

Determinants of Successful Implementation of Early Childhood Development Education by County Governments in Kenya; Implementing Partners Perspective

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Abstract

The purpose of this study was to assess the determinants of successful implementation of Early Childhood Development Education (ECDE) by County Governments in Kenya from the implementing partners' perspective. This study was guided by the following specific objectives: to determine the influence of the capacities of the County Government staff on the implementation of early childhood development education by County Governments in Kenya, to determine the how management of early childhood development education affects its implementation by County Governments in Kenya, to assess how availability of physical facilities affect the implementation of early childhood development education by County Governments in Kenya and to examine how policies affect the implementation of early childhood development education by County Governments in Kenya. Decentralization theory and organization learning theory were used to explain the relationship between the study variables. Descriptive research design was used in the study. The population for the study was implementing partners working with County Governments in Kenya to support ECDE. Purposive sampling technique was used to select the respondents to participate in the study. A total of 100 respondents were targeted from the 10 organizations studied out of which 70 participated giving a response rate of 70%. Questionnaire was used as instrument for data collection. Both qualitative and quantitative data analysis techniques were used to analyze the data. The study found that the implementation of ECDE by County governments in Kenya was generally successful from the implementing partners' perspective and indicated by 56.8%. It is also worth noting that beside the general success, there were myriads of challenges facing the implementation of the program by county governments. Findings from regression analysis showed that the coefficient of determination indicated that 63.5% of the variations on the implementation of ECDE by county governments can be explained by staff capacity, management of ECDE, availability of physical facilities and ECDE policies. The remaining 36.5% can be explained by other variables not included in the study. R square and adjusted R is above average an implication that an above average variation can be explained by the model. The study recommended that county governments should allocate more funds for the renovation and construction of more ECDE centres, allocate adequate funds for the implementation of ECDE and that they should organize consistent in-service training for ECDE teachers and at the same time employ more ECDE staff to cater for the large number of children in ECDE centres..

Key Words: *Early Childhood Development Education, Implementing partners' perspective, Successful implementation of ECDE.*

I. Introduction

Decentralization of Governance has become the pillar of reforms aimed at promoting development across many nations. The rationale behind decentralization is pegged on the argument for political economy where it has been directly linked to better service delivery (Aslam & Yilmaz, 2011). Over the last decades, middle income and developing economies have adopted devolution with the objectives such as: better delivery of public services; enhancing accountability and governance, strengthening economic development and enhancing peace and stability in economies (Smoke, 2015). Decentralization is now widely accepted as key component of economic development and good governance across the world. According to Mookherjee (2014), there has been renewed interest in decentralization, particularly in the context of developing

countries that are seeking ways to promote accountability of government in public service delivery. It is upon this background that this study sought to assess the determinants of the successful implementation of Early Childhood Development Education by County governments in Kenya.

Early Child Development (ECD) remains one of the most powerful levels for accelerating Education for All (EFA) and the International Development Goals on poverty reduction. Children who are well nurtured during their first years of life tend to do better in school and stand a better chance of developing the skills required to contribute productively to social and economic growth. Thus investing in young children is a stepping stone in a nation's process of human and economic development that has a considerable multiplier effect for society. The World Conference on Education for All (EFA) that took place in Jomtien Thailand in March 1990 articulated the significance of early years as the foundation for the life of an individual. The belief that early learning begets later learning and success just like early failure breeds later failure has been validated in both economic and educational research (Heckman, 1999). Accordingly, children may be viewed as growing plants that need nurturance, miniature adults, natural and national resources that need to be nurtured as future investments to the sustenance of a society and its ability to compete in the technological age (Essa, 1999).

The Government of the Republic of Kenya recognizes the importance of Early Childhood Development, as one of the most important levers for accelerating the attainment of Education For All (EFA) and the Millennium Development Goals (MDGs). In this respect, the Kenya Education Sector Support Programme (KESSEP) is the largest investment programme ever undertaken by the Government in the Education sector. It reflects Governments commitment to the attainment of EFA and MDG (Millennium Development Goals). The Ministry of Education has placed ECDE as one of the 23 investment programmes. ECDE programme is implemented through partnerships between communities, parents, civil society, private sector and the government. In this collaboration, parents, local communities, local government, faith-based organizations and individuals manage the public ECDE centres while the Government provides some grants especially in the poor districts to enable the centers develop the necessary facilities.

The Constitution of Kenya (2010) establishes government at two levels, National and County governments. Article 6(1) divides the territory of Kenya into 47 counties. Therefore, Kenya is transiting from a centralized government to devolved system of government. The Constitution establishes a devolved system of governance in accordance with the objects and Principles of devolution as articulated by Articles 174 and 175. The National government is charged with Education policy, standards, curricula, examinations and the granting of university charters, Universities, tertiary education institutions and other institutions of research and higher learning, primary schools, special education, secondary schools, special education institutions and also promotion of sports and sports education. On the other hand, the county government is charged with pre-primary education, village polytechnics, home craft centres and childcare facilities.

Currently, the education sector is also governed by the Basic Education Act, 2013 and the Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya. With devolution in place, the education sector has had to be realigned to the Constitution and this meant repealing of the old education laws. The passage of the Basic Education Act, 2013 has introduced new structures. These includes: National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board. However, despite the government involvement, the provision of Early Childhood Education has been left in the hands of the community groups, municipal councils and private sectors. This lack of full Government involvement in the provision of Early Childhood Education (ECE) has also hindered effective implementation of its responsibilities in Early Childhood Education, consequently affecting participation, quality and equity. This study therefore sought to assess to the determinants of the successful implementation of Early Childhood Development Education by County governments in Kenya.

1.1 Statement of the Problem

The fourth schedule of the 2010 Kenyan constitution places pre-primary education and childcare facilities under the county government. Section 26 of the Basic Education Act (2012) states that the roles of county government will include the provision of funds required for the development of the necessary infrastructure

for institutions of basic education and training. The National Government develops and improves services in education system with exemption of ECDE which has been devolved to the county government. Whereas Early Childhood Education is fundamental in the development of children wellbeing, the Council of Governors Report (2014) pointed out that there is lack of early childhood development and Education programs in the public school systems in the counties in Kenya. The challenge facing the move to devolve ECDE to counties is the apparent lack of support structures both at county and national level financial, physical or human. This has resulted in discrete provision of ECDE services in the devolved units.

