RELATIONSHIP BETWEEN HEADTEACHERS' MANAGEMENT SKILLS AND PRESCHOOLERS' ACCESS TO QUALITY EDUCATION IN KISII COUNTY, KENYA

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PLANNING AND MANAGEMENT. SCHOOL OF EDUCATION, MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

AUGUST, 2020

DECLARATION

I hereby declare that this PhD thesis is my original work and has not been presented for any award in any other university or institution of higher learning.

Signature ……..…… Date……

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We confirm that the work reported in this thesis was carried out by the student under our supervision.

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DEDICATION

To my beloved parent, Marcella Gekonge

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ABSTRACT

The first five years of a child play a critical role in laying a solid foundation for primary, secondary and future learning of any student or pupil. Hence, the quality of Early Childhood Education which leads to the acquisition of basic competencies among preschoolers is crucial for a child's subsequent learning and Educational advancement. In spite of the great importance associated with the Early Childhood Development and Education in Kenya, the government's effort to ensure that all preschool age children access quality education has not been impressive. The objectives of the study were to establish the influence of head teachers' human resource management skills on preschoolers' access to quality Education; determine the influence of head teachers' financial management skills on preschoolers' access to quality Education; investigate the influence of head teachers' teaching/learning resources management skills on preschoolers' access to quality Education and to determine the influence of head teacher management of classroom lesson attendance on preschoolers' access to quality Education. The study adopted School-Based Management (SBM) Theory and Chikutuma's Model on pre-schoolers' access to quality Education. The study used survey research design. Further the study adopted mixed method approach. The target population for the study included 702 Head teachers, 957 Pre-primary Teachers, 9 sub-county ECDE officers and 2 County ECDE officers in Kisii County. To obtain the required sample size, the study employed cluster and purposive sampling procedures. The sample size for the study included 155 Head teachers, 282 Pre-primary Teachers, 9 sub-county ECDE officers and 2 County ECDE officers. The data was collected using questionnaires; interview schedule and school Observation checklists. To ensure validity of research instruments in the present study, the expertise of the supervisors was employed for their validation. The study employed the split-half method to establish the reliability of the instrument which was found as r= 0.848. Quantitatively collected data was analyzed using measures of central tendencies, frequency distributions, percentages, Pearson's product moment correlation coefficient, simple and multiple regression analysis while thematic analysis, content analysis and verbative reporting was used to analyse qualitative data. The study established that there was statistically significant positive correlation ($r=.593$, $n=268$, $p<.05$) between the Head Teachers' human resource management skills and preschoolers' access to quality Education and there was statistically significant positive correlation ($r=.599$, $n=268$, $p<.05$) between the Head Teachers' financial resource management skills and preschoolers' access to quality Education. On the correlation between the Head Teachers' Teaching/Learning Resources Management Skills and Preschoolers' Access to Quality Education, the study established that there was statistically significant positive correlation ($r=.570$, $n=268$, $p<.05$) between the Head Teachers' management of teaching/learning resources and preschoolers' access to quality Education. On the same note on the relationship between the Head Teachers' Management of Classroom instruction and Preschoolers' Access to Quality Education, the study established that there was statistically significant positive correlation ($r=.571$, $n=268$, $p<.05$) between the Head Teachers' management of classroom instruction and preschoolers' access to quality Education. Lastly, the study established that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management competencies and all the five aspects of preschoolers' access to quality Education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). The study findings will be significant to school managers in Kisii county and the other parts of the world in relation to the management of learning institution.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA : Analysis of Variance

BoG : Board of Governors

BoM : Board of Management

ECDE : Early Childhood Development Education

EFA : Education For All

EGRA : Early Grade Reading Assessment

HoDs : Heads of Departments

ICT : Information Communication and Technology

KCPE : Kenya Certificate of Primary Education

KCSE : Kenya Certificate of Secondary Education

KEMI : Kenya Education Management Institute

OECD : Organization for Economic Cooperation and Development

PTA : Parent Teacher Association

SACMEQ : Southern and Eastern Africa Consortium for Monitoring Education Quality

SBM : School Based Management

SLECMAQ : School Leadership, Environment, Classroom Management Assessment Questionnaire

UNCRC : United Nations Convention on the Rights of the Child

UNESCO : United Nations Educational Scientific and Cultural Organisation

USA : United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, many countries recognize Early Childhood Development and Education as an important pillar for accelerating the attainment of Education For All (EFA) and the Sustainable Development Goals(SDGs) (UNESCO, 2014). To ensure quality Education and learning environment during a child's formative years, EFA's first goal stipulates that it is the responsibility of every Government to expand and enhance comprehensive Early Childhood Education. Also according to a 2002 report by the World Fit for Children Conference, it is important for every child to have a good start to life whereby a child receive quality Education within a child friendly learning centres and management (Githinji & Kanga, 2011).

In this regard, many developing and developed nations have been developing and implementing policies that are perceived to improve the state of Early Childhood Education in various countries (Kang'ethe, Wakahiu & Michael, 2015). This has galvanized many countries, especially in sub-Saharan Africa (SSA), into confronting their historically low access to quality early childhood education (Murunga, 2015). This has brought a remarkable success in attracting many children into schools (UNESCO, 2014). However, filling the classrooms is not enough in the process of ensuring access to basic education and Education for all. The goal is geared towards having positive social and economic returns in which improving the quality of Education is the key emphasis. Unfortunately, the 2010 UNESCO report indicates that the quality and management of preschool education is not satisfactory in

many countries and many preschool learning centres have poorly established learning environment in most sub-Saharan Africa counties, Kenya inclusive.

Management plays an important role in improving quality of education. It is argued that school management correlates with the provision of quality education which translates to learners' access to quality education whereby children attend school regularly and perform well in various tests (Olaleye, 2013). School management bodies are entrusted with the responsibility of ensuring that all learners get quality education by planning, mobilizing resources and managing resources on a day to day basis (Policy Framework for Education and Training, 2012). In the school management in Kenya, primary school head teachers are charged with full responsibility of ensuring that there is quality education at the pre-primary school section (Ganira, Odundo & Muriithi, 2016).

However, currently in the field of Educational Management, there has been a rapidly and significantly change in terms of strategic management which has brought many changes that have affected the role of educational leadership (Suaka & Kuranchie, 2018). Despite the many challenges learning institutions face, there is an increasing consensus among researchers in the field of educational leadership and management in both developed and developing nations that the leadership provided by head of a learning institution is absolutely crucial for the success of the schools' day to day operations (Kayiwa, 2011). In this regard, the Head of school occupies a position of great importance in the setup of an educational institution (Suaka & Kuranchie, 2018). He/she is an educator with executive authority and ought to have a clear vision for the future of his/her school (Ibukun, Oyewole & Abe, 2011).

According to Ibukun, Oyewole and Abe (2011), maintaining quality and standards in education depends largely on the extent to which heads of schools effectively execute their leadership responsibilities. Heads of schools owe it a duty to establish, monitor and maintain quality and standards in education (Esia-Donkoh, 2014). Despite the importance of headship to a school's success, the procedures used in appointing and offering pre-service training, induction and in-servicing training for head teachers are inappropriate in many developing countries, especially those in the continent of Africa (Suaka & Kuranchie, 2018). This has made some heads of institutions to run schools without some basic managerial competencies (Komashie, 2017).

Managerial skills are set of qualities and attributes in a personality of the managers or heads of organizations that enable them to effectively manage the working of the organization (Raju, 2011). According to Robert Katz (1974), there are three managerial skills that include technical skills, human relations skills and conceptual skills (Katz, 1974). Technical skill involves process or technique knowledge and proficiency while human skill involves the ability to interact effectively with people. Conceptual skills also involves the formulation of ideas by understanding abstract relationships, develop ideas, and solve problems creatively. Thus, technical skill deals with things, human skill concerns people, and conceptual skill has to do with ideas. However, the degree (amount) of these skills required varies (changes) from levels of management and from one organization to organization (Kamete, 2014). Therefore, these managerial skills are required to implement quintuplet functions of management (planning, organizing, directing, controlling, evaluating) (Ahmadi,

2011). In modern organizations, successful manager can hardly be imagined without basic skills (Katz, 1991)

In Kenya, the management of Early Childhood Development Education (ECDE) is under the primary school management board which is expected to expand access and enhance quality of ECDE services for children aged 4-5 years (Republic of Kenya, 2013). However, there have been many challenges in the implementation of preschool education in the country. To address the problems inherent in preschool Education in Kenya, the Constitution of Kenya (2010) establishes a system of governance whereby Pre-School Education and administration becomes a devolved function of the county governments. However, with the devolution of ECE to county government, there are still challenges in the implementation of ECE. Currently there are disparities in the 47 counties on their priorities related to the Implementation of Early childhood Education whereby some counties have employed ECDE teachers while others have not (Odundo, 2013). This has resulted in diversity of practices by various county government and stakeholders compromising the quality of service and Education offered by ECDE centres (Wangila, 2017).

The Government of Kenya recognizes the significance of Early Childhood Care and Development as one of the most important pillars towards the attainment of Education For All (EFA); Vision 2030 as well as Sustainable Development Goals (SDGs) (GoK, 2012). This is due to the fact that early childhood education lays the foundation of a child's intellectual and physical development (Young, 2012). According to the International Encyclopedia of Education (1985), early childhood education and development refer to a variety of types of provisions for young children designed to support and stimulates their intellectual development. In addition, the term Early Childhood Development represents a

multi faceted construct that refers to both the developing child and the multi – layered context that influences the child's development (MacBeath, 2006).

According to the United Nations Convention (1989), it is a fundamental right for every child to learn and develop to his or her full potential by accessing quality early childhood education and care regardless of one's age, gender, origin or social background. Kenya being a signatory to the UN convention has passed several laws to ensure that all children are entitled to their constitutional rights as enshrined in the Kenyan 2010 constitution (GoK, 2012).

Early childhood care and education (ECCE) is more than the preparation of young children for lower primary education (UNESCO, 2005). However, it aims at holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing (Hirst et al., 2011). While there is no single definition of quality preschool education and care, there are some overall elements that are identified as critical to the well-being of children and access to quality education. These include: health, safety and good hygiene, good nutrition, a well-maintained environment set up for children, an adequate number of staff who are sensitive and responsive to children, opportunities for active play—especially outdoors, opportunities for quiet play and rest, opportunities for developing motor, social, language and cognitive skills through play, positive interactions with adults, practices that support positive interaction amongst children, facilitation of emotional growth, participation of, support for and communication with parents, respect for diversity and difference, gender equality and inclusion of children with disabilities.

Despite the crucial role played by early childhood education in Kenya, the first preschools were started in the 1940s by and for the exclusive use of the European and Asian communities (Froebel, 1963). After independence, preschool education expanded throughout the country, however lacked an organized curriculum (Kipkorir & Njenga, 1993). In addition, many of the ECDE teachers were untrained (Froebel, 1963).

Due to the crucial role played by early childhood education and care, in 2006 the Kenya government adopted a policy on Early Childhood Development (ECD). The policy document outlines a comprehensive framework that encompasses policies for early childhood services and programs for children from conception to age eight years. Also, it outlines an ECD policy system and provides a frame of reference in the provision of services for infants and children. Further, it provides a basis to strengthen, develop, and review policies related to health and nutrition, education, water and sanitation, and social services.

Before enactment of the new constitution in Kenya, which devolved ECDE to the county governments, significant changes have taken place. The National Centre for Early Childhood (NACECE) was responsible for preschool curriculum and material development, training and professional support to DICECE trainers. The Directorate of Quality Assurance was also mandated to establish and maintain educational standards in ECE institutions by ensuring preschool children receive quality education (G.o.K,2006).The above roles have been taken over by the county government under the Directors of Early Childhood Education. It is therefore important for all the 47 counties in Kenya to ensure that every child has access to quality preschool education by providing the support and assistance required.

In this regard, the fourth schedule of the 2010 Kenyan constitution among others states that the county governments in Kenya have the mandate to provide funds required for the development of the necessary infrastructure for institutions of basic education and training (ECDE) (Government of Kenya (GoK), 2012). On the other hand, the National Government develops and improves services in education system with exemption of ECDE which have been devolved to the county government (The constitution of Kenya, 2010). However, the policy environment still emphasizes partnership between national and county governments, parents, and local communities.

However, the Council of Governors Report (C.O.G, 2014) indicated that there is lack of early childhood development and Education programs in the public school systems in the counties in Kenya. This is an indication that ECDE centres might be facing numerous challenges in trying to offer quality education to the children. Following devolution of ECDE as a result of promulgation of Kenyan constitution 2010, scanty information exists regarding the status of ECDE in various counties in Kenya.

Despite the increasing importance of Early Childhood Development Education (ECDE), there are a number of challenges that have continued to pull down its effective implementation as it was the case of Kitui District (Wambua, 2010); Rachuonyo South Sub County (Were, 2014); Nyamira county (Okongo, Ngao , Rop & Nyongesa, 2015) among other counties with little on the status of implementation known in Kisii County.

In Kisii County, due to low quality preschool Education which is associated with a lack of adequate skills related to reading and numeracy and some other children went to class one without necessarily going through preschool education. The percentage of class three pupils

who could read and do class one numeracy levels sums were 68.7% while class three pupils who could read a Kiswahili paragraph were 59.2% and 61.4% . In 2011 and 2012 respectively, the class pupils who could read a paragraph were 53.5% and 51.5% in 2011 and 2012 respectively and, lastly, class three who could do subtraction were 73.1% and 54.9% in 2011 and 2012 respectively (Uwezo, 2012). Still in Kisii County, class three pupils in the rural areas who could do class two work were 27. 4%, while class three pupils who could do class two work in the urban areas were 29.2% and it was only 64.2% of pupils aged between 6 and 16 years who were able to do every day mathematics (Uwezo, 2016). These results have remained stagnant and have raised concern on the quality of pre-primary Education offered in Kisii County.

Further according to a study conducted by Ayaga (2018) to explore inconsistencies and challenges faced by pre-primary Education in Kisii County, Kenya, it was established that 70.1% of the ECDE centres did not have enough teachers to teach all the pre-primary grade levels, 58.4% of the pre-primary centres did not have sufficient learning resources, 64.3% did not have sufficient classrooms while only 33.7% of the school were well funded by the County government, National government, local communities and Parents to provide quality ECDE education. These were perceived to compromise the quality of pre-primary children's access to quality Education in the county. Owing to the role played by primary school head teachers in the day to day activities within ECDE centres, the current study sought to investigate the relationship between the head teachers' management skills and preschoolers' access to quality Education in Kisii County, Kenya.

1.2 Problem Statement

In spite of the global worrying trends of preschool children's access to quality Early Childhood Education, the first five years of a child plays a critical role in laying a solid foundation for life, as basic learning skills and competencies which are essential for a child's further advancement and progression to higher learning levels are acquired at this stage. However, in Kenya, Early Childhood Education has faced a myriad of challenges related to the administration and management of the ECE programme since independence which have compromised the quality of Education in many Counties in Kenya. Currently, the government's policy of including preschool children in primary schools has placed extraordinary demands for primary school head teachers. This is because they are required to ensure quality preschool learning environment and provide administrative direction in both primary and ECDE centres. In effort to curb the problem inherent in the management of Education, in 2003, the government declared primary Education free and this led to an influx of children in public primary schools. This policy although received well by most Education stakeholders, impacted negatively on ECE. Many children were able to enrol in primary schools without necessarily going through Early childhood Education because poor parents felt a relief of the burden of paying for Early Childhood Education. With a lot of concern, the County and National government's funding at this level is minimal forcing the school managers to look for other means of shouldering the burden of financing the programmes, therefore compromise the quality and standard of the programme. Further in Kenya, the devolution of ECDE to county government was a recent well thought plan to enhance Early Childhood Education. Nevertheless, there are still challenges in the

implementation of ECE education. Diversity of practices by various County Governments and stakeholders is also perceived to compromise the quality of service offered at the ECDE centres. In Kisii County, there is evidence of low quality of preschool children's access to quality Education which has been associated with a lack of adequate reading and numeracy skills among majority of lower primary schools in the county. In this respect according to Uwezo report of 2016, the percentage of grade three pupils who are able to read and do class one numeracy level sums are 68.7% and grade three pupils in the rural areas who are able to do grade two work are only 27. 4%. At the same time, 70.1% of the ECDE centres in the county lack enough teachers to teach all the pre-primary grade levels, 58.4% of the pre-primary centres have insufficient learning resources while only 33.7% of the pre-primary schools are well funded by the County government, National government, local communities and Parents to provide quality ECDE education. These are perceived to compromise the quality of pre-primary children's access to quality Education in the county. Currently in Kisii County, the challenge facing primary school heads is how to sustain quality pre-school education by managing the available resources in both primary and preschool section. Owing to the role played by primary school head teachers in the day to day activities within ECDE centres, the current study sought to investigate the relationship between the head teachers' management skills and preschoolers' access to quality Education in Kisii County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate into the relationship between the head teachers' management skills and preschoolers' access to quality Education in Kisii County, Kenya.

1.4 Objectives of the Study

The objectives of this study were to:

i. To establish the influence of head teachers' human resource management skills on pre-schoolers' access to quality Education in Kisii County, Kenya.
ii. To determine the influence of head teachers' financial management skills on pre-schoolers' access to quality Education in Kisii County, Kenya.
iii. To investigate the influence of head teachers' teaching/learning resources management skills on pre-schoolers' access to quality Education in Kisii County, Kenya.
iv. To determine the influence of head teacher management of classroom instruction on pre-schoolers' access to quality Education in Kisii County, Kenya.

1.5 Research Hypothesis

i. H_{01}: There is no significant relationship between head teachers' human resources management and pre-schoolers' access to quality Education in Kisii County, Kenya.
ii. H_{02}: There is no significant relationship between head teachers' financial management and pre-schooler's access to quality Education in Kisii County, Kenya.
iii. H_{03}: There is no significant relationship between head teachers' teaching/learning resources management and pre-schoolers' access to quality Education in Kisii County, Kenya.

iv. H_{04}: There is no significant relationship between head teachers' classroom instruction management and pre-schoolers' access to quality Education in Kisii County, Kenya.

1.6 Justification of the Study

This study is relevant to ECDE teachers, parents, school managers, preschool children, policy makers as well as Educational theorists and researchers. This study intends to generate information on the influence of head teachers' managerial competencies on the pre-primary school learners' access to quality Education. The findings from the study are useful as source of secondary data references for the researchers who may wish to study the same areas. The study is also useful for policy makers, education stakeholders such as heads of schools, Ministry of Education in the course of reviewing of educational policies related to the management of pre-primary school education.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

According to Merriam (2014), limitations of the study includes some possible weak points of the proposed research that are perceived to be beyond the ability of the researcher to intervene, avoid or minimize which are related to the nature of self-report, instruments, and the sample size. In the proposed study, the research limited its scope to few preschool centers in Kisii County hence the findings may be generalized to a population with similar study features. The researcher also used and relied on the opinions of primary school head teachers and pre-primary teachers in the county. This might be a major limitation since some of these respondents might have deliberately given wrong information concerning head teacher's

management competencies and preschool children's access to quality education. However, the researcher minimized this problem by using multiple methods of data collection and assuring confidentiality to all respondents by asking them to return questionnaires in sealed envelopes. Further, the study limited to pre-primary school level specifically pre-primary two looking at the extent they receive quality education. Also this study was delimited to head teachers' management competencies that entailed human resources management, management of finances, management of teaching/learning resources as well as management of classroom instruction as the independent variables. There was also limited literature on the influence of the head teachers' managerial competencies on pre-primary school learners' access to quality education.

