration, untrained and under qualified teachers, staffing and working conditions are major concerns (ECE Task Force June, 2010). In Tanzania the responsibility of child rearing and ECE projects implementation in many places has remained in the hands of individual families and communities without proper and competent institutions to provide for their continued needs of education and development (United Nations Children's Fund [UNICEF], 2012, Nafungo 2015).

Ethiopia faces challenges similar to China, Gambia and Tanzania's in terms of inequitable access to ECE services and variable ECE quality throughout the country. Given Ethiopia's decentralized governance structure, the Education Sector Development Programme (ESDP) does not give detailed instructions on how to achieve access to preprimary education (called "O class"). Woodhead and colleagues (2017) noted that all Regional State Education Bureaus (RSEBs) in Ethiopia face implementation constraints such as; no budget initially allocated for ECDE services, shortage of qualified personnel, little federal guidance on implementation standards, modest financial and human resources available for monitoring and supervision of ECDE quality, and a scarcity of trained teachers available to teach O class, particularly in the more remote regions.

In Kenya, little had been done by the government in the past to promote ECE, instead in the past decentralizing the sector to non-government organizations and communities making it to be monopolized by the private sector, turning it into a private venture whose quality is questionable (Murundu, 2010). For instance, the Kenyan government did not aid in teacher preparation, construction of the much needed learning facilities; a number of pre-school did not have permanent buildings and teaching and learning was usually held outdoors under trees (Akyem, 2010). Equally lack of professional development opportunities for teachers and high children to teacher ratios was a problem. In addition, teachers lacked adequate teaching and resources to enable them to implement ECE curriculum effectively (Nganga 2009).

To address the challenges above, promulgation of the Constitution of Kenya 2010 on 27 August 2010 brought the best direction of governance of Kenya (Kimathi, 2012). According to Gabriel (2012), decentralized government provided the guidelines for the Local Government. The constitutions of Kenya ensured that all citizens are included in the government activities. For instance, the motivation behind Kenya's devolution is to advance social and monetary improvement by enhancing conveyance of proximate administrations, among different items sketched out in Article 174 (I). The Fourth Schedule of the Constitution circulates capacities and powers between the national and county governments. Part 2(9) of the Fourth Schedule presents to County governments the duty to give pre-essential training and childcare administrations. Such administrations are all things considered typified in the expression Early childhood education (ECE), which is encompassing advancement of a kid's social, enthusiastic, psychological, phonetic and physical needs so as to assemble a strong and expansive establishment for deep rooted learning and prosperity (UNESCO, 2010).

The devolution of ECE to County governments resounds with Section 26(1) of the Basic Education Act No. 14 of 2013, which further explains that County governments are in charge of subsidizing the advancement of required foundation for establishments giving ECE administrations (Shinali and Kamau, 2016; Government of Kenya [GoK], 2016; 2013; Garcia and Neuman, 2010). Regional governments with Kilifi Sub-County included, are relied upon to act inside the bounds of the national ECE Policy Framework, which gives imperative rules to planning ECE programs crosswise over segments to guarantee that comprehensive needs of youthful kids are met to

empower them satisfy their potential (Republic of Kenya, 2015). In view of this, the study aims to establish the determinants of administration of ECE.

STATEMENT OF THE PROBLEM

Access to ECE has dramatically increased in Kenya in the past decade, and as of 2014, the gross enrollment ratio (GER) was 73.6% nationally, with a net enrollment ratio (NER) of 71.8% (Ministry of Education, Kenya, 2014; GoK, 2016). Despite this, the Kenyan government's funding for ECE remained minimal. Nganga (2009) also adds that the preschool management seems to be the most neglected of all education sectors and yet it is the foundation for solid education. County Government of Kilifi (2016) indicates that as of 2015, around 34% of kids within the ages of 3 to 5 years were not accessing ECE services. The low ECE enrolment across the is as a result of insufficient number of trained caregivers; inadequate teaching (Mary & Elishibi, 2010), learning and play equipment, as well as inadequacy of essential infrastructural facilities (GoK, 2016). This study will therefore focus on the impact of devolution on the administration of ECE in Kilifi South Sub County. Several studies have been conducted on the new opportunities and challenges facing ECE but very few research has been focused on the determinants of administration of ECE. For example, Fidelis (2017) did a study on the influence of stakeholder involvement in programme identification on performance of Early Childhood programmes in Mukuru and Kibera Bridge International School in Nairobi. The study concluded that stakeholders' involvement influence performance of Early Childhood education development project in schools. Winfred (2018) conducted a study on the factors that influence enrolment of Early Childhood Education (ECE) in Imenti North Sub County. The study established that most of the ECDE centres in Imenti North Sub-County do not have adequate teaching and learning resources. The study concluded that inadequate teaching and learning resources affected enrolment of ECE in that particular region. Furthermore, Ngode (2014) did an investigation on the impact of supervisory activities on the implementation of early childhood education curriculum in public pre-school in Langata District. The study concluded that actual supervisory activities carries out by QASOs have greater impacts on curriculum implementation. From the studies above, there is no research that has been carried out in regard to devolution and its impact in administration of ECE. Furthermore, only few studies have clearly explained how staffing, organizational culture and financial resources affect the administration of ECD centres. Therefore, due to these conceptual, methodological and contextual gaps that the current study attempted to investigate the determinants of administration of early childhood education (ECE) in Kilifi South Sub County.