Different relevant studies have therefore been carried out on devolution in Kenya. Nafungo (2015) studied the factors influencing the implementation of quality Early Childhood Development Education in Kenya's Informal settlements, a case of Kibera Slums in Nairobi County, Kenya. Wangila (2017) did an assessment of the factors influencing the implementation of early Childhood Development Education Policy in Bungoma County, Kenya. This study therefore sought to fill the knowledge gap by assessing the determinants of the successful implementation of Early Childhood Development Education in by County Governments in Kenya from the implementing partners' perspective.

II: Literature Review

This section presents the theories used in the study and the relevant literature on the determinants of successful implementation of ECDE.

2.1 Theoretical Framework

Decentralization theory and organization learning theory were used in this study.

Decentralization Theory

This study will apply decentralization theory which involves the delegation of powers to lower levels in territorial hierarchy whether the hierarchy is one of the governments with a state or offices with a large scale organization (Smith 1985). Decentralization therefore involves creation of smaller territories establishment of political and administrative institutions.

Devolution as a form of decentralization implies that the central government gives up certain functions and creates new units of government outside control (Rondinelli and Cheema (1983). Heywood (2007) further asserts that devolution establishes the best measure of decentralization within the unitary system of government. In terms of economic, devolution framework improves efficiency (Shepard, 1975), where stakeholders have the opportunity to directly contribute to the policy making process. The ability to enhance inclusive public participation in the governance process exist when devolution system contributes to sustainable development in terms of promoting participatory policy formulation process, and the formulation of policies which are adapted to local needs (Sharma, 2000). An effective devolved system is expected to increase the incentives and the capacity of the poor to actively participate in the decision-making, to decide and lobby for their interests (Manor, 1999), bringing about their „empowerment“ as well as contributing to pro poor policies (Christensen and Laegreid 2001).

Devolution can equally bring about efficiency gains, especially in service delivery, given that the local officials are supposed to have a better knowledge of local needs and preferences [Hayek in Ostrom et al., 1993]. Thus, devolution process requires a participatory process to enhance inclusive policy development to enhance local Economic development. The study was grounded on the theory of resilience that was put forth by Holling (1973). The theory explains that a system has the ability to absorb disturbance and still retain its basic function and structure. As humans seek persistence, it connects with implementation of county mandates and development which has the objective of creating and maintaining prosperous social, economic and ecological systems Folke et al (2002). This is in line with the study since persistence shifts policy from those that aspire to control change in systems assumed to be stable to managing the capacity of socio- ecological systems to cope with, adapt to, and shape change.

The theory is further supported by utilitarian theory by Bentham and Stuart (1843) that holds that the proper course of action is one that maximizes utility thus maximizing benefits and reducing suffering/negatives.

This is true for implementation of county mandates is sustainable long after their completion. This theory was therefore used in this study to explain the determinants of the successful implementation of ECDE by the county governments.

Organizational Learning Theory

Developed by Argyris and Schon (1978), the organizational learning theory is based on the premise that organizations need to create an environment that would enhance the acquisition of knowledge which would foster better processes in either product manufacturing or service delivery. Vera and Crossan (2004), proponents of organizational learning theory also advance that the theory is based on the premise that organizations can always learn new things and acquire capabilities that would enhance their performance. In the same vein, Kalling (2007) another proponent of organizational learning theory notes that learning for modern organizations has become a necessity as it leads to improved processes and the introduction of new and better services.

In adopting this theory, this study contends that for effective implementation of ECDE function, there need to create a climate that would enhance institutional learning for all its human resources. This theory relates to study variable learning and adoption which advances that devolved governments ought to create learning environments either from their peers nationally or internationally through benchmarking a process that would lead to better implementation of devolution.

2.2 Determinants of Successful Implementation of Early Childhood Development Education

This section presents relevant literature on the determinants of successful implementation of ECDE.

Influence of Staff Capacity on the Implementation of Early Childhood Development Education

It has long been recognized that the human capital is an important part of the wealth of organizations and nations. It has been proved that there is significant relationship between human capital, efficiency and financial performance and that it helps in the implementation of various initiatives, policies and practices in the public sector. Knowledge measured as the human capital has significant effect on economic performance (Rafiei *et al.*, 2011). Human capital or the work force is the most intellectual asset in an organization. In fact, it is noted that human capital plays the main role in organizational performance (Ahmadi *et al.*, 2011).

Since efficient manpower is considered as the most valuable resource of any organization, much of the investment is focused on manpower. "Education" is used to enable people to accomplish their tasks in order to improve the quality and level of skills, knowledge and attitude (Lee, 2007). Organizations shall identify training needs, provide training opportunities and to assess their effectiveness. Educational programming primarily targets some goals such as knowledge, skills and capabilities of staff and prepares them for specific tasks and responsibilities in the organization. Achieving organizational goals depends on the ability of the employees to perform their duties and adapt to changing environment. Improving education and human resources make them more prepared and better equipped to do their specific tasks and take their newer and higher responsibilities in the organizations.

Teacher capacity is defined as the sum of a strong knowledge base of content and pedagogy; a sense of self efficacy; reasoning skills to make informed individual decisions; and ability to evaluate, reflect and adjust decisions. It defines the critical elements that the teacher uses to influence student learning and success (Paul and Linda, 2013). They affirm that teacher Capacity consequently is meant to improving quality of early childhood services. According to Odundo, (2013) in his paper "Determinants of Effective policy Implementation in Early childhood Development and Education in Nakuru Municipality," limited institutional capacity is a hindrance to proper implementation of Early Childhood Development and Education policy.