1.7.2 Delimitations of the Study

The study was delimited to Kisii County, Kenya. For the purpose of manageability, the study used preschool teachers, head teachers, Sub-county ECDE officers, County ECDE officers and preschool learners in public and private school as respondents. Not all teachers and preschool children participated in the study since the study required in-depth interviews, a lot of note taking and tape recording which was cumbersome. It is acknowledged that a wide range of factors could potentially affect pre-schoolers children's access to quality education; however, the study delimited to few selected head teachers' management skills that include human resource, financial resources, teaching/learning resources and classroom lesson attendance. The research was also carried out in one county hence the findings may only be generalized to those locations that have similar characteristics. The use of head teachers, teachers and learners in this study serves as a triangulation aspect that can enable

the researcher to realize better results. The dependent variable was also the pre-primary school learners' access to quality education in Kisii County.

1.8 Assumptions of the Study

The study was based on the following assumptions.

i. All head teachers were academically and professionally qualified to manage pre-primary schools.

ii. Pre-primary centres in kisii County are given equal opportunities in terms of human, financial and teaching/ learning resources.

iii. All respondents gave authentic and correct information that was an accurate reflection of primary school head teachers' managerial competencies and preschool children's access to quality education.

iv. Learners at pre-school centres had equal treatment in terms of access to teaching and learning facilities.

v. Preschool teachers had the ability to assess accurately preschool children's access to quality education

1.9Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

The study adopted School-Based Management (SBM) Theory and Chikutuma's Model on pre-schoolers' access to quality Education

1.9.1.1 School-Based Management (SBM) Theory

This study adopted school-based management (SBM) theory whose proponent is Leung (2003). The basis of School-Based Management is that people, who are closer to students,

should decide about their educational programs such as curricula, equipment, schedule and individuals, facilities and other sources. SBM is based on assumption that such a method would increase student's success through management (Murphy, 1995). SBM takes on many different forms, both in terms of who has the power to make decisions as well as the degree of decision-making (Gertler et al 2006). But, the basic principle around SBM is that giving school-level actors more autonomy over school affairs will result in school improvement as they are in a better position to make decisions to meet the school needs in a more efficient manner (Malen, Ogawa & Kranz 1990).

Leithwood and Menzies (1998) identify four types of SBM reforms that involve: administrative control, professional control, community control and balance control. Administrative control focuses on increasing accountability to the central district or regional office for the 'efficient expenditure of resources'(Leithwood & Menzies, 1998) point out that the advocates of this reform of SBM argued that such authority, together with an efficient use of resources enables schools to get more resources into the direct service of students.

The theory further opines that a good education is not only about physical inputs, such as classrooms, teachers, and textbooks, but also about incentives that lead to better instruction and learning. Education systems are extremely demanding of the managerial, technical, and financial capacity of governments, and, thus, as a service, education is too complex to be efficiently produced and distributed in a centralized fashion (King & Cordeiro-Guerra, 2005; Montreal Economic Institute, 2007).

A common characteristic of school-based management concerns the unrelenting focus on learning outcomes for all students in every setting. This issue has its foundation in the belief that the effective implementation of school-based management can improve the school and student educational outcomes. This issue is closely linked to school effectiveness and school improvement theory. Educational systems worldwide have been determined to ensure that the focus of decentralization through School-Based Management has been to improve the learning outcomes of all students.

Also, SBM often requires teachers to play greater roles in the governance and management of the schools where they teach. While this enlarges the scope of their job, it also requires more time and energy from them and can sometimes limit their traditional freedom to do whatever they want inside the classroom. Not all teachers appreciate having to take on additional managerial roles and responsibilities, even when these changes are marginal (Wylie, 1996).

In general, School-Based Management programmes transfer authority and autonomy over one or more of the following activities: budget allocation, the hiring and firing of teachers, school staff, curriculum development, establishing incentives for teaching staff, funding teacher training, setting the method of instruction, setting the school calendar, establishing school fee, conducting administrative activities, the procurement of textbooks and other educational material, infrastructure improvement, the monitoring and evaluation of school, Principal and teacher performance and student learning outcomes.

School-Based Management is the decentralization of authority from central government to school level. Decision making and responsibility are handed over down to the principals,

teachers, and community members (Caldwell, 2002). However, the school head teachers have to follow the policies set by the central government through the ministry of education, constitution among other government bodies charged with the responsibility of providing education. In this sense, head teachers as the school managers are empowered to strengthen professional development within the schools they are managing so as to improve learning. In applying SBM, UNESCO and OECD, (2005), noted that the devolution of responsibilities to head teachers, teachers and the local community is for the aim of improving learners' achievement levels. Thus, effective management of pre-primary schools through appropriate managerial competence in the management of human resources, financial resources, teaching and learning resources as well as classroom instructional supervision is likely to improve learning achievement levels.

1.9.1.2 Quality ECD Programmes Model proposed by Chikutuma (2013)

In order to establish the quality ECD programme, the current study modified the Quality ECD Programmes Model proposed by Chikutuma (2013).This model is grounded in the Ecological theory and the provision of quality ECD programmes under the following quality indicators: Quality nutrition, health and safety in ECD; child acquisition of basic literacy competencies; personnel qualification in ECD; resources adequacy in ECD; provision of child friendly learning environments and Child Participation in ECE (school attendance, Punctuality, Retention). The model is inspired by Bronfernbrenner's ecological systems theory where the ECD child's quality development is influenced by the effective partnership and collaboration between the micro-systems (Woolfolk, 2010). The theory posits that

people are embedded in the multiple ecological settings and the individual both affects and is affected by the environment (Pianta & Rimm-Kaufman, 2006). The ECD child's access to quality education is thus, influenced by the head teachers' management competencies.

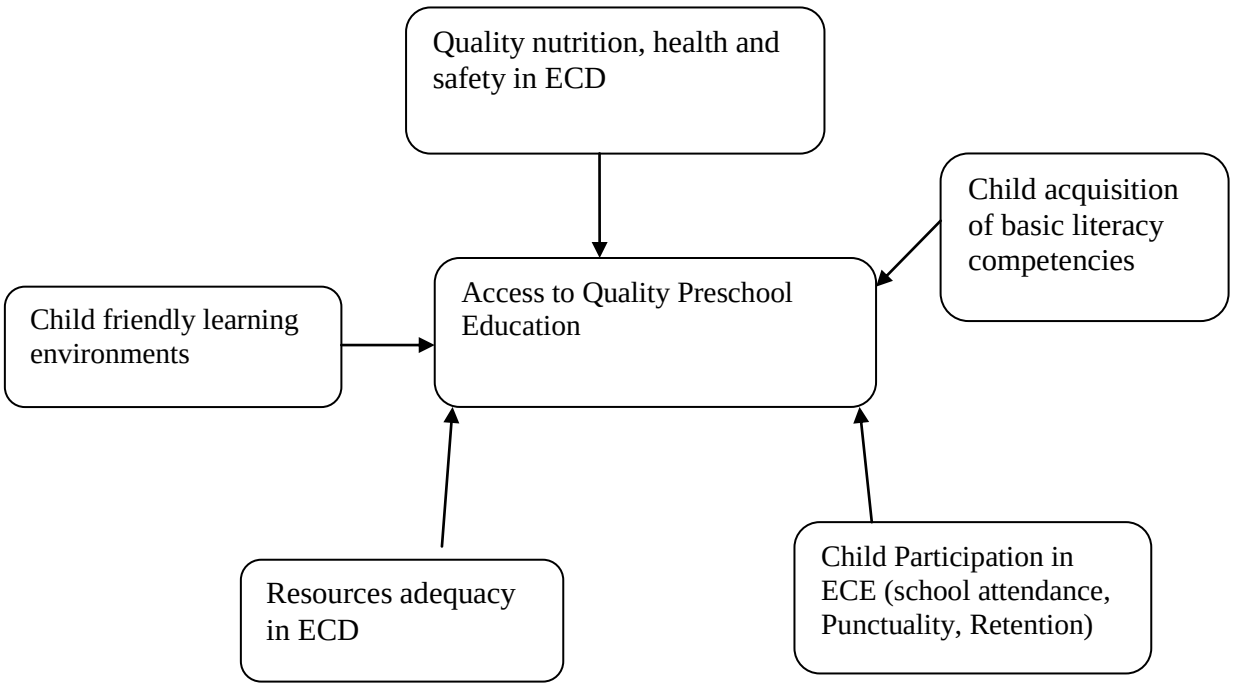

Figure 1. 1: Modified T. Chikutuma (2013) Model of Quality ECD Programmes

The School-Based Management (SBM) Theory and Chikutuma's Model on pre-schoolers' access to quality Education provide an appropriate theoretical frame for the proposed study because the theory recognizes and identifies the crucial expertise and competence of heads of institutions who work in making important decisions in improving learning by giving teachers, staff members, and the community increased input into decisions making and accountability. Therefore, the School-Based Management (SBM) Theory is more appropriate for this study since it lays the basis for a better understanding of head teachers' management skills which is the independent viable. At the same time the model assists in

the conceptualization of various indicators of pre-primary learners' access to quality education. Therefore, the theory and model are combined to come up with the conceptual framework as follows.

1.9.2 Conceptual Framework

Independent Variables **Intervening variables** **Dependent Variable**

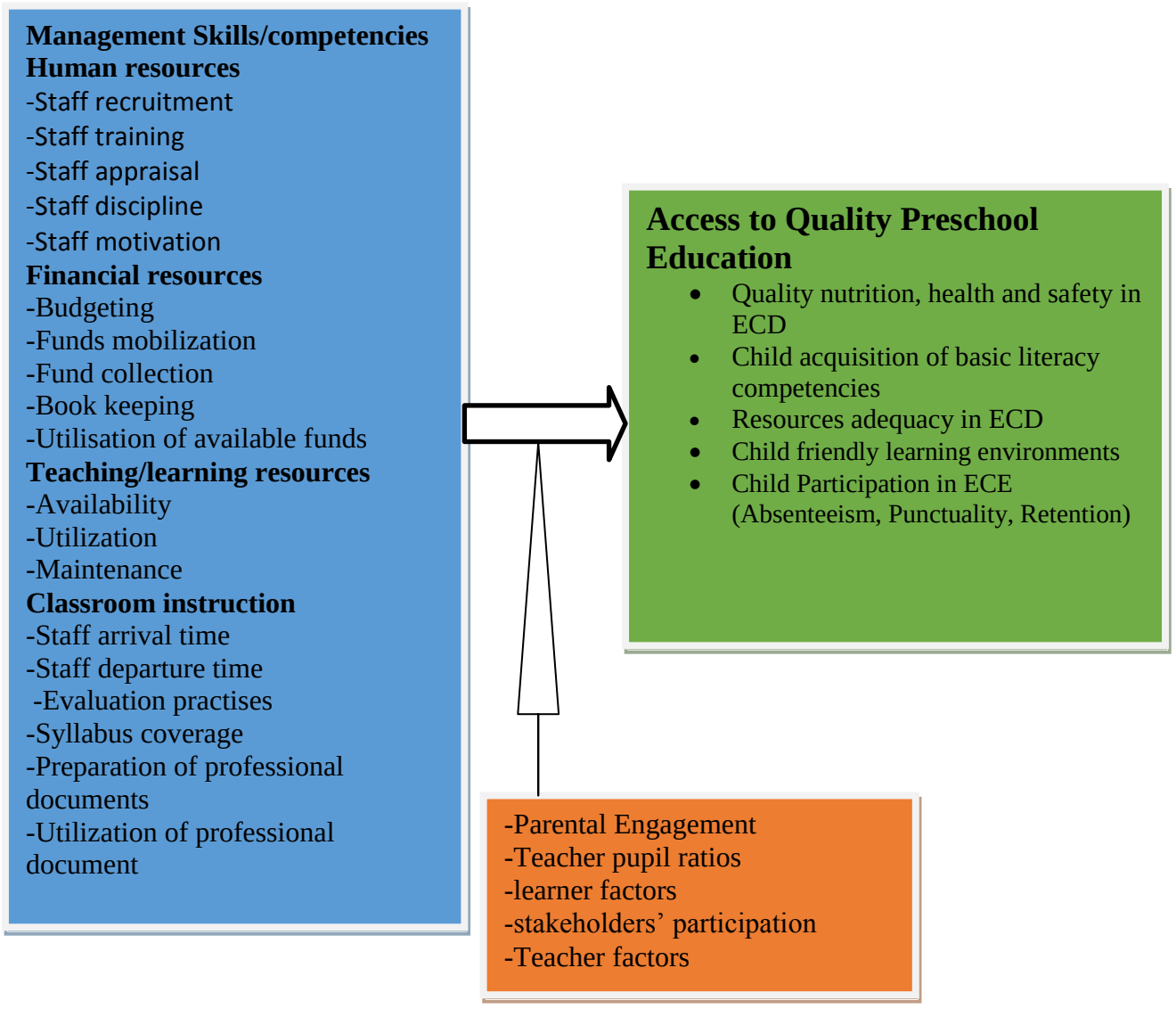

Figure 1. 2: Conceptual framework

The conceptual framework shows the relationship between the influence of the head teachers' management skills and pre-primary school learners' access to quality education. The independent and dependent variables were measured at interval scale. The independent variables include head teachers management skills which include skills in the management of human resources, financial resources, teaching/learning resources and classroom instruction and dependent variable include pre-primary pupils' access to quality education. The preschool children's access to quality education will be measured under the quality indicators that include: Quality nutrition, health and safety in ECD; child acquisition of basic literacy competencies; personnel qualification in ECD; resources adequacy in ECD; provision of child friendly learning environments and Child Participation in ECE (school attendance, Punctuality, Retention). Also, the study conceptualizes that there are other factors which have the potential of influencing preschool children's access to quality education, however they are not included in the study. These factors include school factors, learner factors, stakeholders' participation, parental engagements, teacher pupil ratios and teacher factors. The Intervening variables were controlled by using a relatively larger sample which was mainly obtained through probability sampling procedures

1.10 Definition of Terms

Access to quality Education: This involves the removal of barriers to open up opportunities for preschool children to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities. In the current study it involve the removal of barriers so that preschool children receive quality nutrition, health and safety in ECD; acquire basic literacy competencies; taught by qualified personnel, there are adequate teaching and learning resources in

ECD centres; the learning environment is child friendly and child participation well in ECE (school attendance, Punctuality, Retention).

Academic achievement–refers to quality of education reflected in learners' performance in numeracy and literacy skills.

Financial resources- refers to funds or monies that a pre- primary school section is able to collect and use categorized under different vote heads.

Financial management- refers to day -to-day management of finances at pre-primary school level which entails budgeting, funds mobilization and collection, book keeping and use of funds.

Head teacher -refers to the head of institution appointed by the Teachers' Service Commission to head a primary school section and pre-primary school section of an institution who is exercising delegated authority of the Cabinet Secretary, Ministry of Education as the accounting officer for the institution both primary and pre-primary school levels.

Human resource management- refers to staff recruitment, staff training, staff appraisal, staff discipline and staff motivation

Human resources– refer to teachers teaching as Day care, Pre-primary I and Pre-primary II.

Institution– refers to a primary school which has a pre-primary school section attached to it.

Management of Classroom instruction- Is the management of hours scheduled for teaching and learning in the school programme including the arrival and departure time by the teaching staff, evaluation time, and periods for syllabus coverage, schemes of work , lesson plans.

Managerial competencies- refers to the management activities the head teacher is required to execute in the school for the attainment of the school goals and objectives which include human resource management, financial resource management, teaching/learning resources management as well as managing classroom instruction.

Public primary school- refers to an institution of learning offering education from class one to eight as well as Day care, Pre-primary I and Pre-primary II.

Teaching /learning resources- refer to all those materials that are used to enhance the delivery of the lesson content such as language and numeracy text books, language and numeracy learning corners, charts, flash cards, cut-outs, plasticine.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives a systematic identification, location and analysis of the pertinent and related literature related to the research objectives. This entails a review of literature on the relationship between primary school head teachers' managerial competencies (human resource managerial competencies, financial managerial competencies, classroom instruction as well as teaching/learning resource managerial competencies) and pre-primary school learners' access to quality Education. The review has been done with the intent of analysing existing related studies to reveal their contributions, weaknesses and gaps the present study attempts to fill.

2.2 Management Skills of Human Resources and Learners' Access to Quality Education

The USA, has had for many years a strong tradition and well established policies in the area of ECDE development (UNESCO, 2014). Hence to ensure quality ECE programmes, the country has devoted substantial proportions of its resources to the expansion of pre-primary Education in recent years. However, according to UNESCO report of 2014, the government's efforts has not been impressive given the challenges experienced in the country that include limited technical/ human resource capacity which has led to delays in meeting some targets such as completion of various building projects. In addition, some learning institutions lack key and experienced personnel while others lack appropriate

institutional framework which makes inter-sectorial collaboration difficult for funding by donors.

Despite the fact that Early Childhood Education is one of the most significant investments in Education and productivity that any government can make (Cloney, Cleveland, Hattie & Tayler, 2015), in Australia, a third of the children do not attend preschool for the number of hours needed to ensure that they receive high-quality services available to them (Megan, Stacey, Bronwyn & Hannah, 2016). In addition, the country does not have a coherent policy framework and service delivery platform for children and their families in the early years of learning. This has made the early childhood programme in the country to be fragmented and characterised by unequal access to effective services (Fordham, 2015). However in the past 10 years, the government of Australia has had a rapid expansion in provision, access and funding for Early Education and care. Nevertheless, there are only 85 per cent of preschools that met or exceeded the national quality standard (NQS) (Megan, Stacey, Bronwyn & Hannah, 2016).

Further in the USA, the country lags behind other countries in access and quality of early childhood Education (Feldman, 2015). In addition, the country is among the developed nations with a large preschool education quality access gap with only 69% of 4-year-old children enrolled and accessing quality early childhood education (Herman, Sasha & Scott, 2013). Nevertheless, the United Kingdom outperformed the United States by having 97 percent of its 4-year-olds in preschool. At the same note, the United States has under invested in preschool Education compared to other developed countries. Public and private

spending on preschool education in the United States amounts to only 0.4 percent of our GDP, while Denmark, Spain, and Israel each spend at least 0.9 percent (Feldman, 2015).

Adeyemi (2010) carried out a study to establish the influence of head teachers' managerial competencies on pupils' achievement in social studies in South west Nigeria. The study found that there was no statistical significant relationship between teacher's qualifications and students' performance. However, the study did not indicate the implications of Management of Human Resources and Academic Achievement. The study done by Bouchamma, Basque, and Marcotte (2014) also investigated principals' beliefs, perceptions and self-efficacy on human resource competence at school in Canada. The study aims to investigate quality of manpower on academic performance at school. The reviewed study was conducted in the Nigerian cultural and educational system and not Kenyan context.