PURPOSE OF THE STUDY

The purpose of the study was to find out the determinants of administration of early childhood education (ECE) in Kilifi South Sub County.

OBJECTIVES OF THE STUDY

1. To establish the effect of staffing on the administration of early childhood education (ECE) in Kilifi South Sub County.
2. To determine the effect of organizational culture on the administration of early childhood education (ECE) in Kilifi South Sub County.
3. To assess the effect of financial resources on the administration of early childhood education (ECE) in Kilifi South Sub County.

REVIEW OF RELATED LITERATURE

Early Childhood Education

UNICEF (2016) define ECE as a range of processes and mechanisms that sustain, support and aid in the holistic development of children, from birth to 8 years of age. This age bracket has been defined as critical as it is the period when there is accelerated growth of the body and mind. ECDE thus combines impact education on the children, health care, protection and stimulation. ECE is pivotal in laying the foundation for a child's life. Researchers from the National Early Childhood Transition Center (NECTC) summarized nine research studies on transition practices in early childhood and deduced that children who were appropriately enrolled in Early Childhood Development Education (ECDE) classes have demonstrated easier transition and learning success in primary and secondary school (Willett & Giovannini, 2014).

Protection and promotion of the rights of the child has been emphasized by the Convention on Rights of the Child (Ministry of Education, Kenya, 2014; GoK, 2016). Every child deserves the best start in life. Child development is a complex affair and ECDE plays a crucial role not only in cognitive advancement but also in ensuring all the other child developmental facets are explored from emotional, physical, social, moral, spiritual and emotional needs. The holistic approach to early childhood development is considered the most important phase for the human cycle (Simiyu, Mweru & Omete, 2014).

Early childhood is an important period of brain development that has a significant influence on an individual's personality, intelligence, health, attitudes and aptitude for learning as well as behaviour throughout life (Garcia & Neuman, 2010). Whereas developed countries consider early childhood to be the period from birth to eight years; in most developing countries, childhood period ranges from birth to six years (UNICEF, 2011). Regardless of variations in definitions, early childhood provides a crucial opportunity for appropriate interventions aimed at improving educational attainment, socio economic status and human development indices (UNESCO, 2010).

Suitable ECE is perceived universally as a critical intercession in the life of youngsters, aimed for advancing ideal and all-encompassing mental health for appropriate learning in later stages (UNESCO, 2010). In such manner, Chepkonga (2017) points out that nature of the learning condition is a basic determinant of the degree to which a youngster's cerebrum creates. Nature of the learning condition is characterized by the status of essential infrastructural offices and assets (Garcia & Neuman, 2010). For example, accessibility and ampleness of essential infrastructural offices frames the center of UNICEF's kid inviting ECE demonstrate, which goes for enhancing quality, enrolment and openness of fitting administrations in creating nations (UNICEF, 2011).

Existing arrangement and exact writing uncover that status of infrastructural offices, for example, classrooms, sanitation, play hardware, just as assistive offices for students with incapacity, are key factors that impact ECE enrolment levels crosswise over creating nations (Wanjau, 2013; Mawere and Muguti, 2015). In Zimbabwe, Mawere and Muguti (2015) led an investigation on the accessibility, ampleness and appropriateness of framework, furniture and open air play region hardware at ECD in Bindura District, Zimbabwe. They revealed that in most ECE focuses, (79%), classrooms were insufficient for the student populace; while in around 66%, classrooms were unacceptable for use by youthful kids, thinking about the poor condition of floors, dividers, rooftops and ventilations. Be that as it may, the investigation was absolutely elucidating; thus, it didn't decide the measurable connection between the status of such offices with changes in enrolment level.