The quality of instructional material is unreliable, inadequate, and therefore posed as a significant challenge affecting the implementation of ECDE program. Paul and Linda, (2007), concede that, Professional development is more than just a series of workshops or work sessions for teachers. It is a diverse process that nurtures teachers' self-efficiency. It is a knowledge base that is meant for equipping them with teaching

skills and expertise to make informed decisions in the classroom. It also provides the support those teachers need while taking risks associated to creativity or new knowledge. Time is of the essence. Teachers cannot afford to take time for professional development activities that just meet certain requirements. Professional development must be targeted and supported by the school administration. Schools must provide the resources to implement a teacher support system that values teacher input and decision-making. Informed action toward increased student achievement must be the order of the day. According to Egbo, (2013) teacher capacity building entails training policy and pedagogy, Infrastructure Development and Teacher Welfare and Empowerment.

Several things have affected the teachers' capacity building in Kenya. Firstly, there is lack of Schemes of Service of ECDE teachers. There has been low and irregular remuneration of pre-school teachers thus adversely affecting the morale of the teachers. To address this issue, the government should develop and implement a scheme for ECDE teachers. The government should employ all ECDE teachers in the pre-unit classes attached to public primary schools. Now community committees employ most ECDE teachers and their salaries depend on the local income of parents. Several studies have been carried out and it has been discovered that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues. This is according to (Makoti, 2013), (Gumo, 2013), in (Karanja and Githinji, 2011).

Secondly, inadequacy of ECDE qualified teachers in Kenya is also to blame for lack of teacher Capacity. The number of untrained teachers in ECDCs is still high at 56% in Public ECDE centres. Due to high rate of attrition because of poor pay packages, many pre-school teachers are untrained and hence lack skills to enhance the holistic development and learning of children, Karanja and Githinji, (2011). Karanja (2015) on professional quality of teachers training in the training model (DICECE, Montessori and Kindergarten Headmistress association (KHA)) observes that such a critical observation calls for harmonization of the ECDE teacher training programmes.

Egbo, (2013) expresses that building teacher capacity means that the government and policy makers must provide the necessary resource materials and „tools“ that are required to teach effectively. He states that it is impossible to deliver 21st Century education with 19th century tools. Similarly, he asserts that it is unrealistic to promote teaching excellence in environments that distort both teachers and learners to failure. However, like everyone else, he says that teachers vary in their abilities and personal characteristics. According to Gharam, (2010), people are not the same; they do not all have the same kinds of mind; and education works most effectively if the differences are taken into account rather than denied or ignored. At the practical level, it suggests that any uniform educational approach is likely to serve only a small percentage of children most favourably. This thus means that children should be treated differently according to their strengths and abilities. He states that teachers should have the ability to cater for this individual differences. The learning environment should create an environment that does not pose challenges.

Resource Management and the Implementation of Early Childhood Development Education

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

Ocholla (2009) argues that the value for money in construction and maintenance of initiated ECD programmes allows a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and what added value can be incorporated into the construction process. Issues to be addressed when considering value for money

therefore include: Targeting investments to where the need is greatest; Coordinating programmes with other educational interventions; Putting schools and communities at the centre of the process; Using modest design standards which provide safe, attractive, durable and flexible learning environments and allow access for all; Ensuring that there is a balance between new construction, renovation and maintenance; Using procurement approaches that are simple, transparent and lower costs; Focusing on the quality of construction; Emphasizing on the provision of water, sanitation and hygiene promotion; increasing the efficiency of building use, and Providing predictable, long term financial support, capacity building, monitoring and evaluation; and Creating a „child-friendly“ enabling learning environment (following UNICEF“s guidance on this), with particular attention to the needs of girls.

Leslie, (2014), in his article “Early Childhood for all; the Economic Impacts of Child Care and Early Education”, says that in the time of scarce resources, the care and education of young children will continue to fall to the bottom of the priority list until there is a shift in the public about the economics of raising the next generation. He asserts that quality of education for early childhood is too vital to be brushed aside as a social service, too expensive to consider in tight budgetary times. Investments in quality childcare and early childhood education do more than pay significant returns to our future citizens and they benefit taxpayer and enhance economic vitality.

The United Nations Educational Scientific and Cultural Organization (UNESCO), made a declaration on Education for All (EFA) by 2015. Early Childhood Development Education is the first formal agent of socialization. Kibera and Kamotte, (2013), call the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programs. However, the private sector seems to have monopolized most of the ECDE centres compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal education primary schools, public education caters for well over 90% of Kenya“s school going age.

According to Karanja and Githinji, (2011), ECDE is currently facing challenges related to the funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Further, of importance to note is that lack of the Ministry“s funding and implementation initiatives complicates the provision of ECDE. Lack of support for

Early Childhood Education (ECD) has led to the transfer of early childhood lessons to the primary section because many parents are not willing to pay any money for ECD while FPE is free, (Kariuki, 2014). He has observed that despite the great essence that ECDE carries, the government has always concentrated to offering FPE. Despite FPE, lack of support for ECDE has led to the transfer of Early Childhood lessons to the Primary section because many parents are not willing to pay any money for ECD while there is FPE.

According to Brinkerhoff (2001) “the availability and application of sanctions for illegal or inappropriate actions and behaviour uncovered through answerability constitute a defining element of accountability.” This implies that there can be no real accountability unless individuals and/or organizations are subjected to punitive measures, in the event that they are responsible for irregular behaviour and/or expenditure. Venter and Landsberg (2006) are of the view that, although municipal managers as accounting officers are subject to being held accountable, in terms of various municipal laws, there is limited authority to hold councilors accountable for fruitless, wasteful or irregular expenditure. This is important as councilors are more often the root cause of financial mismanagement. It is therefore important that individuals responsible for the misguided utilization of municipal resources be exposed, but more important that appropriate sanctions be instituted in order to avoid repetition of such behaviour. This study therefore seeks to assess whether financial management is still a challenge in the Kenyan County Government devolution system from the implementing partners perspective.

According to UNESCO (2004), teachers“ remuneration is poor for majority of the teachers. The salary ranges between KES 500 and 18,000 per month based on urban-rural divide and who pays salaries. The private owners of ECDCs in major towns like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers

with certificate or diploma an average of 10,000 per month. The municipal council teachers are paid salaries ranging from 13,000-18000 per month. The teachers who teach in rural and slum-based, public and community get salaries that range from 500 to 3500 per month. This is indeed not motivational.