Matzler (2014) conducted a study to explore the impact of teacher knowledge on student achievement in Munich. The study used questionnaires as the only research instrument. The study correlations revealed that there was a weak positive relationship between head teachers' supervisory role and students' achievement. This is based on the fact that when institutions are not keen on instructional provision and supervision, it provides avenues for low performance in examinations. The reviewed study used questionnaire as the only data collecting instrument. These findings from the questionnaire lacked the feelings, emotions and attitudes of the respondents. However through the use of in-depth interviews, the present study fully captures emotional responses or feelings of the respondents.

Musau (2015) carried out a study on factors that were influencing pupil's performance in Kenya certificate of primary examinations in Central Division in Machakos. The study

findings indicated that responsibility of school managers were to institute a virtue of hard work and education achievement in their children. The study further established that students' higher academic achievement required efficient school managers' communications, faith and understanding that every child can learn and none is either stupid or impossible but perhaps slows learners. Gemora (2014) further opined that education should develop moral aesthetic, physical and practical capacities not just cognitive knowledge organized in academic disciplines.

Obama (2014) examined the effects of academic staffing, physical facilities on the enrolment of primary schools pupils and academic achievement. The study targeted 743 respondents comprised 200 teachers and 543 students from college and universities graduates. The study revealed that teachers did not have the expertise in their subjects; however, the consequences of this were that the students fail examination leading to low access to quality education. The reviewed study was conducted in primary schools unlike the present study that was conducted among preschool children who are much younger.

Mohammed (2014) further carried out a study on the impact of educational management in Ghana. Descriptive research design, simple random and purposive sampling techniques were used to select 130 respondents. The questionnaire was employed in data collection and finally, data was presented quantitatively. The study showed that improving educational quality was when the heads of the institutions provide assistance to their teachers by providing them with feedback, and good services. However, the reviewed study did not obtain the results to explain the impacts of human resources management on learners' access

to quality education, the gap the present study endeavour to fill using both qualitative and quantitative methods unlike the reviewed that used only quantitative.

Mbeche (2015) analysed factors that were affecting students' achievement in oral Skill at Kenya certificate of secondary Education. The study analysed the collected data by the use of Chi-Square Test. The finding indicated that teaching was an important life lessons while teachers were over teaching on book knowledge. The implication of this was that there was imbalance in the education and socialization of pupils. The study further established that school managers' appropriate management of human resources facilitated learners' acquisition of psycho-social competencies that assisted them to make decision, solve problems, think creatively, critically, communicate effectively, empathize with others and manage school life in a healthy and productive manner. This was associated with students' acquisition of quality education. Despite the relevance of the reviewed study to the current study, the reviewed study used only quantitative techniques towards data collection and analysis unlike the present study that used both qualitative and quantitative approaches which were perceived to improve the results by incorporating the feeling and attitude of respondents which were lacking in the reviewed study.

In USA, Lauglo (2015) investigated the impact of managing human resources on school operations. The study employed cross-sectional design with factors analysis method. The findings indicated that head teacher should let go some of their roles by delegating them to the members of staff by starting with developing a priority system of tasks. Establishing a school priority system helps the head teacher to understand the nature of the tasks and delegate them efficiently. The abilities of the staff should be considered during delegation of

teacher responsibilities. All members of staff are answerable to the head teacher. This method raises the employee productivity and satisfaction as self-esteem will be enhanced. Birgen (2015) added that management of human resources in the world has changed significantly under a wave of educational reforms and school based management in North America.

Mulford (2016) did a research on the participatory decision making on encouraging teacher responsibility in Ethiopia. The study viewed that participative decision making was motivational to participants as it encouraged teachers to assume a greater responsibility for what happened in a school, hence increasing teacher's ownership of change, giving teachers a voice in school policy and making better use of professional expertise. The study results used descriptive statistics and inferential statistics to analyze data collected through questionnaire. The study concentrated on shared decision making leading to increased job satisfaction and commitment and not academic achievement which was examined by the current study. The reviewed study used only descriptive statistics and inferential statistics in analysing collected data unlike the present study that use both quantitative and qualitative techniques towards data collection and analysis.

Studies by Gratton (2017) indicated that human resource management is the heart of administrative and leadership in schools. Also the study added that headteachers perceived management as the developers of strategic cause in which individuals are motivated to contribute to enhance their commitment and effort on academic performance. However, Jay (2014) employed descriptive research design with 190 respondents who were selected using simple random sampling technique whereas the other 20 secondary school principals. Jay

used five-point Likert type questionnaire to collect data focusing on communication, decision-making and delegation of duties whereas lesson planning, assessment of students and involvement in co-curricular activities determined the teachers' performance. The quantitative collected data was analyzed by use of both descriptive and inferential statistics. Findings indicated that there was a positive relationship between secondary school principals' management styles and teachers' performance in Gambella Regional State, Ethiopia. The study did not establish whether there is a significant relationship between head teachers' managerial competence of human resources and academic achievement.

Huka, (2013) did a study on the effect of leadership style on performance in KCSE examinations in Nairobi. The findings indicated that lack of teachers' involvement leads to teachers' truancy, excessive excuses, absenteeism and complaints leading to general ineffectiveness, inefficiency, low productivity and non-achievements of school goals. The results of the analysis agreed with Marzano (2015) who posited that a successful school manager creates school culture where all stakeholders are involved in the achievement of students in a school.

Maicibi (2013) opined that all institutions or organizations are made up of human and non-human resources. Maicibi also asserts that when the quantity and human resources is brought together, it can manipulate other resource towards realizing institutional goals and objectives. Every institution should strive to attract and retain the best of human resource. Babatunde (2014) further established that management skills used by principals had a significant correlation with management effectiveness. This included supervising skill, organization skill and communicating skill.

Yadar (2014) conducted a study that sought to identify the extent to which head teachers got involved in the management of human resources in decision making process. The findings indicated that without participation of teachers, achievements in education were impossible. The study findings also agree with Brunner (2017) who showed that leadership demands that leader exhibits traits that include communication with teachers and pupils' involvement in order to enhance academic performance and students' access to quality education.

Wafula (2016) carried a study to explore the influence of head teacher strategic leadership on pupils KCPE performance in public primary schools in Nambale Sub county Busia County. The study specifically focused on strategic leadership approaches, teacher's perception about head teachers and to identify the extent to which head teachers involve teacher's decision. The study targeted 50 schools. The study established that head teachers who embrace change and involved teachers in setting work goals improved the results of their students. Students' performance also improved in schools that head teachers motivated staff through rewards.

Mphale and Mhlauli (2014) conducted a study to investigate on students' academic performance in Junior Secondary Schools in Botswana. The study utilized quantitative and positivist inquiry paradigm as well as critical theory. Data was collected by use of questionnaires from 200 respondents as well as document analysis was used to supplement this data from the questionnaires. The study established that the Head teachers' improved human resource management significantly improved teachers' attitude towards academic performance, however a significant differences between teaching methods and human resources was identified whereby low staff morale and students unpreparedness for the

examinations contributed towards declining academic performance. The reviewed study was conducted among junior secondary school students unlike the present study that is conducted among preschool children. The two categories of learners are perceived to differ in terms of cognitive and learning challenges.

Tibarimbasa (2010) examined the factors that were affecting the management of private universities in Uganda. The study employed descriptive survey research design and analyzed data using descriptive and inferential statistics. The study established that management of private university operations in Uganda had a positive correlation between variations in human resources, learners' enrolment and financial resources. However, performance of students was described in terms of background characteristics and instructional setting to provide academic context. The reviewed study was conducted in the Ugandan cultural and educational context using university students unlike the present study that is conducted in the Kenyan educational and cultural context using preschool children.

Karisa (2015) conducted a study on the impact of head of departments' managerial competencies on students' academic performance in secondary schools in Magarini Sub County, Kilifi County, Kenya. Descriptive survey research design and a sample of 10 public secondary schools with 10 deputy head teachers, 10 principals and 50 Heads of Departments were used for the study. This data was analysed by the use of both descriptive and inferential statistics. The study finding revealed that competencies including team building, planning, organizing, co-ordination, translating curriculum objectives into teaching/learning activities and financial were crucial in the students' academic achievement and acquisition of quality Education. Despite the relevance of the reviewed study to the current study, the reviewed

study was conducted among secondary school students using quantitative techniques alone unlike the present study that is conducted among preschool children using mixed method approach (both quantitative and qualitative methods).

Lena (2015) explored the influence of head teachers' management practices on students' academic performance in public secondary schools. Descriptive survey design and stratified random sampling method was used by the study. Questionnaires were used to collect data. The findings indicated that head teachers' management practices of communication, motivation and supervision greatly influenced learners' academic performance in national examinations. The current study further establishes the influence of human resources on pre-schoolers' acquisition of quality education using multiple method of data collection that entails questionnaires, interviews schedules and checklist unlike the reviewed study that used only questionnaire as the sole data collecting instrument.

Chemutai (2015) did a study on the role of school principals as human resource managers in secondary schools in Nandi County, Kenya. Descriptive statistics was used to analyze data. The study findings showed that main roles of the secondary school principals as a human resource managers were related to the recruitment of staff, team work encouragement, staff empowerment and staff career development. The study further established that there was no significant influence of human resources on academic achievement. Kindiki (2009) also carried a study on the effectiveness of Boards of Management in curriculum implementation in secondary schools in Kenya. The study established that training of the secondary school board of management members was directly related to curriculum implementation.

Makuto (2014) conducted a study on the influence of headteachers' management practices on pupils' academic performance at Kenya Certificate of Primary Education examination in Teso North District. Descriptive statistics in form of frequencies and percentage was used to analyze data. Results showed that head teachers' management practices affect academic performance of pupils at Kenya Certificate of Primary Education (KCPE). Ineffective human resource and financial management were positively linked to students' low academic performance and acquisition of low quality education. The present study however further explores the relationship between the human resource management and preschoolers' acquisition of quality education using descriptive and inferential statistics which was possible to establish the predictive effects of human resource management on preschoolers' access to quality Education. This was not possible with the reviewed study because the study did not use inferential statistics.

Ignace (2014) assessed the influence of heads of schools' strategies in managing conflicts in secondary schools. The study collected both quantitative and qualitative data. The study established that secondary school head teachers had little knowledge and skills of managing conflicts and employed diverse conflict management strategies in managing the conflicts. The teachers communication and study skills had the smallest correlation to the teacher mean scale at the end of the course for student academic performance. Thus, creates knowledge gap which call for intensive study to investigate the relationship between human resources and pre-primary school learners' academic achievement.

Bouchamma, Basque, and Marcotte (2014) in their study investigating principals' beliefs, perceptions and self-efficacy on school management competencies in Canada found out that

among other factors perceived to influence the management of educational services was human resources, learning environment and administration. Further, Bouchamma, Basque and Marcotte established a significant difference between administrative management and the school size and teaching level. These researchers used a questionnaire with regards to the competencies. The current study was conducted to investigate the influence of primary school head teachers' human resource management competence on pre-primary school learners' learning achievement levels using multiple methods of data collection.

Gemora (2014) found out that Philippine school heads' interpersonal skills allowed teachers to develop a high degree of creativity and initiative in their school work which made them more dedicated and this led to better performance among students. This study was conducted among school administrators of West Visayas State University, Janiuay Campus. In this study, Gemora used survey-correlational research study as well as 20 school directors and coordinators of West Visayas State University-Janiuay Campus as the respondents. Contrary, the current study was conducted among pre-primary school learners to determine the influence of primary school head teachers' human resource management competence on pre-primary school learners' acquisition of quality education.

Mohammed (2014) confirmed that educational management in Ghana helped in improving educational quality when the heads of the institutions provided assistance to their teachers by providing them with feedback, guidance as well as counselling services. Ugoani (2014) further acknowledged that there was a significant positive relationship between teachers' competencies and effective management of basic education in Nigeria. Ugoani used questionnaire as the only data collecting instrument and Chi-Square Test was used in data

analysis. Contrary, the current study is conducted to establish the relationship between management of human resources and preschoolers' access to quality education using regression analysis.

Babatunde (2014) concluded that management skills used by principals of Secondary Schools in Oyo State, Nigeria had a significant correlation with management effectiveness. The skills investigated by Babatunde included supervising skill, organization skill and communicating skill. Jay (2014) further reported that there was a positive relationship between secondary school principals' leadership styles and teachers' performance in Gambella Regional State, Ethiopia. The researcher employed descriptive research design. The quantitative data was analysed by use of both descriptive and inferential statistics. Contrary, the current study established whether a significant relationship exist between primary school head teachers' managerial competence of human resources and pre-primary school learners'access to quality education using both qualitative and quantitative methods.

Chemutai (2015) reported that primary roles of the secondary school principals as a human resource manager in Nandi County, Kenya were related to staff recruitment, encouraging team-work among school staff members, staff empowerment as well as staff career development. While a lot of literature reviewed on indicates that there is a positive relationship between the head teachers' management skills and students' access to quality education, there are limited studies that have been conducted to explore factors that are perceived to influence preschoolers' access to quality education. Gori (2015) further indicates that management of human resources in Kisii central district secondary schools is essential but no mention on the same at pre-school level. This study was therefore set to fill

this gap and specifically in Kisii County by exploring the effects of primary school headteachers' management of human resources on preschoolers' access to quality education which is supervised and coordinated by the county government.

2.3 Management Skills of Financial Resources and Learners' Access to Quality Education

Although children's access to basic Education is essential in reducing inequality and breaking poverty cycle among disadvantaged families, inequality in access to quality Early Childhood Education has several faces in Morocco and reflects significant inequality gaps between the rich and disadvantaged families (World Bank, 2017). Access to preschool Education remains a luxury to many disadvantaged Moroccan children. Quality preschools are mainly developed in urban areas and on the initiative of the private sector. Further, according to 2017 World Bank report on preschool children's access to preschool education in Morocco, in 2015-2016, only 43% of Moroccan children aged 4-5 were enrolled and accessed quality preschool education and only 27.9% in rural areas that accessed preschool Education.

Despite the rapid economic development in China over recent years, the provision of Early Childhood Education in the country remains a major challenge (Woldehanna, 2016). The gross enrolment and access to quality education for those children aged 3–6 was only 50.9% in 2010, a figure which was not only far lower than the enrolment in developed countries, but was also lower than that of many developing countries in Latin America and the Caribbean (Bradley, 2015). In addition, the number of public service programs aimed at early childhood education has been reduced drastically over the past 20 years due to drastic reforms to the economic system in the country. For example, because of the economic

reform of public working units, many early childhood programmes which used to be supported by public working units were either closed down, or integrated into other programmes, some of which even having been changed to private service providers (Zhou, 2011)

Tak, Chan and Charles Richard (2017) carried out a study to analyse the relationship between the management of financial resources and students' academic achievement and enrolment in Georgia Public University. The study established that financial variables such as per-pupil expenditure, average teacher salary, per-pupil local revenue and per pupil district wealth were positively related to students' academic achievement and enrolment. The study's finding further indicated that average teacher salary was statistically related to academic achievement and enrolment. However, none of the remaining financial resources management competencies had any significant relationship with academic achievement of students. The present study further uses qualitative techniques to explore the relationship between the study variables to fill the gap in the reviewed study.

Havva and Ekber (2013) investigated the relationship between educational resources of school and academic achievement in Turkey. The population of study was elementary schools in the province of Burdur in 2007-2008 academic years. The study found that educational resources of the schools play a vital role on academic achievements of students. The study further established that there was significant negative relationship between student scores and service length of teachers and lack of qualified teachers, and laboratory technicians. However, it was still not possible to explain the effect of financial resource

management competencies on various aspects of students' access to quality education, the gap the present study sought to explore using preschool children.

Wamalwa (2014) examined the influence of education cost on students' academic performance in Kenya. Descriptive statistics was used with proportionate sampling methods through unstructured questionnaires. The findings indicated that academic performance is hinged on availability and appropriate use of financial resources to acquire supportive inputs to the education process. The achievement of student was still a challenge that stands out between disadvantaged poor populations who cannot finance their own education. The study further revealed that there was a significant positive relationship between unit cost and academic performance, and government efforts to provide financial subsidy to education was still not adequate to cover vulnerable groups.

Carhart (2016) carried out a study to establish the impact of school expenditure on students' performance in California State University. Using regression analysis, the study revealed a relationship between school expenditure in certain functions and average standardized test scores while controlling for the complex interactions among many other inputs. Akeri (2016) further indicated that academic performance in Education were related to the head teachers' financial management skills. The level of financial resources involved factors that affect performance in primary schools such as parent income level, level of fees contributed and child labour stability.

In Kenya, Ngure (2012) further investigated the impact of resource utilization in education in secondary schools as perceived by principal and teacher in Mathioya District of Muranga County. The data was collected through questionnaire and interview schedule from the

school principal and teacher. The findings indicated that teaching and learning resources were available in most schools and were properly used. However, financial resources, laboratories, libraries, computer rooms and home science rooms were inadequate in most schools. Cardoso (2017) also describes exclusions rather than failing to meet financial resources as the key reason for student not to excel in examinations. From descriptive statistics used by Cardoso (2017), it was established that the level of financial resources was one of the most powerful determinant of academic demand, completion and retention of students which were associated with learners' access to quality education.

Lima (2011) analyzed the effect of activity-based costing on academic expenses. The study findings showed that there was storm blowing over the educations system. This has been rising at a rate that outpaces consumer price indices while school expenses and enrolment increased. Tobyehatch (2013) further noted that there was growing relevance of management accounting in the administration of schools and the recognition of the need for effective cost assessment systems. These calls have been made for schools to be supported to develop and implement financial models that may be useful in attracting and retaining more students in schools. Brunner (2017) also observed that the approaches used in financing depended on how the schools were operated and the management of the financial aid. For instance, parents were responsible for raising funds and providing facilities in achieving students' goals.

Dahlia, Danilo, Danilo, Marc, and Rene (2016) carried out a study to examine the school heads satisfactory performance in terms of management. The study used questionnaire as the sole data collecting instrument. The descriptive analysis showed that government resources

were inadequate even for providing teachers to schools and communities had to employ their own teachers. Further, the study revealed that school heads in Philippines demonstrated a satisfactory performance in terms of management. These are problems with regard to financial management in schools with results showing that many schools were unable to meet their objectives due to problem associated with costs. The results generally showed that schools that spent more on education had significant improvement in students' academic performance. However, there was inadequate evidence on the relationship between primary school head teachers' financial managerial competence and pre-primary school learners' access to quality education, the gap filled by the present study.

Cabral (2013) analyzed the overview of the local control funding formula in Sacramento. The study employed descriptive statistics and correlations analysis. The study findings indicated that there has been much debate on how financial resources affect student outcomes. It seems clear that the amount of funding a school receives was linked to the students' academic achievement in many different ways. School finance affect teacher quality directly by providing salaries, which were in turn employed to pay for teachers with more years of experience, better verbal aptitude and greater education achievements. Increasing funds can pay for more teachers which lead to reduced class sizes that offered more time for one on one instruction. Despite this, the findings remain unclear on specific variables with the greatest relative effect on financial resources as one of the key factors in determining students' outcomes. Hence, there was need to investigate the influence of financial resources on students' access to quality Education.

Mbaabu and Orodho (2014) agreed that primary school head teachers from Chogoria Division, Meru County, Kenya were faced with the challenge of financial management. This resulted to low quality school outcomes in terms of student discipline and academic performance. Szeto (2015) further emphasized that the newly appointed school principals in China were expected to be equipped with the administrative skills that included financial management, human resources management, dispute resolution skills, curriculum implementation as well as instructional management.