In her examination on impact of quick preschool condition on educational programs usage openly preschools in Mirangine District, Nyandarua County, Kenya, Wanjau (2013) distinguished insufficiency of classrooms as a key factor adding to imperfect enrolment out in the open ECE focuses, a large portion of which were built up inside grade schools. The investigation found that a few focuses surrendered their classrooms for use by elementary school understudies; in this way, leaving multi-grade students blocked in a room or two. Such clog set a helpful priority for intermittent diseases, conflicting participation and imperfect enrolment (Wanjau, 2013; (Jiwaji, 2014).

Staffing and Administration of ECE

Gichuba, Opatsa and Nguchu (2014) investigated the Pathways to quality and Equity for in regard to Early Childhood Education in Australia. The study found that most ECE centres have inadequate staff which are critical to student success especially given the fact that a majority of the student population does not have access to reading materials at home. The staffing is, therefore, the only way they can access reading besides the required textbooks. Obviously, students, who cannot read or write effectively, cannot be successful in examinations or in school more generally just as teachers cannot teach students with low literacy and numeracy levels (Gharam, 2010).

In another study in Nigeria, Alornyeku (2011) carried an empirical study to examine challenges confronting local government administration in effective and efficient social service delivery at the grassroots. Using secondary data, the study concluded that staffing, corruption, and undue political interference amongst others as major constraints to local government service delivery.

Mangwaya et al. (2016) conducted a qualitative study on the implementation of new policy and the obstacles encountered in the provision of ECE at the school level in Zimbabwe. The study concluded that although classroom teachers were adequately qualified to implement ECE, the EC centers did not have adequate teachers to educate children. The researchers also found that insufficient teaching and learning resources and a lack of ongoing teacher support contributed to low-quality ECE provision (Mangwaya et al., 2016). It therefore indicated that decentralization of ECDE was not sufficiently integrated with the additional financial and technical resources required to provide high quality ECE.

Hoot, Szente and Mebratu, (2011) carried out a research on progress and prospects of ECDE. The study generally looked at ECDE in Ethiopia. It looked at the roots of ECDE in Ethiopia, its progress and prospects. The study highlighted challenges to early education in Ethiopia, which included basic economic barriers, poor teachers' qualification, attitude toward education and perception of teaching as a profession. This study has some relationship with the current study although the current study has challenges of staffing just as one of the objectives. The current study has two other objectives being the organizational culture and financial resources and their effect on the administration of ECE in Kilifi South Sub County, Kenya.

Wawire (2011) carried out a study in regard to the factors that influence Quality and Relevance of ECDE in Kenya with case studies being Nairobi and Machakos Districts. The study revealed that the benchmark of a quality ECE programme is based on the ECDE input and process and adequate physical facilities, outdoor play equipment, learning materials, stable staff, including trained teachers, support staff and head of institutions; a programme that encompass provision of adequate nutrition, health services and holistic curriculum and classroom dynamics.

A study conducted by Shinali, Githui, and Thinguri (2014) on the assessment of the Early Childhood Development capitation grant on ECDE centres in Narok south Sub County showed that ECD capitation grant has led to an increase in the enrolment of children in ECDE centres. Moreover, the programme has led to adequacy of the teaching and learning materials and this in turn has enhanced learning despite the fact that the grant was considered inadequate. The ECDE capitation grant programme was started in 2007. The purpose was to enhance access, quality, and equity to early childhood development education (ECDE) services. It targets all children aged 4-5 years and of great concern are the most vulnerable living in Arid and Semi-Arid Lands (ASALs), pockets of poverty and the urban slums. The capitation programme was to cater for 65% of children in Kenya who particularly come from poverty stricken households and have no access to quality pre-school programmes.

According to a study by Akacho (2014) on factors that influenced the provision of health care services in public hospitals in Uasin Gishu District hospital, it was revealed that most of respondents at 74% reported that the main problem affecting service delivery in health care services was understaffing. The findings showed the staffs in the health facility were overburdened and this made it difficult for them to deliver quality healthcare service. These findings are in agreement with another study by Wavomba and Sikolia (2015) on quality of service delivery in Kenyan public hospitals which revealed that the number of medical staff serving in wards for malaria patients failed to meet patient demand.