Availability of Physical Resources and the Implementation of Early Childhood Development Education

In an attempt to define the term resources, Davies (2005) says that in the broadest sense, resources can be taken as anything in the school or its environment that may be used to help teaching or learning. This includes people in various guises, buildings and their surroundings, physical plant and even actions resulting from a change in any particular section". This definition is broad and in his quest to be more specific, he goes further to say that resources are any items, animate or inanimate used during the learning process. Bronfenbrenner (2004) advocates that the physical facilities, equipment and materials present in the environment in which children live, and the interpersonal relationships of the persons with whom they interact, influence children's development.

A survey of K-12 teachers in Washington, D.C. cited in Buckley, et al (2004) found out that facility quality is an important predictor of the decision of teachers to leave their current position. To emphasize the importance of the physical environment, the above study cites Hanushek, Kain and Rivkin (2004) who asserted that teachers might be willing to take lower salaries in exchange for better working conditions. This statement may appear like an exaggeration, but it's not, considering that the quality of school buildings affects the quality of teacher life and educational outcomes. While the Kenyan teachers may not appreciate this, poor "Indoor Air Quality" (IAQ) reportedly leads to "sick building syndrome" which in turn increases student absenteeism, reduces student performance and affects both learners and teachers' health (Kennedy 2001; among others, cited in Buckley, et al 2004).

Nyaga, (2013) carried out a study on the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District. The study employed descriptive survey design. The study focused on head teachers in 42 public primary schools in Embakasi District Nairobi County. The County Education Officer (CEO, Embakasi) and Area Education Officer (AEO, Embakasi) were among those interviewed. The study revealed that majority of the respondents also attested to inadequate classrooms facilities in the school. They further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. The study found that the number of toilets were not adequate for the pupils use. The findings depicts that the school sanitation was poor as the number of toilets in majority of the schools was inadequate which affected implementation of the Free Primary Education (FPE) programme.

Erden (2010) carried out a research on problems that preschool teachers face in the curriculum implementation. The study used 223 preschool teachers teaching in public and private kindergartens in Ankara. The qualitative data were gathered through interviews with a group of participants selected from the 223 teachers. One-way repeated measure of ANOVA and multivariate analysis of variance (MANOVA) were employed to analyze the quantitative data. For the qualitative data content analysis was conducted. Findings revealed that physical facilities were key issues in the implementation of ECDE programmes. The study revealed that toilets, classrooms playing grounds were not adequate which affected the implementation on pre-school programme.

A study conducted by Obuchere (2011) in Emuhaya District, Kenya on factors influencing implementation of ECDE curriculum pointed out that; ECDE. Physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved. Another study conducted by Njoroge (2011) in Thogoto and Karai Zone in Kikuyu Division, Kikuyu County, Kenya, on factors influencing management of pre-school education mentioned the role of physical facilities, teaching learning resources as the major factors influencing children enrolment in pre-school education. The study pointed out that the role of physical facilities is paramount in enabling teaching and learning in the ECDE centres.

Njoroge (2011) conducted a study on factors influencing children Enrolment in pre-school education in Thogoto and Karai Zones in Kikuyu Division, Kikuyu District, Kiambu County. The study used the survey research design. The Target population of the study comprised of pre-schools pupils, teachers, head- teachers, Proprietors of ECDE, and Parents from Thogoto and Karai zones of Kiambu County. The sample comprised of 3 head teachers, 3 directors, 6 teachers and 6 parents. The study revealed that physical facilities in the public ECDE centres were not conducive hence parents were not willing to enroll their children in the public ECDE centres. The study recommended that physical facilities should be availed so that learning can be effective, and this finding informed the need for this study. The current study aimed at determining the influence of physical facilities in the implementation of ECDE programmes.

Policies on the implementation of Early Childhood Development Education by County Governments

The first stage of the County implementation process comprises the development of policy and legislation. This was done by the Taskforce on Devolved Government (TFDG) under the Ministry of Local Government (MoLG). The TFDG was mandated to make recommendations on necessary legislation and administrative procedures for a smooth transition to county governments. The Taskforce prepared a policy report, a policy sessional paper and six devolution Bills in 2011. Parliament has enacted several of these laws, including the Urban Areas and Cities Act, 2011, the Transition to Devolved Government Act, 2012 and the Intergovernmental Relations Act, 2012 among others. The assignment of responsibilities for public functions is tantamount to the distribution of political power and is consequently important in every devolved system. The Transition to Devolved Government Act, 2012 establishes a framework for the transition to devolved government in accordance with section fifteen(15) of the sixth schedule of the Constitution of Kenya, 2010 (TISA, 2012). Parliament also enacted the Intergovernmental Relations Act, 2012. The Act provides a framework of consultations and cooperation between the national and county governments as well as between county governments themselves. The Act also provides for the resolution of intergovernmental disputes pursuant to Articles 6 and 189 of the Constitution.

The ECD Policy Framework came into being in 2006, and provides a coordination mechanism, explicitly defining the role of parents, communities, various Government ministries and departments, development partners and other stakeholders, in the provision of ECD services (Republic of Kenya, 2006). A service standard guideline was developed as a separate document aimed at operationalizing the ECD policy framework. Developers of the ECD policy framework recognized the critical role of investing in young children as a strategy to for poverty reduction, universal school enrolment, reduction of child mortality and morbidity, maternal mortality and creation of gender equality. To achieve this, the policy framework emphasizes child survival, growth and development. This is also in line with the African Union (AU) declaration to strengthen and support families in their responsibility as primary caregivers of their children to ensure their survival, growth and development. The policy implementation outputs included: trained and sensitized education officers; teachers and sensitized parents; teachers in public ECD centers employed by government; ECD reception classes in primary schools; feeding programs; safety and protection programs in ECD centres; appropriate teacher child ratio in ECD classes; water and sanitation provided among other services as described in the service standards guidelines.