Federal Education Budget project (2014) indicated that Kenya has invested heavily in education through the provision of funds to primary schools, secondary schools and colleges as a strategy perceived to improve the education standards in the country. Drajo (2010) further points out that head teachers' management practices is a key to schools' success. The government of Kenya in this regard has had many programmes of training all head teachers in management of finance, this indicates that the important role that head-teachers need to undertake. However currently, many schools have continued to perform poorly despite the government's efforts. This has led the researcher to explore the reasons behind financial resources situation and students' access to quality education.

In Kenya, Ganira, Odundo, and Muriithi (2016) carried out a study that established that Head Teachers' training in financial management led to the improved learning achievement levels of primary school learners in Mombasa County. Management of the school was also directly related to academic achievement. Although the schools were receiving funds from ministry of education and were well staffed by teachers, the examination results were found to decline for the past 5 years. The achievement trend was worrying to education

stakeholders as to what may have been the cause of deteriorating academic performance. This dismal performance was linked to lack of head teacher's management competencies. However the extent to which the school managers' financial competencies explained students' access to quality Education was unclear, the gap the present study fill.

Syombua (2015) conducted a study to determine the impacts of the head teachers' training in management programme by Kenya Education Management Institute (KEMI). The study findings indicated that effective financial tasks/budgetary process, budget control, updating inventories and book keeping and ordering of textbooks were associated with proper school management and improved students' access to education. On the issue of human resources, the study found that effective management of teaching staff, support staff welfare, staff appraisal and motivation were crucial in the smooth running of schools. In school plant management, head teachers were competent in resource mobilization and maintenance of school facilities.

Onderi and Makori (2013) analyzed the challenges that were facing BOM and PTA in the Kisii County. The study employed survey research design with a sample of 30 head teachers, 30 chairs of PTA and 30 BOMs drawn from 30 secondary schools which were purposively sampled. Only questionnaires were used in data collection. The study established that there were numerous strategic roles that were performed by school managers however they were faced with financial and parental support challenges. Headteachers used emergent strategy in managing school financial resources. The study used only questionnaire as the data collecting instrument unlike the present study that used

multiple method of data collection that included questionnaire, interview schedules and observation checklist.

Ng and Szeto (2015) emphasized that the newly appointed school principals in China were expected to be equipped with the administrative skills of financial management, human resources management, dispute resolution skills, curriculum implementation as well as instructional management. This was an exploratory qualitative study whose sample comprised of the perceptions of 32 newly appointed secondary school principals on their roles as new principals as well as their expectations and needs. The current study was conducted in pre-primary school level investigating the influence of head teachers' managerial competence of finances on pre-primary school learners' academic achievement. Drajo (2010) further found out that secondary school headteachers' financial accounts management accounted for 5.3% change in learners' academic performance while human resource management accounted for 6.2% change in learners' academic performance in Adjumani district, Uganda.

Ganira, Odundo, and Muriithi (2016) established that Head Teachers' training in financial management led to the improved learning achievement levels of pre-primary school learners in Mombasa County, Kenya. At the same time, Ganira, Odundo, and Muriithi found out that appointment of headteachers in all schools was not based on professional/ academic qualifications but not on financial management skills. However, the study established that only 72% of the sampled headteachers attended a refresher course on financial management and in respect to private schools, only 60% had attended the financial management course.

Syombua (2015) carried out a study that established that head teachers' financial management programme and competencies effectively addressed financial tasks/budgetary process by 61.5%, budget control by 69.3%, updating inventories by 92.4%, and book keeping by 100% and ordering of textbooks by 73.5% in primary schools in Westlands Sub-County, Nairobi, Kenya. In human resource management, headteachers were found effective in managing teaching staff by 77%, support staff by 53.9%, staff welfare by 77%, staff appraisal by 84.7% and staff motivation by 92.3%. Syombua's study was based on the Human Capital Theory and employed descriptive survey research design, targeted 25 primary school head teachers, 346 teachers and one county education officer of whom 13 headteachers and 105 teachers were sampled using simple random sampling. The reviewed study used quantitative approach in data collection and analysis which lacked the respondents' feeling and attitudes which are collected through qualitative techniques which the presents study relies on in addition to quantitative methods.

Kenei (2016) found out that majority of the head teachers In Marigat And Koibatek Sub-Counties, Baringo County, Kenya had low competence in financial management such as areas dealing with budgeting, preparation of books of accounts, procurement. Other areas of low management competence included low competence in management of time for instruction, school learning resources, human resource hence affecting pupils academic performance at various variances. Further, Kenei found out that pupils' academic performance in KCPE was strongly and positively correlated with Management of school finances. The sample for the reviewed study included 114 head teachers, 124 standard eight class teachers and 360 standard eight pupils. Stratified and simple random sampling

techniques were used to sample the research participants. Data was analysed by use of multiple regressions. The reviewed study used multiple regressions unlike the present study that used descriptive statistics, inferential statistics and thematic analysis to analyse data. This is perceived to broaden the study findings coverage.

For many years in Kenya, the teaching and management of pre-school classes has been under the hands of private sector (Ochora,et al 2016).Allocation of financial resources and its management has not been a prerogative of head teachers and the control and management of financial resources has not been under the heads directly. Due to various challenges that are taking place in the management of preschool centres, the present study sought to investigate into the relationship between the head teachers' financial management competencies and preschoolers' access to quality education in Kisii County.

2.4 Management Skills of Teaching/Learning Resources and Learners' Access to Quality Education

Olatunde (2010) carried out a study that sought to investigate into the effect of teaching learning resources on academic performance in secondary school mathematics in Bondo district, Kenya. Descriptive survey design was used with a sample of 242 respondents who were selected through random sampling techniques. The findings indicated that government financial support, trained teachers, classroom/ laboratories, and textbooks for student ratio can be used to predict academic performance. The study further established that when school managers were competent in managing teaching and learning resources, motivation of learners and teachers were higher and this improved students' academic achievement and access to quality Education. The reviewed study was conducted among secondary school

students who are much older and faced different learning experiences to those of preschool children used in this study.

Wolfenson (2013) conducted a study on the role of stakeholders in student's academic performance. The study used descriptive research design. The collected data was analyzed through correlations which indicated that there was a relationship between government financial support and academic performance. The implication of the findings was that without government financial support to the schools, most of the infrastructure like classroom building and other learning materials were not available for use by the students. It is therefore necessary that the government should increase financial and material resources in school to support teaching and learning process. The reviewed study's findings were based on quantitative approaches unlike the present study that the findings uses both quantitative and qualitative techniques which are perceived to broaden the current findings.

In Nigeria, Abdulkareem, Akinnubi and Oyeniran (2013) observe that several learning institutions have found themselves in an awkward state where by school administrators lack relevant competencies which are perceived to facilitate smooth running of their learning institution. This has caused managerial and administrative instability especially at preschool centres where primary school head teachers are supposed to provide managerial directions in both primary and ECDE centres. Despite the existence of policies related to the management of ECDE centres in the in the country, Abdulkareem, Akinnubi and Oyeniran (2013) further observe that the country is yet to address many challenges related to the management of these centres which has led to low quality of education. However, the extent to which

managerial competencies influence preschoolers' access to quality education is unclear. The gap the present study sought to fill.

In Zimbabwe, preschool Education has been facing many challenges for many years, prior to the country's independence, ECD Education was well defined for the white children and quality standards were stipulated in the legislature (Shumba & Chireshe, 2013). Immediately after independence, Zimbabwe expanded its provision of ECD Education for black children (Shumba & Chireshe, 2013). Hence, currently the ECD Education is under the Ministry of Primary and Secondary Education and the programmes is guided by the Statutory Instrument 106 of 2005 which pegs guidelines to assure quality ECD aiming at quality health, safety, nutrition and education as indicators for preschoolers' access to quality education (Tendai, 2013). While guidelines specify the quality indicators, majority of schools don't adhere to the policy guideline hence compromise the quality of preschool Education in the Country (Tendai, 2013).

Khan (2015) carried out a study to establish the effect of headteachers' beliefs and practices about Teaching and Learning in Pakistani public schools. The study established that schools lacked trained teachers. The study further established that school managers' experience and qualifications were the best asset for handling teaching task. Recruitment of competent teachers was found to be crucial in improving teaching/learning process and learners' performance.The study lastly established that availability of essential physical resources in Pakistani public schools positively contributed towards syllabus coverage and proper management of teaching/learning resources was found to influence learners' academic achievement which is a key aspect of students' access to quality education. The reviewed

study was conducted using respondents from Pakistani which has a different educational system to that of Kenya which the present study is based on.

Kotirde, Yunos, and Anaf (2014) posited that the role of Nigerian secondary school principals in quality management was to maintain school standards through regular checking of physical environment and other teaching/learning facilities. The study further asserted that learning is strengthened when there is enough reference materials such as textbooks, exercise books and classroom. However, the study established that there were inadequate provision of conducive classrooms and laboratories and other teaching learning resources in most schools which was associated with low access of education among students. The reviewed study did not address the issue of school headteacher's managerial competence of teaching/learning resources on pre-primary school learners' access to quality education, the gap filled by the present study.

Pongoh (2014) carried out a study that examined the effect of Principals' Leadership and Achievement Motivation on teachers' teaching competence in public school in Manado City. In this study, Pongoh used survey research design. In addition, simple and multiple regression analysis were used in data analysis. The study findings indicated that principal management competence had a positive impact on teachers' teaching competence in public school. The reviewed study used quantitative techniques in analysing data unlike the present study that uses both quantitative and qualitative techniques which are perceived to provide wide range of result findings than those of the reviewed study that lacked feeling and opinions in relation to study variables.

In Kenya, Ganira, Odundo, and Muriithi (2016) conducted a study on the influence of Head Teacher Management of Preschool Programs and learners' learning achievement in Mombasa County. The study findings indicated that teachers prepared for teaching adequately by an indication that all pre-primary schools had adequate instructional as well as playing resources. The study further established that the head teachers ensured that schools had good classrooms and enough stationary that leads to better academic performance of students. Similarly, Rotich, Rono, and Mutisya (2014) investigated the competence of Head Teachers in Primary School Management in Capacity Building. The findings indicated that capacity building was enhanced by primary school head teachers' competence in the Management of school resources. Whether there was contribution of learning resources or not, the academic performance of students was not affected, however decreasing in number of textbooks per student ratio with financial support affect academic performance of students.

Another study in Kenya, Nyamongo, Sang, Nyaoga, and Matoke (2014) explored the relationship between school based factors and students' performance in Kenya Certificate of Secondary Examination, in Masaba North District. The study results showed that the head teachers' ability to provide and supervise teachers' use of teaching/learning materials such as classroom, stationeries/teaching aids were positively linked with learners' academic performance and general access to quality education. Waweru and Orodho (2014) also carried out a study to establish the impact of management practices on students' academic performance in national examinations in public secondary schools in Kiambu County, Kenya. The study established that effective planning of physical and human resources, control measures, curriculum management and organizational strategies were related to

better students' academic achievement. The findings also showed that schools that head teachers who used collaboration strategic approach attained higher performance as compared to schools that head teachers used non collaborative management and leadership practices.

In Kenya, Ongeri (2015) carried out a study to examine the effectiveness of Boards of Management in facilitating quality education in secondary schools in Kajiado County. The target population for the study was 161 BOM members from 23 schools, from whom, two head teachers and two teachers from each school were sampled by the use of simple random sampling. Analysis guide schedules, interview schedules and questionnaires were used to collect data. Descriptive statistics was used to analyze data. The study findings showed that effectiveness of Board Management led to better provision of physical facilities and material resources which were positively linked to improved learning conditions and better academic achievement. The study did not analyze the influence of primary school head teachers' management skills of teaching/learning resources on pre-primary school learners' access to quality education, the gap the present study fills.

Kiseku and Kwasira (2014) assessed the use of innovative strategies on academic performance in secondary schools in Kenya. The target population for the study was 283 teachers from whom 74 respondents were sampled using simple random sampling method. Questionnaires were used to collect data which was analyzed by use of both descriptive and inferential statistics. The findings indicated that innovative strategies, shared decision making ability with transformative leadership by promoting the interest of the group members and practicing social equality among ideas were related to students' high academic

achievement. The study further established that when Head teachers delegated part of their authority of supervising teaching/learning process, the students performed better and attended schools regularly.

Khan (2015) revealed that despite the availability of essential physical resources in Pakistani public schools, head teachers made limited contributions towards the instructional quality of their respective schools because they had a vague understanding about their roles, had limited capacity building opportunities and lacked accountability mechanisms. Pongoh (2014) further reported that principals' management competence positively impacted teaching and learning process in public schools in Manado city, Indonesia. In this study, Pongoh used survey research design. In addition, simple and multiple regression analysis were used in data analysis. In contrast, the current study used primary school head teachers and pre-primary school teachers to investigate the influence of primary school head teachers' managerial competence of teaching/learning resources on pre-primary school learners' access to quality education.

Kotirde, Yunos, and Anaf (2014) revealed that the role of Nigerian secondary school principal in quality management was to maintain school standards through regularly checking physical environment and other teaching/learning facilities. Uko (2015) also conducted a study that revealed that there was a significant positive relationship between principal's proficiency, creativity and students' academic achievement. To analyse data, Uko (2015) used Pearson Product Moment Statistical method unlike the present study that uses both qualitative and quantitative techniques in analysing and presenting findings. Similarly, Rotich, Rono, and Mutisya (2014) carried out a study that revealed that capacity

building enhanced primary school head teachers' competence in the Management of school resources by r = 0.389 .

2.5 Management of Classroom Instruction and Learners' Access to Quality Education

In Malasya, Ghavifekr, & Sani, (2014) conducted a study that examined the relationship between teachers' perception and instruction supervision role of the head of department in improving teaching performance. The study used questionnaires which were filled by 100 respondents. The data collected was analyzed using descriptive and inferential statistics. The study revealed that aspects such as motivation, teaching practices and professional competence among private secondary school teachers were associated with students' access to quality education and specifically academic achievement. The study did not show the method of correlation analysis used to arrive at the relationship. The reviewed study did not use qualitative techniques which are perceived to provide deeper findings that are based on respondents' feeling and opinions about various aspects of study. The gap the present study fills on the reviewed study.

Dangara (2015) carried out a study to explore the impact of instructional supervision on academic performance of secondary school students in Nigeria. The study's findings revealed that supervision strategies such as checking of students' notebooks, classroom visitation/inspection, checking teachers' lesson plan/notes and inspection of teacher's record keeping by school administrators had significant correlation with teachers' performance and students' academic performance. The reviewed study analysed secondary school students' access to quality education who are much older than the pre-primary school learners who are used in the present study. The reviewed study was also conducted to look at students' access

to quality education in Nigeria unlike the present study conducted to explore pre-schoolers' access to education in the Kenyan education system which is perceived to differ from that of Nigeria.

In Turkey, Aldemir and Kurt (2014) carried out a study to explore the relationship between the schools' management of classroom instruction and academic achievement at pre-primary school level. The research used 35 learners enrolled in the preschool teacher education course at a university. Inferential statistics was used in this study to establish the magnitude of the relationship unlike the present study that uses both qualitative and quantitative techniques to analyse collected data. The finding indicated that pre-primary school teachers' classroom teaching effectiveness depended on the pre-primary school teachers' personal qualities, professional attitude, and professional knowledge and skills. The study further indicated that there was a positive relationship between school administrators' supervision of teachers' lesson schedules in time table, punctuality in reporting, lesson preparation (schemes of work/lesson plans/other records) and students' academic achievement. The reviewed data was conducted in a developed nations' education system unlike the present study that is conducted in a developing nation, Kenya.

A study conducted in Jamaica by Lorna (2015) established a significant positive relationship between perceived school leadership practices of principals and teachers and classroom management as well as learners' academic performance. The School Leadership, Environment, Classroom Management Assessment Questionnaire (SLECMAQ) was developed for this study and was used to collect the data. Complete responses from 148 classroom teachers, grade coordinators, principals, special education teachers and vice

principals were used as respondents. To analyse data, Pearson's Correlation Coefficient and linear regressions were used to determine possible relationships between the dependent and independent variables. The current study further sought to validate the findings from Jamaica using pre-schoolers' in Kisii county, Kenya. The present study also uses Inferential statistics, Descriptive statistics and Thematic analysis to establish the magnitude of the relationship between study variables unlike the reviewed study that used only Inferential statistics.

Maponya (2015) found out that although South African primary school principals in Tshwane South District, Gauteng Province had adequate qualifications and experience and key school policies were in place, they were not confident in policy implementation especially on learner discipline, provision of necessary supervision and management of financial resources which made school management difficult thus lowered students' academic performance and access to quality Education. Maponya used mixed method study approach using questionnaires and interview schedules as tools for data collection. Despite the relevance of the reviewed study to the currents study, the reviewed study is based on South African Education system unlike the present study that is based on the Kenyan Education system. The two systems of Education are perceived to differ in terms of content structure and cultural context. Therefore, the present study fills the gap to the reviewed study using the preschool children in Kenya.

In Ethiopia, Gebreselassie (2015) carried out a study that established that the quality of education students received depended on the teaching and learning quality which was also associated with the extent school managers monitored the teaching and learning process. In

addition to this, the study established that majority of the principals were not trained in educational management with teacher participation in CPD secondary school activities being below the minimum Ministry of Education policy requirement, which is 60 hours a year. This was because the principals faced job constraints such as irrelevant content of CPD programme, lack of collegial (team) support, lack of incentives, low morale in the work place, negative outlook and attitude of teachers towards CPD, professional burnout, insufficient resources, negative teachers' interest and commitment. The study used descriptive research design targeting all the principals and teachers in all 60 government secondary schools as well as 10 sub-city Education officers in Addis Ababa. Questionnaires and interview schedules were employed in data collection. The study finally used both descriptive and inferential statistics to analyse data unlike the present study that used descriptive, inferential and thematic analysis which allowed the use of both qualitative and quantitative techniques.

Nzabonimpa, (2011) examined the influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality. The research used both qualitative and qualitative methods, descriptive, and correlation. The structured interviews and self-constructed questionnaire were used to collect data. Collected data was analysed using descriptive and inferential statistics. The study revealed that private secondary school head teachers did not carry out instructional supervision. They do some informal classroom visits at the expense of instructional supervision, only some of the head teachers routinely checked their teachers' pedagogic documents, while most of the head teachers informally visited their teachers during classroom instruction. The study further established that there was a positive relationship

between the head teachers' general and instructional supervisory practices and teachers' work performance in secondary schools which was associated with students' access to quality education. The reviewed study was conducted to evaluate management practices in private secondary schools unlike the present study that is conducted to evaluate the classroom instruction management practices in both public and private schools.

In Kenya, Wambui (2015) carried out a study to determine the influence of head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in Kiambu Sub County. The research adopted descriptive survey research design. The study used interviews and questionnaires to collect data from 15 head teachers and 90 teachers who were randomly sampled. The study revealed that some primary school head teachers did not sit in class as the teaching process went on, they did not check teachers' records of work and check learners' exercise books. Further, teaching/learning resources were inadequate for effective learning; some head teachers had not undergone any training before being engaged and finally had a lot of workload therefore lacked time to supervise pupils' class work. The study lastly established that there was a positive relationship between the head teachers' instructional supervision and pupils' performance at primary school level. The reviewed study was conducted using a relatively smaller sample size than that used in the present study.