Organizational Culture and Administration of ECE

Kosec and Mogues (2015) analyzed the impact that organizational culture had on rural service delivery. The study used sample data from eight districts in seven regions in Ethiopia, 1,899 individuals and 1,117 households. The study found that organizational culture has led to increased access to agricultural extension services, and to greater use of modern agricultural inputs, such as fertilizer and improved seed. Another study in United States, Saavedra (2010) examined the effects of organizational culture on access to two key services: health care and improved drinking water sources. The study provided evidence supporting positive and significant effects of organizational culture on access to health care, and improved water provision. In another study, Mobarak, Rajkumar, and Cropper (2014) using data from Brazilian municipalities found that organizational culture only provides good results when it is accompanied by good governance.

A study in south Africa by Stanton (2015) explored to what extent the problems of providing basic services currently experienced by municipalities are influenced by the organizational culture configuration of the decentralized system of governance. The study concluded that local councils have the authority to pass by-laws with respect to the implementation of their legally assigned functions and responsibilities. However, municipalities had limited autonomy and need provincial approval when contracting out responsibilities and services. In related study, Bogopane (2014) explored the impact of perceived erosion of the politics-administration dichotomy on good governance and service delivery. The study concluded that strong visionary political and organizational culture leadership; vibrant apolitical strong public bureaucracy and integrated political and organizational culture structures lead to improvement to the functionality and performance of politics-administration dichotomy relations.

In Ghana, Alornyeku (2011) carried a case study in Kumasi metropolis on organizational culture and service delivery. The study revealed even though there is a clear practice of division of labour, there is department's lack of technical equipment which results in delays in meeting the expectation of citizen's. In addition, assembly low productivity, due to excessive bureaucracy negatively impacted performance of the central government. In another study in Nigeria, Boris (2015) carried an empirical study to examine challenges confronting local government administration in effective and efficient social service delivery at the grassroots. Using secondary

data, the study concluded lack of funds, corruption, and undue political interference amongst others as major constraints to local government service delivery.

A review by Alloubani, Almatari and Almukhtar (2014) on effects of leadership styles on quality of services in health care established that transformational leadership attributes and behaviours were positively related to organizational outcomes. Involvement of key stakeholders such as the employees is important as this will help feel and own the initiative and decisions made by the management. Effective leadership is one of the most crucial factors that lead an organization towards success. The key challenge for modern organization is to recognize the effects of strong leadership upon the nursing performance and success in the organization. Leadership effectiveness is associated with lower patient complaints (Shipton, Armstrong, West & Dawson, 2008). This is an indication that a customer gets better quality services.

ECEs can be influenced by the type of leadership in an organization. For example a study by Wavomba and Sikolia (2015) determined that there was absence of participative management and this contributed to low motivation among staff and consequently lack of job satisfaction in their work. This may affect the delivery of services in the ECE sector. Poor leadership in organizations has been identified as one of the major factors perpetuating strikes and lack of commitment of ECE teachers. This has resulted in decreased enrollment of pre-school children to ECE centers and poverty (Kuria, Namusonge & Iravo, 2016).

A study by Akacho (2014) established that 41% of the respondents cited lack of proper management of the available resources in the ECE facility as one factor which affected service delivery. A study by Kuria, Namusonge and Iravo (2016) on effect of leadership on organizational performance in the education sector in Kenya revealed that leadership influenced the relationship between leaders and the employees. The study revealed that there existed poor relationship between leaders and the employees.

Marangu, Odindo and Egessa (2015) emphasize that it is important for ECE providers to employ good leadership styles in their operations. This is because according to their study on effect of leadership style on the performance of ECE providers, it was revealed that leadership style had a positive and significant effect on organizational performance of public ECE providers in Kenya. Effective management level may create an enabling working environment modifying the impact of resource shortfalls in ECE institutions. Supportive leadership may foster good working relationships between different cadres, improve motivation through provision of local incentives and appropriately handle workers' expectations in terms of promotions, performance appraisal processes, and good communication (Mbindyo, Gilson, Blaauw & English, 2009).

Financial Resources and Administration of ECE

Financial support is the in thing for any important programme to assume shape. ECD investments should be increased to expand service coverage, improve services, and ensure they are sustainable, high in quality and cost-effective. Indicators measuring investments as inputs and their outputs and outcomes should be included (Vargas-Baron, 2013). ECE receives very little funding in Kenya. According to white paper on Education and Training (2010), inadequate funding of ECE for Black communities has resulted in ECE in these communities to be characterized by lack of financial resources for salaries for practitioners, equipment and food for children. It has also lead to de-motivation of ECE staff and high turnover of non-formally trained ECE practitioners.