According to the report by Transition Authority (2014), glaring capacity gaps in the origination, formulation, implementation and monitoring and evaluation of policies has so far been isolated as a common factor in all the Counties. In a majority of cases sampled, it was established that there is no research to establish whether a policy need has been catered for by national policy or even by administrative measures by the County itself. This is true of policy formulation attempts by County Assemblies. Resources are therefore wasted in duplicating policies some of which make proposals which are at variance with the Constitution and contradictory of existing policy frames. Some innovative policy proposals were also observed. Mombasa County Assembly has developed a Bill on Disaster Management Policy, early warning and disaster management information system. It is intended to facilitate a framework for rapid and timely disaster management response. This is partly due to the disasters associated with acts of terrorism at the Coast.

Abdumlingo and Mugambi (2014) surveyed challenges of managing devolved funds in the delivery of services: a case study of Mombasa County. The study sought to investigate the challenges of managing devolved funds in the delivery of services. The findings showed that there is need for both the county and national governments to enact strict policies that will deal with transparency, corruption and the distribution of funds. This will go a long way in ensuring sound fund management practices are put into place and hence better and quality services deployed to the citizens at the grassroots level. The study thus discloses that there is a lot to be done in terms of fund management for efficient service delivery to the common man.

Many studies carried out by researchers in their areas of study faced the same challenges. Manoj, (2011), states that funding was one of the major challenges of implementation of any programme. Vargas-Baron (2013) echoed this. Leslie, (2014), mentions resources as one of the hindrances to ECDE stagnation. According to the Social Journal Policy of New Zealand, (2015 issue 32), funding is a very big obstacle to policy implementation. Otieno and Colclough, (2014), affirm the same. On the other hand, Kariuki, (2014), associates failure of the ECDE policy implementation in Kenya with lack of support by the government. Xinxhua, (2013), in one of the dailies, states that ECDE curriculum is not taking effect because of the financial constraints. On the contrary, Kibera and Kamotte (2013), insinuate that the policy implementation is very much affected by access, equity, quality and relevance of the ECDE program. Finally, Karanja and Githinji, (2011), associate non-implementation of the ECDE program with insufficient funding, poor policy formulation, low participation rates by the target groups, lack of curriculum content, inadequate qualified educators, lack of scheme of service, rising number of orphans and conflict in medium of instruction. From these references therefore, it is true to say that, these challenges are related. Odundo (2013), in his paper “Determinants of Effective policy Implementation in Early childhood Development and Education in Nakuru municipality”, asserts that limited institutional capacity is a hindrance to proper implementation of Early Childhood Development and Education policy. The quality of instructional material is unreliable, inadequate, and therefore poses as a significant challenge affecting the implementation of ECDE program.

III: Methodology

This study was carried out among the implementing partners working with County Governments in Kenya to support ECDE. Descriptive survey design was used for the study. A total of 10 organizations were targeted by the study. The study targeted 10 respondents from each of the organization sampled, thus, a total of 100 respondents were targeted. Data was collected through a self-administered questionnaire. Five point Likert scale was used in the questionnaire where the scoring was done using a tick against the statement given in scale from strongly disagree, disagree, not sure, agree and strongly agree. The collected data were edited, coded and entered into SPSS version 22 for analysis. Descriptive statistics such as means, percentages and frequencies were used to analyze the data while inferential statistics such as simple regression analysis was used to determine the predictive power of the determining factors on the successful implementation of ECDE by county governments

IV. Findings of the Study

This section presents the findings of the study on the determinants of the successful implementation of Early Childhood Development Education in by County Governments in Kenya from the implementing partners’ perspective.

4.1 Influence of the capacities of the County Government staff on the implementation of early childhood development education by County Governments in Kenya

To determine the influence of the capacities of the County Government staff on the implementation of early childhood development education by County Governments in Kenya, the respondents were asked to indicate their level of agreement with different statements. The results were as presented in Table 1.

Table 1 Influence of Staff capacities on the implementation of Early Childhood Development Education by County Governments

Statements	N	Mean	Std. Deviation
The ECDE teachers have well-developed training programs to enhance their skills.	70	4.13	.962
The county government takes part in the training of ECDE teachers	70	4.04	.875
The county government has a training needs assessment policy for ECDE teachers	70	3.99	.691
The county government organizes seminars on ECD innovations in the county	70	3.81	.952
The county government organizes workshops to be able to supervise and advice on ECDE issues in the county	70	2.27	.962
The county government provides Sponsorship and grants of ECD personnel for further training	70	2.07	.822
The county government organizes in-service training for ECDE teachers in the county	70	2.00	.761
There are adequate number of teachers to handle children in the ECDE centres	70	1.86	.728
Mean		3.02	0.84

Source (Primary Data)

The findings on Table 1 show that the respondents strongly agreed with the statements that ECDE teachers have well-developed training programs to enhance their skills (Mean 4.13) and that county government takes part in the training of ECDE teachers (Mean 4.04). The study further revealed that the respondents agreed with the statements that county governments has a training needs assessment policy for ECDE teachers (Mean 3.99) and that they organize seminars on ECD innovations in the county (Mean 3.81). The respondents were neutral on the statements that county governments organizes workshops to be able to supervise and advice on ECDE issues in the county (Mean 2.27) and that county governments provide sponsorship and grants of ECD personnel for further training (Mean 2.07). The findings finally revealed that the respondents disagreed with the statements that county governments organize in-service training for ECDE teachers in the county (Mean 2.00) and that there are adequate numbers of teachers to handle children in the ECDE centres (Mean 1.86). An average mean on 3.02 was obtained; an indication that staff capacity is one on the major factors determining successful implementation of ECDE by County governments in Kenya. There was no significant difference in the responses given on the influence of staff capacity on the implementation of ECDE by County governments (Mean Standard deviation < 1). These findings are in line with that of a study done by Odundo (2013) on the determinants of effective policy implementation in ECDE in Nakuru Municipality where he found that limited institutional capacity is a hindrance to proper implementation of ECDE policy. Paul and Linda (2007) further emphasizes that professional development is more than just a series of workshops or work sessions for teachers. It is a diverse process that nurtures teachers' self-efficiency. It is a knowledge base that is meant for equipping them with teaching skills and expertise to make informed decisions in the classroom. It also provides the support those teachers need while taking risks associated to creativity or new knowledge.