Muhoro (2015) analyzed the influence of administrative factors on students' performance in Thika West, Kenya. The research adopted ex-post facto research design using a sample of 14 head teachers and 56 teachers from 14 public day secondary schools. Questionnaires were used as the only data collecting instrument. The data was analyzed using descriptive

statistics. The findings revealed that secondary school principals who had regular instructional supervision had students who had better academic performance than those who did not. The reviewed study did not use inferential statistics and thematic analysis which were used by the current study to fill the methodological gap in the reviewed study. The reviewed study also used questionnaires as the only data collecting instrument unlike the present study that used questionnaires, interview schedule and observation checklist for triangulation process.

Musungu and Nasongo (2008) conducted a study to determine the influence of the headteachers' instructional role on academic achievement of secondary schools students in Vihiga District, Kenya. The study targeted 1,280 teachers and 84 head- teachers. The researchers used saturated sampling technique and stratified random sampling technique to obtain the sample for the study. Document analysis guide, in- depth interviews and questionnaires were used to collect data which was analyzed by the use of descriptive statistics. The study's findings revealed that head teachers' instructional role included managing curriculum goals, regularly checking teachers' professional records and regularly supervising classroom which translated to learners better achievement in (KCSE) examinations. The reviewed study evaluated secondary school students' access to quality education who are much older than the pre-primary school learners. The pre-primary and secondary school learners are perceived to face different learning challenges. Hence, the present study fills the gap by using preschool learners.

2.6 Summary of Literature Review and gaps

Whereas there is a wealth of research and literature available on school head teachers' managerial competencies and students' academic achievement, there are still areas related to head teachers' managerial competencies in which we have inadequate information. There is inadequate amount of investigative and literature cited in the Kenyan situation, especially Kisii County. Whereas the mainly American and developed country's findings are of great benefit, they reflect a cultural context rather different from Kenyan's. Hence the present study sought to provide findings that might assist in the expansion of policies and practices in the Kenyan circumstances that mirrors the learners and schools in the local setting.

From the studies done in Kenya, Africa, and other parts of the world on head teachers' managerial competencies and students' academic achievement**{** XE "enrolment" **}**, most of the available studies have been conducted among secondary school students, primary school pupils and others among college students. Further, these studies give inconsistent findings on the extent head teachers' managerial competencies relate to students' access to quality education. However, the present study is conducted among preschool children who are perceived to experience different learning challenges to the reviewed study groups. Due to these limitations, there is need for a research to establish these contradicting findings. Further, most of the reviewed studies have been conducted either using qualitative or quantitative approach alone unlike the present study that combines the two approaches to counter the weaknesses of either approach when used alone.

In addition, other studies used structured questionnaires as the only data collecting instrument which was inflexible because it was not possible to make probes and

clarifications to various items in the questionnaires. However in the present study, the use of interview schedule provided a lot of flexibility to the interviewees which permitted a deeper understanding on the extent to which various head teachers managerial competencies related to students' access to quality education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an overview and plan of how the research was conducted. It entails research design and target population. It also focuses on sample size and sampling procedures as well as research instruments. Lastly, it describes validity and reliability of research instruments, data collection techniques, data analysis techniques as well as ethical considerations when conducting the study.

3.2 Research Paradigm

The researcher adapted positivism as a paradigm in this study. According to Bryman (2016), positivism is an epistemological position that allows the use of methods of natural science to study reality. This study was anchored on this philosophical underpinning. On the other hand, this philosophical underpinning advocate for the use of both qualitative and quantitative method in a study of phenomena**.**

3.3 Research Design

A research design is the structure, scheme, outline or plan that is used to generate answers to research problems (Orodho, 2009). It provides a structure that shows how various parts of research project work together in addressing the central research questions. In this study, the researcher employed survey research design. According to Orodho (2005), the design is used for preliminary and exploratory studies that permits the researchers to collect, summarize, present and interpret data for the purpose of clarification. Therefore, the research designs enabled the study to gather adequate information that provided a better

understanding of a research problem and addressed various research questions (Creswell & Plano Clark 2011). Survey research design was found suitable in this study because it enabled the conduction of research in a given area (Kisii) within a short period of time (Bryman, 2016). On the other hand, survey research design was more appropriate for this study because it allows the accommodation and utilisation of both qualitative and qualitative techniques in data collection (Bryman, 2016, Gall, Gall & Borg, 2003).

The combination of both qualitative and quantitative approach was more appropriate for the present study because it offered a better understanding of a given research problem or issue than using only a single approach (Creswell & Plano Clark, 2011). The mixed methods approach is useful when one approach alone is inadequate. The use of both approaches (qualitative and quantitative) increases the overall strength of a study and improves the findings richness in both depth and width (Creswell, 2009).

Within the mixed methods, the convergent parallel design was adopted. The rationale of this design was to concurrently gather quantitative and qualitative data, combine the data, and utilize the information to comprehend the research problem (Creswell, 2014).

Convergent parallel design also involved converging or merging quantitative and qualitative data so as to give a broad analysis of the research issue. In this plan, the researcher collected both sets of data at almost similar time and then amalgamate the information in the explanation and interpretation of the findings (Denscombe 2008; Creswell 2009; Creswell & Plano, 2011). This approach to research enabled the study to gather adequate information that gave an enhanced understanding of a research issue and answering the entire research questions than using only qualitative or quantitative research approach (Creswell & Plano,

2011). This design was more appropriate because it increased the overall strength of a study by enhancing the validity and trustworthy of data collected (Denscombe, 2010). With the use of quantitative approach, the researcher was able to collect data from a large number of cases through questionnaires, interview and observation schedules to explore the predictive effects of independent variables on the dependent variable (Denscombe, 2008). Further, the preference of the mixed approach was based on its capability to investigate the relationship among variables that cannot be manipulated experimentally through quantitative approach and explore the respondents feeling, attitudes, opinions, and experiences about the established relationships using qualitative approaches (Denscombe, 2010). Figure 3.1 below shows how the researcher collected and analysed data using convergent parallel design.

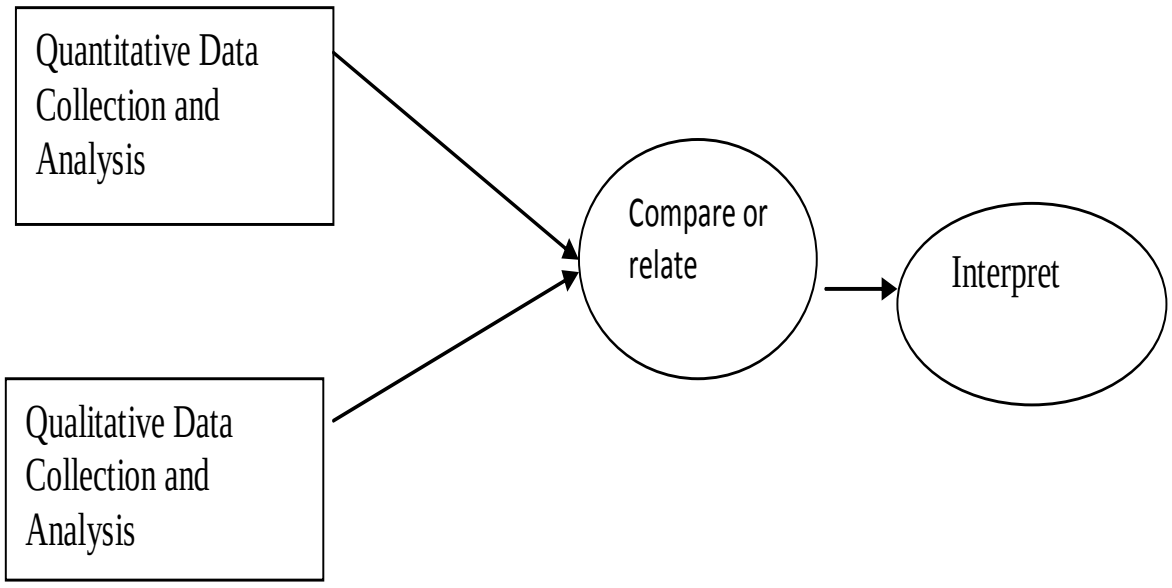

Figure 3. 1: Convergent parallel designs (diagram)

3.4 Study Area

The study was conducted in Kisii County. The county is inhabited mostly by the Abagusii people. It is located to the south east of Lake Victoria and is bordered by six counties with Narok to the south, Migori to the west, Homa Bay to the north west, Kisumu to the north, Bomet to the south east and Nyamira to the east. The County lies between latitude 00 30' and 10^0 South and longitude 34^0 38' and 35^0 East. It is the second smallest county in the former Nyanza Province with an area of 1,332.7 km^2. Kisii County is divided into 9 sub-counties, 24 divisions, 75 locations and 190 sub locations as shown in Table 3.1.

Table 3. 1: Administrative and political units

Constituency	Sub-County	Area (Km^2)	Divisions	Locations	Sub - locations
Nyaribari Masaba	Masaba South	161.9	5	16	48
Nyaribari Chache	Kisii Central	238.7	3	12	33
Kitutu Chache Kitutu north	Marani	123.8	1	6	13
Bonchari	Kisii South	127.0	3	5	14
Bomachoge Chache South	Gucha South	204.2	4	13	27
Mugirango	Gucha	58.8	1	5	8
Bobasi	Nyamache	162.5	2	9	25
	Sameta	78.0	1	4	10
Bomachoge Borabu	Kenyenya	162.6	4	5	12
TOTAL	**9**	**1332.7**	**24**	**75**	**190**

Source: Kisii County Development Profile (2016)

Kisii County has a total of 702 primary Schools. The population of Kisii County was estimated at 1,226,873 in 2012 consisting of 586,062 males and 640,811 females. Based on a growth rate of 2.1 per cent, the population was projected to reach 1,306,652 in 2015 and 1,362,779 in 2017 (650,982 males and 711,797 females) respectively. This is a very high population increase rate given the scarcity of land within the county. The county's labour force (15-64 years) was estimated at 695,024 people in 2012 comprising 318,510 males and 376,513 females.

In Kisii County, there is evidence of low quality of preschool children's access to quality Education which has been associated with a lack of adequate reading and numeracy skills among majority of lower primary schools in the county. In this respect according to Uwezo report of 2016, the percentage of grade three pupils who are able to read and do class one numeracy levels sums are 68.7% and grade three pupils in the rural areas who are able to do grade two work are only 27. 4%. At the same time, 70.1% of the ECDE centres in the county lack enough teachers to teach all the pre-primary grade levels, 58.4% of the pre-primary centres have insufficient learning resources while only 33.7% of the pre-primary schools are well funded by the County government, National government, local communities and Parents to provide quality ECDE education (Ayaga, 2018). These are perceived to compromise the quality of pre-primary children's access to quality Education in the county. It is against this available information that kisii county was selected for the study.

3.5 Target Population

The target population for the study consisted of 702 Head teacher, 957 Pre-primary Teachers, 9 Sub-county ECDE officers and 2 County ECDE officers in Kisii County, Kenya. Head teachers, Sub-county ECDE officers, County ECDE officers were targeted because they were charged with the management and administration of the implementation of pre-primary school and therefore were better placed in providing general information about their schools. Also, class teachers were targeted to provide immediate and relevant information regarding their encounters as they implement the pre-primary school curriculum by monitoring the class activities. This placed them at a better position of being aware of factors influencing learners' access to quality education (Kisii Education office, 2017).

3.6 Sample and Sampling Procedure

3.6.1 Probability Sampling Procedures

The study respondents were the primary school Head Teachers, Pre-primary Teachers, Sub-County ECDE Officer, and ECDE County Director. The primary school Head Teachers and Pre-primary Teachers who were included in the study were selected through cluster sampling (Gay, 1981). Cluster sampling was more appropriate for the study because it made proportionate but random selection of respondents from clusters or geographical divisions from the target population (Gay, 1981). This is further supported by (Bayle, 1988) and (Mugenda & Mugenda, 2003) who also argue that sampling theory supports cluster sampling as an efficient choice to get a sample from the overall population.

In order to get the actual sample size, first, the research obtained a list of 702 primary schools in Kisii County with preschool centres. The schools were listed according to sub-

counties where they were located, thereby each sub-county forming a cluster. Then through proportional allocation (Singh & Chaudhary, 1986), the number of schools to be selected for each sub-county or cluster was obtained. Finally, selection of the specific schools to be included in the study was done through simple random sampling. The core rationale for utilizing simple random sampling was to obtain a group of respondents who made a good representation of the target population. This guaranteed that the respondents used gave responses that were comprehensive and indiscriminative to the entire population with minimal mistakes that was possible to establish using statistical techniques (Mugenda & Mugenda, 2003). The head teachers and pre-primary school teachers of the sampled schools were the ones to provide data for their particular school.

To get the sample size in the present study using simple random sampling, a random number table was used (Appendix XI). By using a random number table, all members in the population had an equal and independent chance of being selected for the sample group. To get the simple random sample using a random number table, the following steps were used:

i. The number of each member of the population 1 to N was established.
ii. The population size and sample size was determined.
iii. Selection of a starting point on the random number table was done. (This involved closing the eyes and pointing randomly onto the page. The number the finger touched was used as the number to start with.)
iv. The direction to read on the table of random sample was chosen (up to down, left to right, or right to left).
v. Selection of the first *n* numbers whose digits were between 0 and N was done.
vi. This was continued through the table until the sample size was obtained.

3.6.2 Non-Probability Sampling Procedures

The Sub- County ECDE Officer and ECDE County Director were sampled through purposive sampling. This involved the researcher keenly selecting the most productive sample to answer the research questions from all the nine sub-counties by developing a framework of the variables (location and administrative position) that might influence an individual's contribution (Sibley, 2003). Purposive sampling technique was more appropriate for the current study because it allowed the researcher some degree of methodological flexibility to meet multiple needs and interests during data collection processes (Cochran, 1977). In addition, the sampling procedure allowed a wide range of sampling techniques that could be used across qualitative data collection processes ranging from homogeneous sampling to critical case sampling and expert sampling (Kalton, 1983). This enabled the researcher to have a wide geographical reach of respondents with varied experiences in relation to research problem (Levy & Lemeshow, 1991). Lastly, the strategy enabled the researcher to reach the sample from the target population quickly hence, saving time, money and effort (Jessen, 1978).

3.6.3 Sample Size

According to Gall et al (2003) and Bryman (2016), a sample in research is essential since it helps the researcher to reach it faster and be able to deal with manageable population. In order to obtain the sample size for the present study, the Yamane's (1967) formula was used. The formula was as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where

n is the sample size,

N is the population size, and

e is the level of precision (e=0.05)

Therefore the Sample Size for this study is summarized in table 3.2

Table 3. 2: Sample distribution

Respondents	**Target Population**	**Yamane's (1967) Formula of obtaining sample size**	**Working**	**Sample Size (n)**	**% of Sample**
Head Teachers	702	$n = \frac{N}{1+N(e)^2}$	$n = \frac{702}{1+702(.05)^2}$	255	36.32
Pre-primary Teachers	957	$n = \frac{N}{1+N(e)^2}$	$n = \frac{957}{1+957(.05)^2}$	282	29.47
Sub- County ECDE Officer	9	$n = \frac{N}{1+N(e)^2}$	$n = \frac{9}{1+9(.05)^2}$	9	100
ECDE County Director	2	$n = \frac{N}{1+N(e)^2}$	$n = \frac{2}{1+2(.05)^2}$	2	100
Total	2361			792	33.55

To ensure that there was a fair representation of respondents from every sub-county, pre-primary school centres, primary schools head teachers and preschool teachers in the nine sub-counties were divided in their various divisions (geographical locations) and then there was a random sample of respondent in their proportion from every sub-county. The proportion of respondent from every sub-county is present in table 3.3.

Table 3. 3: Sample distribution

Sub-County	Schools (N)	Schools (n)	Head Teachers (N)	Head Teachers (n)	Pre-primary II Teachers (N)	Pre-primary Teacher (n)
Nyaribari Masaba	85	30	85	30	105	31
Nyaribari Chache	86	31	86	31	112	33
Kitutu south	71	26	71	26	86	25
Kitutu Chache North	49	18	49	18	86	25
Bonchari	56	20	56	20	77	23
South Mugirango	99	36	99	36	155	46
Bomachoge Borabu	79	29	79	29	85	25
Bomachoge Chache	76	28	76	28	65	19
Bobasi	101	37	101	37	186	55
Total	**702**	**255**	**702**	**255**	**957**	**282**

Source: **Researcher (2018)**

3.7 Data collection Instruments

The researcher used three types of tools to collect data in the present study. These included questionnaires, interview schedule and school observation schedules. As Gall,et al (2003) and Gayiet,et al (2006) opine, the use of multiple tools is important in research for triangulation purposes.

3.7.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions or other types of prompts for the purpose of gathering information from respondents about a given phenomenon of interest (Gillham, 2008). The present study used both open and closed ended format. Questionnaires were appropriate for the present study because they provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a

large sample (Robinson, 2017). The questionnaires were also more appropriate because they allowed the standardization of administration of the research instrument which reduced data collection bias, therefore improving the reliability and validity of collected data (Gall, Borg & Gall, 1996). In addition, the instrument allowed the researcher to gather information from a wide geographical coverage with minimal respondents' bias (Patton, 2002). Questionnaires were administered to primary school Head Teachers and Pre-primary School Teachers

3.7.2 Interview Schedules

Interview is a method of data collection that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Berg & Bruce, 2012). Interviews are one of the most common methods of data collection which are characterized by an emphasis on the context in order to achieve a deeper understanding of the social phenomenon that the researcher is studying (Bryman, 2012). The present study used semi-structured interviews. Semi-structured interview uses asymmetrical structure where interviewer initiates questions and uses probes in response to interviewee's descriptions. In this kind of format, the questions can be reordered during the interview, the level of language can be adjusted, interviewer can make clarifications and interviewer may add or delete probes between interviews (Andrew & Halcomb, 2009).

The in-depth interviews were administered on primary school Head Teachers, Sub- County ECDE Officer and ECDE County Director. The interviews were ideal in the study since they enabled the researcher to have a deeper understanding of the respondents' beliefs, opinions and assumptions on the influence of head teachers' management skills on preschoolers' access to quality Education.

3.7.3 Observation Checklists

Use of observation is borrowed from observation research where the researcher simply observes and records the social behaviour of subjects (McNabb, 2004; Orodho, 2009). In the current study, observation of physical facilities (School rules displayed, Textbooks available, Records of work, Schemes of work, Progress records, conditions of classrooms, adequacy of learning materials, seating arrangements, and quality of lighting in the classrooms) was conducted and recorded in notes.

3.8 Quality Control

Quality measures and procedures of piloting, validity and reliability of the research instruments were undertaken prior to actual data collection.