Adam (2012) carried out a study in Europe and America to empirically examine the relationship between fiscal decentralization and public sector efficiency. The study found that irrespective of whether public sector efficiency concerns education or health services, an inverted U-shaped relationship exists between government efficiency in providing these services and fiscal decentralization. In contrast, Elhiraika (2015) used data from nine provinces in South Africa to investigate the impact of fiscal decentralization on basic service delivery, focusing on the role of own-source revenue. The own-source revenue variable was found to have a negative and significant impact on demand for health relative to demand for other public services. The researchers argued for increased fiscal decentralization and greater revenue autonomy in particular if sub national governments in South Africa are to improve service delivery by enhancing transparency and shifting accountability to the local population rather than the central government.

Elsewhere, Wei-qing and Shi (2010) undertook an empirical study in China and revealed that fiscal decentralization on expenditure tended to encourage governments to allocate fiscal expenditure in infrastructure, to attract outside capital to develop local economy, but in the same time, reduced provision of public services, such as education. The study also found negative effect of fiscal decentralization on public education provision is the highest in Central and West China, and the lowest in Northeast China.

In Russia, Freinkman and Plekhanov (2014) analyzed the relationship between fiscal decentralization and the quality of public services in the Russian regions. The study found that fiscal decentralization has no significant effect on the key inputs into secondary education, such as schools, computers, or availability of pre-schooling, but has a significant positive effect on average examination results, controlling for key observable inputs and regional government spending on education. The study also concluded decentralization also had a positive impact on the quality of municipal utilities provision.

Ibok (2014) carried a study on local governance and service delivery in Nigeria. The study utilized descriptive survey research design. The target population comprised of public servants in the Nigerian petroleum ministry. The study concluded that lack of funds occasioned by low budgetary

allocation, restricted revenue sources available to local government and inability to effectively utilize its internal sources of revenue generation had impacted negatively on the provision of public goods at local level.

Simiyu, Mweru and Omete (2014) using a descriptive survey design and a sample of 98 respondents carried a case study in Kimilili, Kenya to examine effects of devolved funding on socio-economic welfare services. The study measured socio-economic welfare services by literacy level, access to health facilities, security level, employment level, income levels, water and sanitation and food security. The researchers revealed that that constituency development fund plays an important role in social economic aspects of the lives of the locals and called on policy makers to improve on management of the devolved funds.

Otieno and Colclough (2014) in their article “Financing Education in Kenya: Expenditure, outcomes and the Role of International Aid,” Kenyatta University and University of Cambridge acknowledges that Kenya has done very little as far as funding of ECDE is concerned. They say that ECDE, Special Education and Technical Education have always received the least attention. The small share for Special Education arises from fewer institutions while ECDE is due to low priority, given that the number of ECDCs in the country is larger than the number of Primary schools, which receive quite a large portion of funding. A lot of attention and allocation has been directed towards Universities and Primary schools due to FPE.

Also, Odundo (2018) did an investigation on the relationship between ethnic diversity and local primary school funding in rural western Kenya. The study was conducted using structured field interviews with twelve primary school headmasters. The study found that higher level of local ethnic diversity was associated with sharply lower primary school funding. Also, the study showed that few classrooms for the lower grades had desks, so most pupils sat on the dirt floor; pupil textbooks were rare and chalk in short supply; and classes were held outside due to a lack of permanent classroom structures. The school headmaster collected most local school funds from parents in the form of annual school fees, which are set by each school’s primary school committee. Local community members who did not have children in the school did not typically participate in the school committee, and they were not expected to pay school fees. The second source of local primary school funding to account for approximately one-third of local funding in western Kenya were village fundraisers called harambees are an important source of public finance throughout Kenya, at which parents as well as other community members met and publicly pledged their financial support for a planned school investment project, such as the construction of a new classroom.