According to Karanja and Githinji (2011), there are several things have affected the teachers' capacity building in Kenya. Firstly, there is lack of Schemes of Service of ECDE teachers. There has been low and irregular remuneration of pre-school teachers thus adversely affecting the morale of the teachers. To address this issue, the government should develop and implement a scheme for ECDE teachers. The government should employ all ECDE teachers in the pre-unit classes attached to public primary schools. Secondly, inadequacy of ECDE qualified teachers in Kenya is also to blame for lack of teacher Capacity. The number of untrained teachers in ECDCs is still high at 56% in Public ECDE centres. Due to high rate of attrition because of poor pay packages, many pre-school teachers are untrained and hence lack skills to enhance the holistic development and learning of children. Thus staff capacity is key in the implementation of ECDE by county governments in Kenya.

4.2 Effect of Management of Early Childhood Development Education on its implementation by County Governments in Kenya

To determine the how management of early childhood development education affects its implementation by County Governments in Kenya, the respondents were asked to indicate their level of agreement with different statements. The results were as presented in Table 2.

Table 2: Effect of management of ECDE on its Implementation by County Governments in Kenya

Statement	N	Mean	Std. Deviation
There is a clear scheme of service by the county government for ECDE teachers	70	4.13	.741
ECDE teacher recruitment at the County Government is done fairly	70	4.01	.825
Salaries of ECDE teachers are harmonized across the county	70	3.77	1.010
The county government is involved in the supervision teaching and learning of ECDE through the QASO	70	3.73	.900
The county government is frequently involved in general routine inspection of ECDE centers	70	2.90	.854
Remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county	70	2.49	.794
The County Governments have adequate funds for employing ECDE teachers	70	1.91	.717
The county governments are prompt in the payment of ECDE teachers' salaries	70	1.60	.710
Mean		3.07	0.82

Source (Primary Data)

The findings on Table 2 show that the respondents strongly agreed with the statements that there is a clear scheme of service by the county governments for ECDE teachers (Mean 4.13) and that ECDE teacher recruitment at the county governments are done fairly (Mean 4.01). The study further revealed that the respondents agreed with the statements that salaries of ECDE teachers are harmonized across the county (Mean 3.77) and that the county government is involved in the supervision teaching and learning of ECDE through the QASO (Mean 3.73). The respondents were neutral on the statements that county governments are frequently involved in general routine inspection of ECDE centers (Mean 2.90) and remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county (Mean 2.49). The findings finally revealed that the respondents disagreed with the statements that county governments have adequate funds for employing ECDE teachers (Mean 1.91) and that county governments are prompt in the payment of ECDE teachers' salaries (Mean 1.60). An average mean on 3.07 was obtained; an indication that management of ECDE by county governments in Kenya has a bearing on its implementation. There was significant difference on the response that salaries of ECDE teachers are harmonized across the county (Standard deviation > 1). This is an indication that the respondents did not agree on whether the salaries for ECDE were harmonized across the counties. According to Ocholla (2009), 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.

4.3 Effect of availability of physical Facilities on the implementation of Early Childhood Development Education by County Governments in Kenya

To assess how availability of physical facilities affect the implementation of early childhood development education by County Governments in Kenya, the respondents were asked to indicate their level of agreement with different statements. The results were as presented in Table 3.

Table 3: Effect of availability of physical Facilities on the implementation of Early Childhood Development Education by County Governments

Statement	N	Mean	Std. Deviation
The classrooms are not enough for all the children in the ECDE centres	70	4.66	.562
The county government is involved in the repairs and maintenance of the physical facilities in ECD centers	70	2.40	.841
The county government is involved in the development of physical facilities and teaching/learning resources at ECDE centers	70	2.39	.856
The floors are well designed and cemented for easy mobility of pupils.	70	1.94	.679
Teacher,,s chair, table and cupboard are available in the ECD classroom.	70	1.93	.804
Pre-school have toilets/latrines for boys, girls and teachers,	70	1.80	.734
The desks and chairs are enough for all the pupils	70	1.67	.793
The play equipment are appropriate for all children in the pre-school	70	1.40	.646
Mean		2.27	0.74

Source (Primary Data)

The findings on Table 3 show that the respondents strongly agreed with the statement that the classrooms are not enough for all the children in the ECDE centres (Mean 4.66). The findings also revealed that the respondents were neutral with the statements that county governments are involved in the repairs and maintenance of the physical facilities in ECD centers (Mean 2.40) and that county governments are involved in the development of physical facilities and teaching/learning resources at ECDE centers (Mean 2.39). It was further revealed that the respondents disagreed with the statements that the floors are well designed and cemented for easy mobility of pupils (mean 1.94), teacher,,s chair, table and cupboard are available in the ECD classroom (mean 1.93), pre-school have toilets/latrines for boys, girls and teachers (Mean 1.80), desks and chairs are enough for all the pupils (Mean 1.67) and that the play equipment are appropriate for all children in the pre-school (Mean 1.40). An average mean on 2.27 was obtained; an indication that availability of physical facilities is one of the major factors determining successful implementation of ECDE by County governments in Kenya. There was no significant difference on the responses given with regard to the effect of the availability of physical facilities on the implementation of ECDE by County governments in Kenya (Mean Standard deviation < 1). Leslie (2014) in his article "Early Childhood for all; the Economic Impacts of Child Care and Early Education", says that in the time of scarce resources, the care and education of young children will continue to fall to the bottom of the priority list until there is a shift in the public about the economics of raising the next generation. Kibera and Kamotte, (2013), call the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programs.

4.4 Effect of Policies on the implementation of Early Childhood Development Education by County Governments in Kenya

To examine how policies affect the implementation of early childhood development education by County Governments in Kenya, the respondents were asked to indicate their level of agreement with different statements. The results were as presented in Table 4.