3.8.1 Pilot study

Cooper and Schindler (2010) indicated that a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. According to Saunders (2003), a pilot study is conducted when the research instruments are given to just a few people with an intention of pre-testing the instruments. Pilot test is an activity that assists the research in determining if there are flaws, limitations, or other weaknesses within the data collection procedures, designs and instruments and allows the researcher to make necessary revisions prior to the implementation of the study (Kvale, 2007). Mugenda and Mugenda (1999) stated that a sample of 0.05% to 10% of the accessible population is usually sufficient to discover flaws in research instruments so as to facilitate its refinement. On the basis of the current study, the researcher piloted the instruments in 9 primary schools in the neighboring Nyamira County whereby 9 head

teachers, 9 pre-primary school teachers, 1 Sub- County ECDE Officer, and one ECDE County Director were used. It was appropriate to pilot the instruments in Nyamira County because the respondents were likely to bear similar characteristics with those used in the final study.

3.8.2 Validity of Research Instruments

Validity determines whether the research tool truly measures that which it is intended to measure or how truthful the research results are (Borg & Gall,2007).Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Kothari (2004) pointed out that validity measures the accuracy of the instruments in obtaining the anticipated data which can meet the objectives of the study. According to Borg and Gall (2007), content validity of an instrument is improved through expert judgment. To ensure validity of research instruments in the present study, face, construct and content validities of the questionnaires and interview schedules were assessed by presenting and discussing the various items in research instruments with two experts in the school of Education of Masinde Muliro University of Science and Technology who are actually the PhD thesis supervisors. The supervisors gave their views on the relevance, clarity and applicability of the research instruments. Their suggestions, together with the findings from the pilot study were used to modify the items in the research instruments. This ensured that the test items were clear, relevant and well organized. The study further adopted the triangulation approach so as to ensure the validity of the research instruments. Triangulation is a powerful way of demonstrating concurrent validity in both qualitative and quantitative research (Campbell & Fiske, 1959). In other words, the study used multiple methods of data collection: interviews and questionnaires and school observation schedule.

By so doing, an area that was overlooked by one method was strengthened and checked by the other method of data collection.

3.8.3 Reliability of Research Instruments

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Grinnell (2003) observes that reliability measures the degree of accuracy an instrument provides. It ensures that the instrument generates similar data when used by independent researchers. In order to establish the reliability of the research instrument, the researcher assumed that schools within the same sub-county had similar experiences and therefore responses of respondents from the pilot schools were reasonably similar to those of the schools targeted for the study. Respondents who were involved during the piloting stage were deliberately excluded during the final administration of the research instrument.

3.8.3.1 Reliability of Research Instruments Used to Collect Quantitative Data

In this study, the researcher employed the split-half method to find out the reliability of the instruments that were used to collect quantitative data. The developed instruments were administered once and the scores of each half were recorded separately. Pearson's Product Moment formula was used to calculate the correlation coefficient between the two halves. The study also used Spearman-Brown correction formulae so as to improve reliability of split half. According to Chakrabartly (2013), split half involves the following stages:

i. Single administration of a test to a sample
ii. Splitting i.e. dividing the items of the test in halves so the two subtests are parallel
iii. Correlating the scores of one half of the test with scores on the other half of the test
iv. Finding the reliability of the test as the correlation between two parallel tests.

rsb $= \frac{2rhh}{1 + rhh}$ Where rhh= Pearson correlation of scores in the two half tests.

rhh = $\frac{N\sum xy - \sum x\sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$

Where r = the correlation coefficient

N = the number of paired items of the questionnaire

x = the scores of the first part of the test

y = the scores of second part of the test

Table 3. 4: Split Half Correlation Coefficient Results

		Correlations	
		1st Half	**2nd Half**
1st Half	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	44	44
2nd Half	Pearson Correlation	.649**	1
	Sig. (2-tailed)	.000	
	N	44	44

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

An SSPS output shown in the table 3.4 indicates a correlation coefficient (r=0.649). Due to the problem with the split-half reliability coefficient since only half the number of items used the reliability coefficient is reduced. To get a better estimate of the reliability of the full test, the researcher applied the Spearman-Brown correction formulae, namely:

rsb $= \frac{2rhh}{1 + rhh} = \frac{2rhh}{1 + rhh} = \frac{2*.649}{1 + .649} = 0.848$

The calculation from Spearman-Brown correction formulae indicates a correlation coefficient (r=0.848) greater than 0.6 and according to George & Mallery (2003), it was therefore considered appropriate. Hence the measure had very high reliability indicating very high consistency in measuring instruments used.

3.8.3.2 Reliability of Research Instruments Used to Collect Qualitative Data

The researcher further established the trustworthiness and authenticity of the instruments that were used to collect qualitative data. According to Guba and Lincoln (1994), trustworthiness refers to the quality of the research findings. To ensure trustworthiness, the researcher considered Lincoln and Guba's method (1985), which consists of the truth-value, applicability, consistency and neutrality criteria for establishing trustworthiness of the research findings.

Truth-value helped the researcher to establish confidence in the subject and the context in which the research is undertaken. In the present study, the researcher established confidence through the credibility strategy. Credibility was achieved through prolonged fieldwork, triangulation, taking notes during the interviews and tape-recording the interviews, clarifying and briefing the respondents about research instrument and ensuring the respondents focus on the topic under study.

According to Guba and Lincoln (1994), applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups. It is the ability to generalize the findings to larger populations (Guba & Lincoln, 1994). In the present mixed research, probability sampling procedures were used to ensure that the sample used become a good representation of the entire population which enabled the study to gather results that could be generalised to other context (Babbie & Mouton, 2007). Applicability was also seen as relevant to this mixed study, because the purpose of the study was to have an in-depth understanding of the influence of head teachers' management skills on pre-primary

children's access to quality education. Hence, the study met this criterion when the results were perceived to fit well into contexts outside the study situation that were determined by the degree of similarity or suitability.

Dependability was also used to ensure consistency (Marshall & Rossman, 1999). According to Babbie and Mouton (2007), dependability indicates that if research is repeated with the same participants in the same context, the findings would be similar, not necessarily identical. In order to attempt to ensure dependability, the researcher permit independent experts (the two supervisors) who are experienced in research methodology to scrutinize the data findings and the techniques of obtaining the results. Neutrality refers to the extent to which the findings are free from any kind of bias (Lincoln & Guba, 1986). In this study, the researcher avoided bias to ensure the objectivity or neutrality of the data by entering the field without preconceived ideas or subjectivity.

3.9 Procedure for Data Collection

The field data collection was done by the researcher with the help of three research assistants due to the relatively large number of respondents. The researcher first trained the research assistants by conducting orientation sessions with them where the purpose and the methodology of the research were well outlined and explained. Training of research assistants was done to reduce inter-rater variability so that data collected by the research assistants were as close to what the researcher had collected. During data collection, the researcher first reported to the head teacher's office. The researcher then introduced himself and research assistants to the head teacher and explained the purpose of the study whose data were sought. The researcher with his assistants then administered the questionnaire to

head teacher and pre-primary teachers. The questionnaires were then collected after two days to allow the respondents adequate time to complete the questionnaires. The researcher however conducted interviews to head teachers, Sub- County ECDE Officer, and ECDE County Director using various interview guides (Appendix vi, vii & viii). The interview enabled the researcher to get more information from the respondent that may not have been possible through use of a questionnaire. Through interviews the researcher also personally observed and got the feeling of the respondents with respect to preschool children's access to quality education. The interviewer limited himself to the questions pertaining to the study as outlined in the interview schedules. The interviews were conducted in private rooms with only the interviewer and interviewee to ensure some privacy and confidentiality during data collection.

3.10 Data Analysis Techniques

According to Gall, Gall and Borg (2003), data analysis is the core of any research because it is at this point where huge and meaningless data is converted to manageable entities to create meaning. Data was analyzed using both qualitative and quantitative techniques.

3.10.1 Analysis of Quantitative Data

Quantitative data was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS**)** version 22.0**.** The descriptive statistics that were used included frequency counts and percentages. The purpose of descriptive statistics was to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices (Mugenda and Mugenda, 2003). This enabled the researcher to transform large groups of data into a more manageable form that was easy to interpret

(Mbwesa 2006). Also, inferential statistics was used to determine the predictive relationship between the independent and dependent variables. The study used Pearson's product moment correlation coefficient and simple regression to explore the relationship between these independent variables and dependent variable. All hypotheses testing was done at α=.05. Various objectives were analysed as illustrated in the data analysis matrix below.

Table 3. 5: Data analysis matrix

Objectives	**Independent variable**	**Dependent variable**	**Statistical Test**
To establish the influence of head teachers in management of human resources on preschool children's access to quality education.	Human resources	Access to Quality Preschool Education	Measures of central tendencies, frequency distributions, percentages, Pearson's product moment correlation coefficient and simple regression analysis
To determine the influence of head teachers' management of financial resources on preschool children's access to quality education.	Financial resources	Access to Quality Preschool Education	Measures of central tendencies, frequency distributions, percentages, Pearson's product moment correlation coefficient and simple regression analysis
To investigate the influence of head teachers' management of teaching/learning resources on preschool children's access to quality education.	Teaching/ learning resources	Access to Quality Preschool Education	Measures of central tendencies, frequency distributions, percentages, Pearson's product moment correlation coefficient and simple regression analysis
To determine the influence of head teachers' management of classroom instruction on preschool children's access to quality education.	Classroom instruction	Access to Quality Preschool Education	Measures of central tendencies, frequency distributions, percentages, Pearson's product moment correlation coefficient and simple regression analysis

3.10.2 Analysis of Qualitative Data

With the qualitative data, the researcher used thematic analysis, content analysis and verbative reporting. Thematic analysis involved coding the collected data into themes in relation to the research questions (Gerstenfeld and Berger, 2011). Then a list of all topics were made and sorted according to similarities and differences. The topics were later abbreviated as codes and the codes written near the related text in word document. Then these topics were turned into categories – major topics, unique topics, leftovers and emerging themes. Finally, the information were assembled according to research questions (Creswell, 2009). The qualitative data from questionnaires and interviews were also sorted according to themes (Cohen et al., 2007).

Qualitative data was also analysed by the use of content analysis. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material by systematically evaluating texts in documents, oral communication, and graphics (Bryman, 2011). Content analysis was used in the currents study by analysing the occurrence of certain words, phrases, subjects or concepts in a set of documents in the schools. The method was more appropriate since it gave the researcher flexibility to analyse data within the school without the direct involvement of participants which reduced the researcher's influence of the results (Baxter, 2009). The method follows systematic procedure that can easily be replicated by other researchers, yielding results with high reliability (Elo, 2008). The technique also allows the conversion of qualitative data into quantitative data (Kimberly, 2016).

3.11 Ethical and Legal Considerations

The following ethical and legal issues were taken into consideration in the current study:

3.11.1 Permission

Permission to carry out a study makes the research authentic and makes it possible to conduct it (Christians, 2005). The researcher first acquired a research permit to conduct the study from the National Council for Science and Technology. The letter granting the researcher to carry out a study was also acquired from the County Director of Education, Sub-County Director of Education and Primary School Head Teachers.

3.11.2 Informed Consent

Patton (2002) talks of informed consent as a process whereby participants give their consent to participate in a research study after getting honest information about its procedures, risks and benefits. To ensure this, the researcher informed all the respondents about the purpose of the study as well as making them aware of the risks they may face in participating in the study. The researcher also made sure that the participants were free to make decisions about whether they participated or not at any point in the study (McMillan & Schumacher, 2006). The researcher also made participants aware that they were free to withdraw at any point in the study. Lastly, all participants were required to sign a consent form (Appendix ii, iii, iv & v)

3.11.3 Confidentiality

Patton (2002) contends that confidentiality means that no one has access to the participants' data or names in the possession of the researcher and that no one can match research

information with that of a participant. Confidentiality of the participants was taken into consideration by making sure that they remained anonymous. Names of respondents were not used when presenting and interpreting results.

3.11.4 Anonymity

A participant of a study has a right to have his or her identity remain anonymous. Christians (2005) suggests that it is the researcher's obligation to keep the respondents' identity and responses private. In the current study, the researcher ensured that anonymity of participants was respected when reporting on the interviews, questionnaires and the observations made. Tedlock (2005) suggests that a respondent's anonymity is guaranteed when a given response cannot be matched with a given participant.

3.11.5 Harm to Participants

In any research, participants must be protected from physical, social, emotional and spiritual harm or from potential harm of any nature (Patton, 2002). In this study, the researcher ensured that none of the participants was exposed to any harm by not asking private and sensitive questions.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results, their interpretation and discussion of the findings. The findings of the study were obtained through a systematic exploration of the opinions, views and experiences elicited from the questionnaires filled by pre-primary teachers and interview schedules conducted to Primary school head teachers, Sub-county ECDE officers and County ECDE officers in Kisii County, Kenya. Data was also collected through observation schedules to collect information related to head teachers' management skills and the extent preschool children access ECDE education. The chapter begins by providing the general and demographic information, then finding, interpretation and discussions of the results based on the objectives that guide the study. In this regard, the study sought answers to the following research objectives: to establish the influence of head teachers' human resource management skills on pre-schoolers' access to quality Education; determine the influence of head teachers' financial management skills on pre-schoolers' access to quality Education; investigate the influence of head teachers' teaching/learning resources management skills on pre-schoolers' access to quality Education; and determine the influence of head teacher management of classroom instruction on pre-schoolers' access to quality Education in Kisii County, Kenya. The independent variables explored in the present study include the head teachers' human resource management skills, head teachers' financial management skills, head teachers' teaching/learning resources management skills and head teacher management of classroom instruction. At the same time, the dependent variable **was** pre-primary children's access to quality education which was measured using five aspects that include resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of

basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention) and access to child friendly learning environments.

4.2Respondents' Demographic Information of the Sample Distribution

Data on the respondents' demographic information was analyzed in terms of response rate, Preschool teachers' gender, location of ECDE centres, Preschool teachers' highest professional qualification, Preschool teachers' age and Preschool teachers' teaching experience. The results on demographic information is perceived to provide the reader of this research the general perspective of the categories of respondents from whom the present findings are obtained in this study. The information is crucial because it identifies the subsets of the populations and characterize of respondent. This further provides the necessary information on the targets population representativeness in the sample and respondents for generalization purposes.

4.2.1 Response Rate

In order to collect data, various research instruments were used. Table 4.1 show the summary of research instruments' return rate from various respondents.

Table 4. 1: Response rate

Instruments	**Administered**	**Returned**	**Response Percentages**
Questionnaires			
Pre Primary Teachers' Questionnaire	282	268	95.71%
Interview Schedules	**Anticipated**	**Effective**	**Response Percentages**
Interview Schedule for Primary school Head teacher	30	22	73.3%
Interview Schedule for Sub-county ECDE officers	9	7	77.78%
Interview Schedule for County ECDE officers	2	2	100.0%
Observation schedules	35 schools	31 schools	88.57%
Average return rate	**358**	**330**	**92.18%**

Table 4.1 records that the instruments used for data collection were questionnaire, interview schedule and document analysis. The researcher administered Questionnaire to Pre-Primary II Teachers. Out of 282 questionnaires administered, 268 of them were returned for data analysis which translates to 95.71% response rate. The study also anticipated to conduct interviews to 30 primary school head teachers, 9 sub-county ECEE officers and 2 county ECDE officers (directors). However, the researcher successfully conducted 73.3%, 77.78% and 100% of the interviews to Primary school head teachers, Sub-county ECDE officers and County ECDE officers (directors) respectively. Lastly, the researcher anticipated to visit 35 schools to collect data through observation checklist. Though, it was only possible to visit 31 (88.57%) of the schools. In establishing the minimum response rate percentage, Mugenda and Mugenda (2003) observed that a 50% response rate is adequate, 60% good

while the response rate of above 70% very good. Based on this assertion, the current study's overall response rate of 92.18% was considered quite satisfactory. The present study's recorded high response rate may be attributed to the data collection procedures where the researcher pre-notified the participants of the intended and intention of the study, the utilization of self-administered questionnaire where the respondents completed the questionnaires and were collected shortly afterward. Also, the researcher with his two assistants made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires, attend interview schedules and avail various documents for analysis.

4.2.2 Preschool Teachers' Gender

The sampled pre- primary II teachers were asked to indicate their gender in their respective questionnaires. Their responses are summarised in table 4.2.

Table 4. 2: Pre-Primary Teachers' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	77	28.7	28.7	28.7
	Female	191	71.3	71.3	100.0
	Total	268	100.0	100.0	

From table 4.2, the results show that 191 (71.3%) of the sampled Preschool teachers were female while 77 (28.76%) were male. Based on these results, it can be concluded that the number of female teachers who are involved in the teaching of preschool children are more than that of male teachers.

4.2.3 Location of ECDE Centres

Pre-school teachers were required to indicate the location of the ECDE centres they were teaching, their responses are summarised in table 4.3.

Table 4. 3: School Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	202	75.4	75.4	75.4
	Urban	66	24.6	24.6	100.0
	Total	268	100.0	100.0	

From table 4.3, it is evident that most (n=202, 75.4%) of the sampled preschool centres were from rural setting while only 24.6 % of the centres were from an urban setting.

4.2.4 Preschool Teachers' Highest Professional Qualification

Pre-school teachers in the sampled schools were required to indicate their highest professional qualifications, their responses are summarised in table 4.4.

Table 4. 4: Preschool teachers' highest professional qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Untrained Teacher/On with training	12	4.5	4.5	4.5
	Certificate Trained Teacher	140	52.2	52.2	56.7
	Diploma Trained Teacher	106	39.6	39.6	96.3
	Bachelors	10	3.7	3.7	100.0
	Total	268	100.0	100.0	

From table 4.4, it is evident that the majority (52.2%) of teachers in ECDE centres have certificate training as their highest professional training while only 4.5% and 3.7% of the teachers who were untrained/on with training and had Bachelors degree as their highest professional training respectively. At the same time, it can be observed that more than one third (39.6%) of the teachers had diploma as their highest professional training. The

findings revealed that a good number of teachers who were at various ECDE centres had gone through professional trainings and they understood ECE practises.

4.2.5 Preschool Teachers' Age

Pre-school teachers were required to indicate their age in their various questionnaires, their responses are summarised in table 4.5.

Table 4. 5: Teachers' Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 30	91	34.0	34.0	34.0
	30-39	114	42.5	42.5	76.5
	40-49	44	16.4	16.4	92.9
	50-59	19	7.1	7.1	100.0
	Total	268	100.0	100.0	

In the survey, the respondents (ECDE teachers) were required to indicate their age. Out of the targeted (268) teachers, majority [n=114, 42.5%] of the teachers were between 30-39 years while 44 (16.4%) were between 40-49 years, 19 (7.1%) of the respondents were between 50-59 years of age, and 91 (34.0%) of the respondents were below 30 years of age. From the above results, it can be concluded that majority (76.5%) of the teachers in preschool centres were young (below 40 years).

4.2.6 Preschool Teachers' Teaching Experience

Pre-school teachers were requested to give information related to their teaching experiences, their responses are summarised in table 4.6.

Table 4. 6: Preschool Teachers' Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	39	14.6	14.6	14.6
	6-10 Years	59	22.0	22.0	36.6
	11-15 Years	95	35.4	35.4	72.0
	16-20 Years	56	20.9	20.9	92.9
	21-25 Years	13	4.9	4.9	97.8
	25 Years And Above	6	2.2	2.2	100.0
	Total	268	100.0	100.0	

From Table 4.6, it is noted that majority (n=95, 35.40%) of teachers had a teaching experience of between 11 and 15 years while 59 (22.0%) had an experience of between 6-10 years, 39 (14.6%) had a teaching experience of below five years, and 56 (20.9%) had a teaching experience of between 16-20 years. It can also be observed that 13 (4.9%) and 6 (2.2%) of the teachers had a teaching experience of between 21-25 and 25 years and above respectively. From the above results, it can be concluded that majority (72.0%) of the teachers had a teaching experience of below 15 years.