RESEARCH METHODOLOGY

This study adopted descriptive survey design. Descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study (Mugenda and Mugenda,

2009). The target population for this study involved all the head teachers manning the 60 public ECE centres in Kilifi South Sub County and county education director ECE of education. As such, the target population was 60 head teachers and one (1) county education director, making a total of 61 respondents. The researcher targeted public schools due to the fact that public ECD are more prevalent in rural sub counties such as Ganze, Rabai and Magarini. Also, the head teachers working in the public ECD centres were deemed to have firsthand information in regard to ECE. The study focused on the 60 head teachers of ECE centres and one County Director of Education ECE. A census design was conducted since this is a small population. Therefore, the individual respondents for this study included 61 respondents. The study used semi-structured questionnaires to collect primary data. Additionally, interview guide and secondary sources of data was also used so as to enrich data collection. Secondary data were obtained mainly through a review of journals, government articles and reports early childhood education. The researcher personally administered the questionnaires to the heads of ECEcentres and interview the Kilifi South Sub County Director of Education ECE. Data analysis was guided by objectives of the research to identify the patterns revealed in the data collected regarding selected variables. Quantitative data obtained through questionnaires was prepared in readiness for analysis by editing. Quantitative data was fed into the Statistical Package for Social Sciences (SPSS) version 20 which was used to analyse data that was gathered during the study. Qualitative data was analysed thematically and presented through verbatim reporting. Qualitative data analysis is systematic procedure followed in order to identify essential features, themes and categories (Watson, 2009). The findings will then be presented using tables.

RESEARCH RESULTS

The purpose of this study was to determine the determinants of administration of early childhood education (ECE) in Kilifi South Sub County. From an analysis and review of the research data and additional data gathered through interviews and questionnaires filled, a number of issues became apparent.

In relation to the first objective which sought to examine the extent to which staffing influence the administration of ECE in Kilifi County, the study found that 73.3% of the head teachers agreed that ECE centres are not well staffed and this has been a factor that limits the rate at which the ECD programmes are provided in Kilifi County. The study also found that 91.7% were in agreement that staffing affect administration of ECE and that 60% of the respondents felt that staffing affect administration of ECE to a very great extent.

The study also found that 89% of the respondents were in agreement that organizational culture affect administration of ECE while 11% were on the contrary. 66.6% felt that organizational culture affect administration of ECE to a very great extent. The study further found that 95% of the respondents felt that there were ways County Government can improve organizational culture so as to improve administration of ECE. Also, ECE centres promote team morale and builds

organizational commitment had majority of the respondents arguing that it has been weakly effective.

On the third objective that sought to investigate the extent to which financial resources affect administration of ECE in Kilifi County, the study found that 60% of the respondents felt that the county and national governments have been supporting the ECE programmes financially. When asked to give reasons, the respondents argued that the move by the county and national governments of providing finances for hiring ECE tutors greatly influenced the projects implementation positively. Most of the respondents (63.3%) felt that financial resources affect administration of ECE to a very great extent. The interviewee indicated that finances have play a positive role in the administration of ECE. The interviewee also indicated that the governments (both county and national) have not been providing enough finances that are geared toward developing and standardizing the ECE programmes in relation to the SDGs.

CONCLUSION

The study has shown that there is a great influence/relationship between the staffing, organizational culture and financial resources in the successful administration of ECE in Kilifi County. The study concluded that financial resources in the successful administration of ECE. Ocholla (2009) argues that the value for money in construction and maintenance of initiated ECD programmes allows a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and what added value can be incorporated into the construction process. Issues to be addressed when considering value for money therefore include: Targeting investments to where the need is greatest; Coordinating programmes with other educational interventions; Putting schools and communities at the centre of the process; Using modest design standards which provide safe, attractive, durable and flexible learning environments and allow access for all; Ensuring that there is a balance between new construction, renovation and maintenance. This has a direct link thus to the findings of the study on ECE in Kilifi County.

The study also established that in regard to administration of ECE in Kilifi County, administrators are doing little in strengthening the ECE programmes as they feel that they don't hold much in education as compared to KCPE and KSCE. According to Akindele (2011), Early Childhood settings, like all other education settings need to be managed and led effectively. Johnson (2009) also adds that there is need for the head teachers to maintain and support the school as whole, develop and support the individual members and organize the structures and systems necessary for effective functioning and performing the tasks. They should also be active, seen to be part of the team, as well as leading it and approachable to all involved in the setting (staff, parents, children and outside visitors).

RECOMMENDATIONS

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

Administration should come up with ways of permanently employing qualified ECE tutors and other carers to the young kids in a bid to woo the kids at home to attend the ECE classes thus achieving the objectives of the programme. The administrations should also apply professional ethics in the management and implementation of the programme in the county if success is to be achieved.

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