Table 4: Effect of Policies on the implementation of Early Childhood Development Education by County Governments in Kenya

Statement	N	Mean	Std. Deviation
There is an established management board for ECDE	70	4.67	.696
The county government has a policy guidelines on capacity building of ECDE personnel	70	4.67	.557
The county government has implemented ECDE teacher recruitment policy	70	4.19	.873
There are policies on the requirement for the management board membership	70	4.09	.812

The county government has developed guidelines on teacher recruitment and staffing	70	3.91	.847
Policies on monitoring and evaluation of ECDE programs are in place	70	3.30	.874
ECD teachers and the primary implementers have been given serious sensitization on the ECD policy.	70	3.07	.890
There is a comprehensive operational plan and a systematic training program for ECD coordinators, head teachers and teachers of pre-schools	70	2.71	1.009
Mean		3.83	0.82

Source (Primary Data)

The findings on Table 4 revealed that the respondents strongly agreed with the statements that there are established management board for ECDE by county governments (Mean 4.67), the county governments have policy guidelines on capacity building of ECDE personnel (Mean 4.67), that the county governments have implemented ECDE teacher recruitment policy (Mean 4.19) and that there are policies on the requirement for the management board membership by county governments (Mean 4.09). The study further found that the respondents agreed with the statements that county governments have developed guidelines on teacher recruitment and staffing (Mean 3.91), that policies on monitoring and evaluation of ECDE programs are in place (Mean 3.30) and that ECD teachers and the primary implementers have been given serious sensitization on the ECD policy (Mean 3.07). It was finally found that the respondents were neutral with the statements that there is a comprehensive operational plan and a systematic training program for ECD coordinators, head teachers and teachers of pre-schools by county governments (Mean 2.71). An average mean on 3.83 was obtained; an indication that policy is one on the major factors determining successful implementation of ECDE by County governments in Kenya. There was no significant difference on the responses given with regard to the effect of the policies on the implementation of ECDE by County governments in Kenya (Mean Standard deviation < 1). Transition Authority (2014), glaring capacity gaps in the origination, formulation, implementation and monitoring and evaluation of policies has so far been isolated as a common factor in all the Counties. In a majority of cases sampled, it was established that there is no research to establish whether a policy need has been catered for by national policy or even by administrative measures by the County itself. This is true of policy formulation attempts by County Assemblies. Resources are therefore wasted in duplicating policies some of which make proposals which are at variance with the Constitution and contradictory of existing policy frames. Some innovative policy proposals were also observed.

4.5 Implementation of Early Childhood Development Education by County Governments in Kenya

To determine the success of the implementation of ECDE by county governments, the respondents were asked to indicate the level of success of the programs. The findings were as presented in Table 5.

Table 5: Success of the implementation of Early Childhood Development Education by County Governments

Level of Success	Frequency	Percent
Failure	7	10
Average	19	27.1
Successful	41	58.6
Very Successful	3	4.3
Total	70	100

Source: (Primary Data)

The findings on Table 5 show that the respondents 58.6% of the respondents agreed that the implementation of ECDE by county governments was a success. It was also noted that 27.1% of the respondents indicated that there was an average success on the implementation of ECDE by county governments.

The respondents were further given different statements on the implementation of ECDE by county governments and asked to indicate their level of agreement with each statement. The findings were as presented in Table 6.

Table 6: Implementation of Early Childhood Development Education by County Governments

Statement	N	Mean	Std. Deviation
There are policies in place on the implementation of ECDE by county governments	70	4.50	.654
There is adequate inspection of ECDE program by County government	70	3.26	.943
ECDE teachers' trainings organized at the County government level has enabled effective implementation of ECDE by county Governments	70	3.23	1.119
ECDE teacher are recruited based on their qualifications	70	2.66	1.075
ECDE teachers are motivated because they are paid in time thus effectively delivering the curriculum	70	2.50	.913
The County governments ensure effective implementation of ECDE policies	70	2.36	.933
The ECDE centres are well equipped with teaching and learning resources and other facilities like toilets	70	2.24	.939
County governments are doing well in construction of physical facilities to accommodate the children admitted in the ECDE centres	70	2.14	.905
Mean		2.86	0.94

Source (Primary Data)

The findings on Table 6 show that the respondents strongly agreed with the statements that There is a clear scheme of service by the county government for ECDE teachers (Mean 4.13) and ECDE teacher recruitment at the County Government is done fairly (Mean 4.01). The study further revealed that the respondents agreed with the statements that salaries of ECDE teachers are harmonized across the county (Mean 3.99) and that county governments are involved in the supervision teaching and learning of ECDE through the QASO (Mean 3.73). The respondents were neutral on the statements that county governments are frequently involved in general routine inspection of ECDE centers (Mean 2.90) and remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county (Mean 2.49). The findings finally revealed that the respondents disagreed with the statements that county governments have adequate funds for employing ECDE teachers (Mean 1.91) and that county governments are prompt in the payment of ECDE teachers' salaries (Mean 1.60). An average mean on 3.07 was obtained; an indication that the implementation of ECDE by county government was generally a success besides the challenges. There was no significant difference in the responses given on the on the implementation of ECDE by County governments (Mean Standard deviation < 1). According to Karanja and Githinji, (2011), ECDE is currently facing challenges related to the funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Further, of importance to note is that lack of the Ministry's funding and implementation initiatives complicates the provision of ECDE.

4.6 Inferential Statistical Analysis

Inferential analysis was conducted to generate correlation results, model of fitness, analysis of the variance and regression coefficients.

Correlation Analysis

The association between the variables used in the study was tested by undertaking correlation analysis. The association between two continuous numeric variables is measured using correlation. Correlation shows both the direction and extent to which the variables differ from one another independently from case to case. The outcome of a correlation analysis is a correlation coefficient which tests the linear relationships between two variables (Crossman, 2013).