4.3 Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

In this section, the study presents results related to the first objective which sought to establish the influence of head teachers' human resource management skills on pre-schoolers' access to quality Education. In order to achieve this, both qualitative and quantitative data was collected using questionnaires and interview schedules from respective respondents. These results related to the first objective are summarized under the following sub headings.

4.3.1 Descriptive Analysis of Head Teachers' Human Resource Management Skills

The preschool teachers were required to respond to 6 items which were designed to investigate the head teachers' human resource management skills. The teachers' response to various items is summaries in table 4.7.

Table 4. 7: Descriptive Analysis of Head Teachers' human resource management skills

Item	SA	A	D	SD	Total
My school has school prefect body	143 (53.4%)	112 (41.8%)	8 (3.0%)	5 (1.9%)	268 (100%)
The head teacher is involved in daily conflict resolution in any teaching	117 (43.7%	106 (39.6%	22 (8.2%	23 (8.6%)	268 (100%)
Teacher sign daily school register	174 (64.9%)	75 (28.0%)	14 (5.2%)	5 (1.9%)	268 (100%)
There are regular seminars in this school	81 (30.2%)	130 (48.5%)	33 (12.3%)	24 (9.0%)	268 (100%)
We hold staff meetings regularly	128 (47.8%)	112 (41.8%)	19 (7.1%)	9 (3.4%)	268 (100%)
The head teacher has a role to play in the teaching of pre-primary teaching	116 (43.3%)	119 (44.4%)	13 (4.9%)	20 (7.5%)	268 (100%)
Average					268 (100%)

As reflected in table 4.7, various aspects related to head teachers' management of human resources were assessed. On the extent of whether the school had prefect body, majority [143 (53.4%) strongly agreed and 112(41.8%) agreed] of the teachers observed that they had school prefect body while only 4.9% of the teachers who observed that they did not have in place prefect body in their various school. Further, it was established than more than three quarters [83.3%: strongly agreed and agree)] of the teachers observed that their head teachers were involved in daily conflict resolution in the teaching and learning process in their various schools. The questionnaire item "Teacher sign daily school register" registered 174 (64.9%) of the teachers who strongly agreed with it and 75 (28.0%) who agreed, while

14 (5.2%) disagreed as 5 (1.9%) strongly disagreed to the statement. On the extent the head teachers ensured regular seminars in their school, 30.2%, 48.5%, 12.3% and 9.0% of the teachers strongly agreed, agreed, disagreed, and strongly disagreed respectively that their head teachers ensured regular seminars in their schools. At the same time, 89.6% [128 (47.8%) strongly agreed and 112 (41.8%) agreed] of the teachers observed there were regular staff meetings in their schools while 87.7% (strongly agreed and agreed) observed that the head teacher had a role to play in the teaching of pre-primary centres. This finding generally indicated that most head teachers possessed human resource management competencies. This finding is not supported by Lauglo (2015) who investigated the impact of managing human resources on school operations. The findings indicated that most head teachers did not have adequate human resource management competencies.

4.3.2 Descriptive Analysis of Various Aspects of Preschool Children's Access to Quality Education

The study sought to investigate the level of pre-schoolers' access to quality education. This was necessary because it was the dependent variable. In order to do this, preschool teachers who took part in the survey were presented with items intended to measure five aspects of pre-schoolers' access to quality education (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). The teachers' responses are presented under the following sub-headings.

4.3.2.1 Descriptive Analysis of Pre-schoolers' Access to Quality Nutrition, Health and Safety in ECD

Preschool teachers were required to rate pre-schooler' access to quality nutrition, health and safety in their various centres. Their responses are summarised in table 4.8.

Table 4. 8: Preschool Children's Access to nutritional, health and safety in ECDE

Item	SA	A	U	D	SD	Total
We have well maintained play equipment in our school	13 (4.9%)	30 (11.2%)	8 (3.0%)	85 (31.7%)	132 (49.3%)	268 (100%)
Enough water is available for our preschool children within the school compound	17 (6.3%)	65 (24.3%)	4 (1.5%)	58 (21.6%)	124 (46.3%)	268 (100%)
Our preschool children can easily access enough water	10 (3.7%)	71 (26.5%)	5 (1.9%)	66 (24.6%)	116 (43.3%)	268 (100%)
Our preschool children have access to first aid kit	9 (3.4%)	52 (19.4%)	13 (4.9%)	57 (21.3%)	137 (51.1%)	268 (100%)
The school has well prepared and maintained health record for preschool children	25 (9.3%)	85 (31.7%)	18 (6.7%)	44 (16.4%)	96 (35.8%)	268 (100%)
The school offers feeding programme to preschool children	24 (9.0%)	28 (10.4%)	17 (6.3%)	66 (24.6%)	133 (49.6%)	268 (100%)
The school offers a balanced diet to preschool children	14 (5.2%)	25 (9.3%)	27 (10.1%)	74 (27.6%)	128 (47.8%)	268 (100%)
The school has well cleaned rooms for preschool children	31 (11.6%)	124 (46.3%)	15 (5.6%)	36 (13.4%)	62 (23.1%)	268 (100%)
The school has well maintained playground for preschool children	17 (6.3%)	102 (38.1%)	16 (6.0%)	53 (19.8%)	80 (29.9%)	268 (100%)
The school has disinfectants	20 (7.5%)	46 (17.2%)	16 (6.0%)	64 (23.9%)	122 (45.5%)	268 (100%)
Average						

As reflected in table 4.8, various items were used to determine the extent preschool children accessed quality nutrition, health and safe learning environment within their ECDE centres. On the extent the ECDE centres had well maintained play equipment, only 16.2% (43 out of 268 surveyed schools) had well maintained play equipment. This is an indication that more than three quarters (83.9%) of the ECDE children did not access well maintained equipment.

Further, it is evident that only 30.6% (strongly agreed and agreed) of the teachers who observed that they had enough water for preschool children to use within the school compound. This finding indicated that most preschoolers did not access safe learning environment within ECDE centres. This finding is also not supported by Uko (2015) whose study revealed that majority of principal were proficient and creative in ensuring that their schools had enough physical and non-physical facilities.

The questionnaire item "Our preschool children can easily access enough water" registered 10 (3.7%) of the teachers who strongly agreed with it and 71(26.5%) who agreed, while 5(1.9%) were undecided, as 66 (24.6%) disagreed, and 116(43.3%) strongly disagreed. On the extent preschool children accessed first aid kit 9(3.4%), 52 (19.4%), 13 (4.9%), 57 (21.3%) and 137 (51.1%) of the teachers strongly agreed, agreed, were undecided, disagreed, and strongly disagreed respectively that the children in their centres accessed First Aid kit. At the same time,

41% (strongly agreed and agreed) of the teachers observed that their schools had well prepared and maintained health record about preschool children. The questionnaire item "the school offers feeding programme to preschool children" registered 24 (9.0%) of the teachers who strongly agreed with it and 28 (10.4%) who agreed, while 17 (6.3%) were undecided whether they had, as 66 (24.6%) disagreed and another 133 (49.6%) strongly disagreed. Further, it is evident that 75.4% (strongly disagree and disagree) of the teachers indicated that their schools did not offer a balanced diet to their preschool children while 69.4% of the centres did not have disinfectants. However, it can be observed that 57.9% (strongly agreed and agreed) of the centres had well cleaned rooms for preschool children and 44.4% of the centres had well maintained playground for preschool children. Generally, the present

findings show that preschoolers did not access quality nutrition, health and safe learning environment within their ECDE centres. The present finding is not in line with that of Khan (2015) whose study revealed that majority of learners accessed quality education in Pakistani public schools. However, the present finding is consistent with that of Kotirde, Yunos, and Anaf (2014) who revealed that a good number of students accessed quality education in Nigeria secondary schools.

4.3.2.2 Descriptive Analysis of Preschoolers' Acquisition of Basic Literacy Competencies

Preschool teachers were required to give information on the extent preschool children had acquired basic literacy competencies. Their responses are summarised in table 4.9

Table 4. 9: Preschoolers' Acquisition of Basic literacy competencies

Item	SA	A	U	D	SD	Total
Majority of my preschool children are able to read the letter sounds	51 (19.0%)	129 (48.1%)	12 (4.5%)	30 (11.2%)	46 (17.2%)	268 (100%)
Majority of my preschool children are able to read three letter words	31 (11.6%)	122 (45.5%)	21 (7.8%)	43 (16.0%)	51 (19.0%)	268 (100%)
Majority of my preschool children are able to hold books correctly	52 (19.4%)	141 (52.6%)	13 (4.9%)	25 (9.3%)	37 (13.8%)	268 (100%)
Majority of my preschool children are able to read pictures of domestic animals	90 (33.6%)	118 (44.0%)	17 (6.3%)	17 (6.3%)	26 (9.7%)	268 (100%)
Majority of my preschool children are able to tell stories about pictures	75 (28.0%)	118 (44.0%)	24 (9.0%)	30 (11.2%)	21 (7.8%)	268 (100%)
Majority of my preschool children are able to name numbers in there correct sequences	81 (30.2%)	107 (39.9%)	26 (9.7%)	33 (12.3%)	21 (7.8%)	268 (100%)
Majority of my preschool children are able to sort and group objects according to sizes	90 (33.6%)	118 (44.0%)	15 (5.6%)	19 (7.1%)	26 (9.7%)	268 (100%)
Majority of my preschool children are able to match and pair objects according to their similarities and differences	72 (26.9%)	125 (46.6%)	14 (5.2%)	27 (10.1%)	30 (11.2%)	268 (100%)
Majority of my preschool children are able to count objects	97 (36.2%)	110 (41.0%)	6 (2.2%)	6 (2.2%)	49 (18.3%)	268 (100%)
Majority of my preschool children are able to identify number symbols	86 (32.1%)	117 (43.7%)	10 (3.7%)	16 (6.0%)	39 (14.6%)	268 (100%)
Average						268 (100%)

From table 4.9, various aspects were assessed related to establish pre-schoolers' acquisition of basic literacy competencies. The results show that 67.1% (strongly agreed and agreed) of preschool children were able to read letter sounds, 57.1% (strongly agreed and agreed) were

able to read three letter words while 72% (strongly agreed and agreed) of the children were able to hold books correctly. On the same time, 77.6% and 72% (strongly agreed and agreed) of the preschool children were able to read pictures of domestic animals and tell stories about pictures respectively. The results further show that 70.1% of the teachers observed that preschool children in their centres were able to name numbers in there correct sequences as 77.6% of the teachers indicated that the children in their centres were able to sort and group objects according to sizes. This finding shows that majority of preschoolers had acquired basic reading skills and competencies. This present finding is not supported by Wambui (2015) who revealed that a good number of head teachers in Kiambu Sub County, Kenya did not sit in class as teaching process went on and this was associated with learners' low competencies in various classrooms.

However, 23.3% of the teachers indicated that children in their classes were not able to match and pair objects according to their similarities and differences, 20.5% of the teachers indicated that the children were not able to count objects while 20.6% of the teachers observed that their children were not able to identify number symbols. This finding indicates that only less than one quarter of the learners did not possess basic literacy skills at preschool centres. This finding is not supported by Mbaabu and Orodho (2014) who acknowledged that primary school head teachers from Chogoria Division, Meru County, Kenya were faced with a great challenge of low academic performance in both internal and national examinations.

4.3.2.3 Descriptive Analysis of Resources Adequacy in ECD

Preschool teachers were required to give information related to resource adequacy in various ECDE centres they taught. Their responses are summarised in table 4.10.

Table 4. 10: Resources Adequacy in ECD

Item	SA	A	U	D	SD	Total
We have appropriate number of classrooms, accessible to all.	40 (14.9%)	50 (18.7%)	13 (4.9%)	61 (22.8%)	104 (38.8%)	268 (100%)
We have appropriate separate sanitation facilities for girls and boys	21 (7.8%)	53 (19.8%)	12 (4.5%)	76 (28.4%)	106 (39.6%)	268 (100%)
We have adequate child-sized tables and chairs	18 (6.7%)	58 (21.6%)	13 (4.9%)	84 (31.3%)	95 (35.4%)	268 (100%)
We have adequate child sized toilets	14 (5.2%)	46 (17.2%)	17 (6.3%)	89 (33.2%)	102 (38.1%)	268 (100%)
We have adequate well ventilated classrooms	53 (19.8%)	98 (36.6%)	15 (5.6%)	31 (11.6%)	71 (26.5%)	268 (100%)
We have adequate child-sized play equipment (jungle gyms, see-saws, sandpit, tricycles, wheelbarrows, merry-go-round, etc.)	22 (8.2%)	17 (6.3%)	8 (3.0%)	61 (22.8%)	160 (59.7%)	268 (100%)
We have observation guide of the displays of the play areas in ECD	28 (10.4%)	47 (17.5%)	15 (5.6%)	52 (19.4%)	126 (47.0%)	268 (100%)
Average						268 (100%)

As reflected in table 4.11, various items were used to determine the extent preschool children accessed adequate resources at their ECDE centres. On the extent the ECDE centres

had appropriate number of classrooms, accessible to all, only 33.6% (strongly agreed and agreed) of the teachers who indicated that they had appropriate number of classrooms accessible to all children. This is an indication that 66.4% of the teachers did not have enough classrooms to learn in. This finding shows that majority of preschool children did not access adequate teaching and learning resources at various ECDE centres. This finding is supported by Lauglo (2015) who investigated the impact of managing human resources on school operations. The findings indicated that the head teacher were not able to provide adequate teaching and learning resources at their institutions.

Further, it is evident that only 27.8% (strongly disagreed and disagreed) of the teachers who observed that they had appropriate separate sanitation facilities for girls and boys. This is an indication that 72.4% of the learners at ECDE centres lacked appropriate sanitation facilities for preschoolers. The questionnaire item "We have adequate child-sized tables and chairs" registered 18(6.7%) of the teachers who strongly agreed with it and 58(21.6%) who agreed, while 13 (4.9%) were undecided, as 84 (31.3%) disagreed, and 95 (35.4%) strongly disagreed. This finding generally shows that a good number of preschoolers did not access adequate child-sized tables, chairs and separate sanitation facilities for girls and boys. This finding is supported by Maicibi (2013) who established that most institution did not have sufficient human and other non human resources.

On the extent preschool children accessed adequate child sized toilets, 14 (5.2%), 46 (17.2%), 17 (6.3%), 89 (33.2%) and 102 (38.1%) of the teachers strongly agreed, agreed, were undecided, disagreed, and strongly disagreed respectively that the children in their centres accessed adequate child sized toilets. At the same time, 56.4% (strongly agreed and agreed) of the teachers observed that their schools had adequate well ventilated classrooms,

only 14.5% (strongly agreed and agreed) of the teachers indicated that there schools had adequate child-sized play equipment (jungle gyms, see-saws, sandpit, tricycles, wheelbarrows, merry-go-round) while 27.9% (strongly agreed and agreed) of the teachers indicated that their ECDE centres had observation guide of the displays of the play areas in ECD. The previous findings above generally show that preschoolers had low access to teaching and learning resources. This finding is in line with that of Mphale and Mhlauli (2014) who conducted a study to investigate factors that were associated with low students' academic performance at junior secondary schools in Botswana. The study finding showed there were inadequate teaching and learning resources in most secondary schools.

The idea of having in place adequate and varieties of loose playing materials within the ECDE centres was further supported by majority of the head teachers. For example, one head teacher explained:

> "*Although there is a need of having tyres, bean bags, ropes and balls within our school outdoor environment, our school has only two balls which are shared among our 70 pre-school children and 347 primary pupils. With the jumping ropes, the school has about eleven ropes which are inadequate. This is because the preschool parents are not prompt in the payment of material development fund and the county government has failed to provide the necessary material for ECDE programme. We cannot blame teachers for the quality of education our children get, let the government be blamed" (HT 011).*

On the availability of Construction area within the preschool outdoor environment, another head teacher illustrated:

> *Although it's important to have an outdoor environment where the kids can get out play, explore and manipulate equipments, our school does not have a Construction area that entices children's sense of inquiry, stimulate their imaginations, and invite exploration. I also think it's important to have sand Pit that enables children to engage in a variety of stimulating and imaginative activities which at present is not present in our preschool centre. However, in our school we have adequate and varieties of loose materials*

> *which the children frequently manipulate and use as they run around the playground (HT-21).*

In addition, during the interview with the primary school head teachers on the adequacy of teaching and learning resource in ECDE centres, a good number of head teachers expressed their concern about the acute shortage of various teaching and learning materials that makes an ideal ECDE learning environment which is perceived to influence preschoolers' acquisition of quality preschool education. For example, one teacher stated

> "*In my school, there are no equipments needed for preschool children's physical development like climbers, slides and swings. This makes it difficult for my ECDE teachers to conduct outdoor activities; however there is a large playground with space where kids can run and develop their own ideas (HT-12)".*

The above statement from the interview with primary school head teachers show there is acute shortage of teaching and learning resources in most ECDE centres. This finding is supported by Dahlia, Danilo, Danilo, Marc, and Rene (2016) who revealed that school heads in Philippine demonstrated a satisfactory performance in ensuring schools had adequate teaching and learning resources.

When the researcher went around ECDE centres to observe the extent preschoolers accessed quality education, with a lot of concern the information derived from the checklist showed that majority of ECDE centres did not have adequate teaching and learning materials and most head were not concerned about the quality of education preschool children received. This finding does not concur with that of Ngure (2012) who investigated the impact of resource utilization in secondary school on students' education as perceived by principal and teacher in Mathioya District of Muranga County. The findings indicated that teaching learning resources were available in most schools and were properly used. However, the

present finding is in line with that of Mphale and Mhlauli (2014) who conducted a study to investigate factors that were associated with low students' academic performance at junior secondary schools in Botswana. The study finding showed that there were inadequate teaching and learning resources in most secondary schools.

Further from the observation schedules at pre-primary centres, it was evident that majority of the ECDE centres did not have adequate teaching and learning resources whereby 67.8% of the centres did not have animal pictures, 63.3% did not have letter charts and 71.0% of the centres did not have three letter flash cards. It was further observed that only 29.0% of the centres had adequate letter cards, 48.4% had adequate letter sound chart and 63.3% had number chart, however, they were not adequate. With a lot of concern, it was observed that more than 71.0% of the centres did not have coloured objects displayed at the walls, shape chart and colour chart. This finding is in line with that of Mphale and Mhlauli (2014) who conducted a study to investigate factors that were associated with low students' academic performance at junior secondary schools in Botswana. The study finding showed that there were inadequate teaching and learning resources in most secondary schools.

4.3.2.4 Descriptive Analysis of Preschoolers' Participation in ECE (Absenteeism, Punctuality, and Retention)

Preschool teachers were provided with 8 items that were designed to investigate the extent preschool children participated in ECE in terms of daily attendance, punctuality and retention. They were required to rate the statements from a five-point scale ranging from strongly agree to strongly disagree. The teachers' response to various items is summaries in table 4.11.