The correlation coefficient values range between -1 and +1. A perfect positive linear correlation between two variables is indicated by a correlation coefficient of +1 whereas a correlation of -1 shows a negative linear correlation between two variables. A correlation efficient of 0 means that no linear association exists between two variables (Wond, 2012). The findings from correlation analysis are as presented in table 7.

Table 7: Correlation Analysis

		Correlations				
		Implementation of ECDE by County governments in Kenya	Staff Capacity	Management of ECDE	Availability of physical facilities	ECDE Policies
Implementation of ECDE by County governments in Kenya	Pearson Correlation	1	.105	.486**	.190	.728**
	Sig. (2-tailed)		.008	.000	.006	.000
	N	70	70	70	70	70
Staff Capacity	Pearson Correlation	.105	1	.774**	.403**	.036
	Sig. (2-tailed)	.008		.000	.001	.770
	N	70	70	70	70	70
Management of ECDE	Pearson Correlation	.486**	.774**	1	.434**	.434**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	70	70	70	70	70
Availability of physical facilities	Pearson Correlation	.190	.403**	.434**	1	.214
	Sig. (2-tailed)	.006	.001	.000		.075
	N	70	70	70	70	70
ECDE Policies	Pearson Correlation	.728**	.036	.434**	.214	1
	Sig. (2-tailed)	.000	.770	.000	.075	
	N	70	70	70	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Source (Primary Data)

The results of the correlation analysis on Table 7 shows that implementation of ECDE by county governments is positively associated with staff capacity with $r = 0.105$ and that at a significance level of 0.008, it is statistically significant at $p \text{ value} < 0.05$. The results also show that there is a positive correlation between implementation of ECDE by county governments and management of ECDE with $r = 0.486$ and a significance level of 0.000 (statistically significant). The results further show that implementation of ECDE by county governments has a positive relation with availability of physical facilities with $r = 0.190$ and 0.006 significance of level. The results finally show that implementation of ECDE by county governments has a positive relation with ECDE policies with $r = 0.728$ and 0.000 significance level. The significance values tell us that the probability of the correlation being a fluke is very low; hence the study can have confidence that the relationship between the variables is genuine.

Regression Analysis

Multiple regression analysis was done to test on the influence of different variables on the implementation of ECDE by county governments. The independent variable included: staff capacity, management of ECDE, availability of physical facilities and ECDE policies.

Multiple regression model presented below was used:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \Sigma$$

Where:

Y is the dependent variable (Implementation of ECDE by county governments)

X is the set of four independent variables, i.e.

X₁– Staff capacity

X₂– Management of ECDE

X₃– Availability of physical facilities

X₄– ECDE policies

β_i ($i=1,2,3,4$) are the parameters linked with the corresponding independent variable to be estimated (partial regression coefficients)

β_0 is the intercept

Σ is the error variability (error term).

The study carried out an overall regression model to determine the significance of each of the independent variables on the dependent variable. As can be observed in Table 8, R Square was 0.635 and R was 0.797 at 0.05 level of significance. The coefficient of determination indicates that 63.5% of the variations on implementation of ECDE by county governments can be explained by staff capacity, management of ECDE, availability of physical facilities and ECDE policies. The remaining 36.5% can be explained by other variables not included in the study. R square and adjusted R is above average an implication that an above average variation can be explained by the model.

Table 8: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.635	.613	.657
a. Predictors: (Constant), ECDE Policies, Staff Capacity, Availability of physical facilities, Management of ECDE				

Source (Primary Data)

Further analysis of ANOVA as shown in Table 9 showed that significance of F statistics is 0.000, which is less than 0.05 and the value of F (28.296) being significant at 0.00 confidence level.

Table 9: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.784	4	12.196	28.295	.000 ^b
	Residual	28.016	65	.431		
	Total	76.800	69			
a. Dependent Variable: Implementation of ECDE by County governments in Kenya						
b. Predictors: (Constant), ECDE Policies, Staff Capacity, Availability of physical facilities, Management of ECDE						

Source (Primary Data)

Table 10 presents the beta coefficients of all independent variables versus the dependent variable.

Table 10: Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.836	.535		5.301	.000
	Staff Capacity	.247	.098	.356	2.513	.004
	Management of ECDE	.552	.135	.727	4.077	.000

Availability of physical facilities	.252	.087	.284	2.903	.005
ECDE Policies	.354	.111	.364	3.195	.002
a. Dependent Variable: Implementation of ECDE by County governments in Kenya					

Source (Primary Data)

The regression model is written as: Implementation of ECDE by county governments = 0.247* staff capacity + 0.552* Management of ECDE + 0.252* Availability of physical facilities + 0.354* ECDE policies.

The Beta Coefficients in the regression show that all the variables tested: staff capacity, management of ECDE, availability of physical facilities and ECDE policies have positive relationship with the implementation of ECDE by county governments. The findings show that all the variables tested are statistically significant with p-values less than 0.05. These findings are in line with that of Obuchere (2011) on factors influencing implementation of ECDE curriculum where he pointed out that; ECDE physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved.

V. Summary of the Findings of the Study

The study found that the implementation of ECDE by County governments in Kenya was generally successful from the implementing partners' perspective and indicated by 56.8%. It is also worth noting that beside the general success, there were myriads of challenges facing the implementation of the program by county governments. Findings from regression analysis showed that the coefficient of determination indicated that 63.5% of the variations on the implementation of ECDE by county governments can be explained by staff capacity, management of ECDE, availability of physical facilities and ECDE policies. The remaining 36.5% can be explained by other variables not included in the study. R square and adjusted R is above average an implication that an above average variation can be explained by the model.

VI. Conclusions

The study concluded that that staff capacity, management of ECDE, availability of physical facilities and ECDE policies were key determinants of the implementation of ECDE by County Governments in Kenya

VII. Recommendations

The study recommended that County governments should organize consistent in-service training for ECDE teachers and at the same time employ more ECDE staff to cater for the large number of pupils in the ECDE centers, allocate adequate funds for the implementations of ECDE while at the same time ensure that ECDE staff are paid in good time, allocate more funds for the renovation and construction of more ECDE centres and ensure that appropriate policies on ECDE are formulated and implemented.

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