Table 4. 11: pre-schoolers' Participation in ECE (Absenteeism, Punctuality and Retention)

Item	SA	A	U	D	SD	Total
Preschool children regularly attend class	19 (7.1%)	106 (39.6%)	12 (4.5%)	56 (20.9%)	75 (28.0%)	268 (100%)
Preschool children have adequate opportunity to learn	34 (12.7%)	119 (44.4%)	33 (12.3%)	28 (10.4%)	54 (20.1%)	268 (100%)
Preschool children have enough available time for learning	32 (11.9%)	140 (52.2%)	18 (6.7%)	28 (10.4%)	50 (18.7%)	268 (100%)
Preschool children are punctual for daily lessons	29 (10.8%)	118 (44.0%)	21 (7.8%)	51 (19.0%)	49 (18.3%)	268 (100%)
Preschool children are usually come to school	29 (10.8%)	128 (47.8%)	20 (7.5%)	42 (15.7%)	49 (18.3%)	268 (100%)
School retains children for all the levels as prescribed by the Ministry of education	59 (22.0%)	112 (41.8%)	10 (3.7%)	46 (17.2%)	41 (15.3%)	268 (100%)
Preschool children usually complete the preschool education programme before joining grade one	73 (27.2%)	99 (36.9%)	9 (3.4%)	35 (13.1%)	52 (19.4%)	268 (100%)
We have very high levels of transfer of preschool children from our school to other schools	42 (15.7%)	62 (23.1%)	17 (6.3%)	75 (28.0%)	72 (26.9%)	268 (100%)
Average						268 (100%)

From table 4.11, various aspect were assessed related to preschoolers' participation in ECE in terms of daily attendance, punctuality and retention. The results shows that only 46.7% (strongly agreed and agreed) of preschool children regularly attended classes, 57.1% (strongly agreed and agreed) of the preschoolers had adequate opportunity to learn while

64.1% (strongly agreed and agreed) of the children had enough available time for learning. On the same time, 54.8% and 58.6% (strongly agreed and agreed) of the preschool children were punctual for daily lessons and usually come to school respectively. This finding generally shows that most preschool children regularly attend classes and had adequate opportunity and time to learn. This finding is not supported by Drajo (2010) who found out that secondary school heads teachers did not manage finances well which led to low access to quality education in Adjumani District, Uganda.

Further, during the interview with the head teacher on preschoolers' access to quality education, one head teacher had this to say:

> *We have been having problems in our preschool, most children do not come to school regularly and others come to school very late. This greatly affects the children performance and participation in ECE programme (HT,06)*

The above response from the interviews with the primary school head teachers show that most preschool children do not access quality education by regularly attending school. This finding is supported by Huka, (2013) who conducted a study on the effect of leadership style on performance in KCSE examinations in Nairobi, Kenya. The findings of the study indicated that lack of teachers' involvement leads to teachers' desert out of duty, excessive excuses, absenteeism and complaints leading to general ineffectiveness, inefficiency, low productivity and non achievements of school goals.

The results further show that 63.8% of the teachers observed that the school retained children for all the levels as prescribed by the Ministry of Education however 32.5% of the teachers indicated that the children in their centres did not complete the preschool education

programme before joining grade one. This is an indication that 32.5% of preschool children joined grade one without necessary going through all the preschool stipulated levels as prescribed by the ECDE policy framework. At the same time 38.8% of the teachers observed that they witnesses high levels of transfer of preschool children from their school to other schools. This is an indication that a good number of children were either moved from their school or joined their school during any time of the year. The study finding is in agreement with Brunner (2017) who showed that a good number of pupils were not fully involved in learning and performed poorly in schools.

4.3.2.5 Descriptive Analysis of Preschoolers' Access to Child Friendly Learning Environments

Preschool teachers were required to give information related to the preschoolers' access to a child friendly learning environment in various ECDE centres they taught. Their responses are summarised in table 4.12.

Table 4. 12: Preschoolers' Access to Child Friendly Learning Environment

Item	SA	A	U	D	SD	Total
The learning environment for preschool children is safe	52 (19.4%)	106 (39.6%)	9 (3.4%)	17 (6.3%)	84 (31.3%)	268 (100%)
The learning environment for preschool children is stimulating	26 (9.7%)	122 (45.5%)	11 (4.1%)	34 (12.7%)	75 (28.0%)	268 (100%)
The school has appropriate number of classrooms accessible to all children including those with special needs	11 (4.1%)	72 (26.9%)	12 (4.5%)	66 (24.6%)	107 (39.9%)	268 (100%)
The school has adequate and separate sanitation facilities for girls and boys	23 (8.6%)	96 (35.8%)	15 (5.6%)	51 (19.0%)	83 (31.0%)	268 (100%)
School discipline is administered in a manner consistent with the child's human dignity	51 (19.0%)	142 (53.0%)	16 (6.0%)	23 (8.6%)	36 (13.4%)	268 (100%)
The children usually have positive experiences and interactions with various learning resources	57 (21.3%)	110 (41.0%)	28 (10.4%)	35 (13.1%)	38 (14.2%)	268 (100%)
Teaching is presented in a well managed classroom	62 (23.1%)	105 (39.2%)	34 (12.7%)	33 (12.3%)	34 (12.7%)	268 (100%)
We have child sized tables and chairs	41 (15.3%)	97 (36.2%)	16 (6.0%)	43 (16.0%)	71 (26.5%)	268 (100%)
We have child-sized toilets	16 (6.0%)	51 (19.0%)	6 (2.2%)	81 (30.2%)	114 (42.5%)	268 (100%)
The school has music and movement area having a variety of musical instruments	12 (4.5%)	21 (7.8%)	10 (3.7%)	74 (27.6%)	151 (56.3%)	268 (100%)
The school outdoor area is spacious with tyres and merry-go-round	15 (5.6%)	33 (12.3%)	18 (6.7%)	87 (32.5%)	115 (42.9%)	268 (100%)
The school has art area with enough paints, paint brushes, crayons and papers.	11 (4.1%)	14 (5.2%)	6 (2.2%)	105 (39.2%)	132 (49.3%)	268 (100%)
Average						268 (100%)

As reflected in table 4.12, various items were used to determine the extent preschool children accessed child friendly learning environment in various ECDE centres. From the results, it is evident that only 59% (strongly agreed and agreed) of preschool children who learned in safe environment, 55.2% (strongly agreed and agreed) of the pre-schoolers accessed stimulating learning environment while only 31% of the surveyed schools which had appropriate number of classrooms accessible to all children including those with special needs. This finding shows that there is low access of preschool children to child friendly learning environment. The present finding is not in line with that of Khan (2015) who revealed that there were essential physical resources in Pakistani public schools.

The questionnaire item "The school has adequate and separate sanitation facilities for girls and boys" registered 23(8.6%) of the teachers who strongly agreed with it and 96(35.8%)who agreed, while 15(5.6%) were undecided, as 51(19.0%) disagreed, and 83(31.0%) strongly disagreed. This is an indication that only 44.4% of preschool learners had access to adequate separate sanitation for girls and boys which is a very crucial aspect of child friendly learning environment. On the extent preschool centres administered discipline in a manner consistent with the child's human dignity, 51 (19.0%), 142 (53.0%), 16(6.0%), 23 (8.6%) and 36 (13.4%) of the teachers strongly agreed, agreed, were undecided, disagreed, and strongly disagreed respectively that their schools administered discipline in a manner consistent with the child's human dignity. This finding shows that 22% of the ECDE centres violated children's dignity by employing discipline approaches which were inappropriate. This finding shows that majority of preschoolers did not access quality education. This finding is supported by Pongoh (2014) who reported that majority of

Principals did not management their school well to ensure that their schools had appropriate teaching and learning resources in Manado city, Indonesia.

At the same time, only 62.3% (strongly agreed and agreed) of the teachers observed that the children at their ECDE centres usually had positive experiences and interactions with various learning resources, 62.2% (strongly agreed and agreed) of the teachers indicated that teaching in their school was presented in a well-managed classroom while 51.5% (strongly agreed and agreed) of the teachers observed that they had child sized tables and chairs for their children to use. From the above finding, it is evident that more than half of preschoolers in ECDE centres had positive experiences and interactions with various learning resources, accessed lessons in well managed classroom and had child sized tables and chairs for their children to use which are all associated with child friendly learning environment. The finding is supported by Yadar (2014) who conducted a study to identify the extent to which head teachers ensured learners' accessed education. The study findings indicated that not all learners accessed quality education.

In addition, the study established that only 12.3% and 17.9% (strongly agreed and agreed) of the preschool teachers who observed that their schools had music and movement area having a variety of musical instruments and outdoor area was spacious with tyres and merry-go-round respectively. The questionnaire item "The school has art area with enough paints, paint brushes, crayons and papers" registered 11(4.1%) of the teachers who strongly agreed with it and 14(5.2%) who agreed, while 6(2.2%) were undecided, as 105 (39.2%) disagreed, and 132(49.3%) strongly disagreed. This is evidence that 88.5% of the ECDE children did not access enough paints, paint brushes, crayons and papers which are important in teaching

of creative activity area. This finding generally indicates that very few learners had access to child friendly learning environment where learners practised art, music and movement related activities. The present finding concurs with that of Kindiki (2009) who carried a study on the effectiveness of Boards of Governors in curriculum implementation in secondary schools in Kenya. The study established that not all secondary schools had necessary facilities for curriculum implementation.

On the extent preschool children were exposed to children friendly environment, throughout the interviews, a good number of head teachers frequently reported that their school outdoor environment was not safe for preschoolers. In this regard, this is what some the head teachers said:

> *"In this school as you can see, there is an open space without a gate and a proper fence, therefore, no security for some of the outdoor components that we have. Like last week some old boys entered the school compound and damaged the only swing we had. Presently the swing is not in good condition and the school doesn't have money for repairing it"(HT-16).*

One of the preschool head teachers from one of the rural schools had this to say:

> *"The school has a big playground, however with great concern; this playground is being used by the local community as a grazing point. This denies my ECDE children time to play during school days. Usually I am told, some parents pay a yearly fee so as to graze in the field. To me, this leads to security problems and these animals usually damages some of the permanent outdoor components, if I try to stop this local people chance of grazing in the field as a head teacher, they will never give me humble time to stay even one month in their school. Head teacher don't stay in this school for more than two year, I am also new here (HT-13).*

Another head teacher had this to say about the effectiveness of outdoor equipment:

> *"As you can see, many material and equipment are not well maintained in this school. This in most cases cause injury to the pupils because the county government has failed to give us resources to learn ECDE programme (HT-11)".*

The above quotes from the various interview schedules with primary school head teachers, it is evident that most preschool children were not exposed to child friendly environment. The present finding is not in line with that of Khan (2015) who revealed that there were essential physical resources in Pakistani public schools.

On preschoolers' access to child friendly learning environment, approximately a quarter of the head teachers raised concerns about the design of various outdoor equipment in playgrounds. This is what some of the teachers said about the design of various outdoor components:

> *"In fact there is no enough interesting equipment for all my ECDE children. This makes my children to dislike the guided outdoor activities that require the use of these outdoor components that are not well designed like the swings which is located on a muddy ground. This is perceived to lower preschoolers' acquisition of social and cognitive skills they should acquire while at preschool level " (HT-12).*

A head teacher who was bitter about the state of the playground also observed:

> *"The landscape of the playground in our school and the field is too small and most of the permanent equipments are not adaptable to various age level activities especially the children in pre-primary one who cannot compete for the few types of equipment within our playground. Also the Lack of play space and facilities in the outdoors is actually an impediment to pupils play"[HT-04]*.

On the Play equipment's ability to accommodate varieties of learning styles as an aspect of child friendly learning environment, it was established that most equipment used at ECDE centres at most schools were inadequate and not adaptable to various learning styles as illustrated by the following head teacher:

> *"The physical development equipment like climbers, slides and balancing devices are located far away from my ECDE class hence the children take a lot of time to go there. In addition these equipments are not well designed hence they don't offer many types and levels of challenge and stimulations to all children" (HT-18).*

Another head teacher observed*:*

> *"My ECDE teachers usually use a small playground which is not well designed and has many potholes hence not appropriate for the different age level learners*"*(HT-08).*

Another Head teacher who was concerned about the state of the permanent equipment in their school also observed*:*

> *"The only swing we have cater for old boys because we have a class enrolment of 95pupils in all our ECDE classes. Hence only big boys are able to struggle and use this equipment" (HT-18)*

The above responses from different interview schedules with primary school head teachers indicate that a good number of preschoolers did not access child friendly learning environment. This finding is supported by Pongoh (2014) who reported that majority of Principals did not manage their school well to ensure that their schools had appropriate teaching and learning resources in Manado city, Indonesia.

Further from the observation schedules at pre-primary centres 18, 19 and 29, it was observed that pre-primary pupils were playing in unsafe playground which had sharp stones and potholes while 83.9% of the centres visited had classrooms which were not appropriate for children with special needs. Also at pre-primary centres 08, 12, 13 and 22, the children were using desks that were not of the appropriate size for children and majority of the children at this centres were compelled to stand as they did their classwork. The present finding is not in line with that of Khan (2015) who revealed that there were essential physical resources in Pakistani public schools.

4.3.3 Relationship between Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

To investigate whether there was any statistical relationship between the Head Teachers' human resource management skills and preschoolers' access to quality Education, the null hypothesis was tested.

Hypothesis 1:

There *is no statistically significant relationship between the Head Teachers' human resource management skills and preschoolers' access to quality educatio*n.

To do this, a Pearson Product Moment Correlation Coefficient was computed; with overall scores from the five aspects of preschoolers' access to quality education (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention), and access to child friendly learning environments) put together as dependent variable and scores of the Head Teachers' human resource management skills, as the independent variable. All the items were appropriately reversed so that high scale represented high level preschoolers' access to quality education and high Head Teachers' human resource management skills, and vice-versa. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05. Preliminary analyses were performed to ensure no violation of the assumptions of normality. Table 4.13 shows the correlation analysis results in SPSS output.

Table 4. 13: Correlation between Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

		Headteachers' Management of Human Resources	Preschool Children' Access to Quality Education
Headteachers' Management of Human Resources	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	268	268
Preschool Children' Access to Quality Education	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	268	268

**. Correlation is significant at the 0.05 level (2-tailed).

The finding of the study shows that there was statistically significant positive correlation (r=.593, n=268, p<.05) between the Head Teachers' human resource management skills and preschoolers' access to quality Education. Given that the relationship was statistically significant, the hypothesis that, "there *is no statistically significant relationship between the Head Teachers' human resource management skills and preschoolers' access to quality education*" was rejected. It was therefore concluded that Head Teachers' human resource management skills significantly correlated to the overall preschoolers' access to quality Education. This finding is consistent with that of Mohammed (2014) who carried a study on the impact of educational management in Ghana. The study showed that improving educational quality is when the heads of the institutions provide assistance to their teachers by providing them with feedback, and good services. On the contrary, the present finding is not supported by Adeyemi (2010) who carried a study to establish the influence head teachers' managerial competencies on pupils' achievement in social studies in South west Nigeria. The study

found that there is no statistical significance influence of teacher's qualifications in explaining changes in student performance.

Further, when asked on how head teachers' competencies in human resource management influence preschoolers' access to quality education, one of the sub-county ECDE officers observed that:

> *As an education officer in this region, it goes without any argument that the head teacher is the school and the school is the head teacher, all the activity within the school are always initiated and supervised by the head teachers. In fact head teachers with better human supervision and management competencies plan the ECDE programmes well; try new things and their teachers do their best to improve learning (SCECDEO, 1).*

From the above assertion, there is evident of positive relationship between head teachers management of human resources and preschoolers' access to quality education. This finding is supported by Maicibi (2013) who opined that all institutions or organizations are made up of human beings and other non human resources. The study also asserts that when all resources are brought together, the institutional goals and objectives are fully realised. Every institution should strive to attract and retain the best of human resource.

In addition, on the relationship between head teachers' human resource management and preschoolers' access to quality education, another Sub-county ECDE officer had this to observe:

> *The head teachers are playing a crucial role in the implementation of ECDE educational reform and development. In the school system, the head teacher as an administrator influences his or her teachers to achieve the goals and objectives of the school. The fundamental goal of the school is to enhance the teaching and learning process. Hence the school administrators should endeavour to influence the behaviours of the teachers and other workers so as to achieve the goals of the school. Thus, when head teachers are effective in the management of human resources in their schools, the school*

> *performance improves, the workers and teachers are motivated hence the learners receive the best from the given education system (SCECDEO, 4).*

The above excerpts from the interviews show that there is a positive relationship between head teachers human resource management competencies and preschoolers access to quality education. In particular, it can be observed that when head teachers are effective in the management of human resources in their schools, the school performance improves, the workers and teachers are motivated hence the learners receive the best from the given education system. This finding is supported by Babatunde (2014) who established that the management skills used by principals had a significant correlation with management effectiveness and schools' general learning outcome and quality education.

The above finding was further supported by another education officer who had this to say:

> *Currently in our school setting, the head teachers usually act as instructional leader and they usually play key role in ensuring that there is effective and persistent communication of school mission to staff, parents, and students. (SCECDEO, 3).*

The above extract gleaned from the interview excerpt shows the head teachers of primary schools have a key role as human resource managers by acting as instructional leader and ensuring that there is effective and persistent communication of school mission to staff, parents, and students. This finding is in line with that of Mulford (2016) who conducted a research on the participatory decision making on encouraging teacher responsibility in Ethiopia. The study's finding indicated that the head teachers' participatory decision making encouraged teachers to assume a greater responsibility for what happened in a school, hence increasing teacher's ownership of change, giving teachers a voice in school

policy and making better use of professional expertise. This was found to increase the quality of education given in a given institution.

4.3.4 Correlation between Head Teachers' Human Resource Management Skills and Various Aspects of Preschoolers' Access to Quality Education

The study further sought to explore the relationship between Head Teachers' human resource management skills and various aspect of preschoolers' access to quality Education. To do this, a Pearson Product Moment Correlation Coefficient was computed and the findings are presented in Table 4.14.

Table 4. 14: Correlation between Head Teachers' Human Resource Management Skills and Various Aspects of Preschoolers' Access To Quality Education

		Headteachers' management of human resources
Quality nutrition , health and safety in ECD	Pearson Correlation	.419**
	Sig. (2-tailed)	.000
	N	268
Child acquisition of literacy competencies	Pearson Correlation	.357**
	Sig. (2-tailed)	.000
	N	268
Resource adequacy in ECD	Pearson Correlation	.587**
	Sig. (2-tailed)	.000
	N	268
child participation in ECE	Pearson Correlation	.607**
	Sig. (2-tailed)	.000
	N	268
Child friendly learning environments	Pearson Correlation	.363**
	Sig. (2-tailed)	.000
	N	268

**. Correlation is significant at the 0.05 level (2-tailed).

The findings of the study confirm that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of human resources and all the five aspects of pre-schoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). Table 19 further indicates that although a statistically significant relationship was established, the magnitude of correlation was different between various aspects of pre-schoolers' access to quality education and the headteachers' management of human resources. For example, child participation in ECE (absenteeism, punctuality, retention) had the highest correlation ($r=.607$), while preschool children's acquisition of basic literacy competencies had the least correlations ($r=.357$) to headteachers' management of human resources as one of the perceived headteacher management skills/competencies.

This finding is in line with that of Jay (2014) who employed descriptive research design with 190 respondents. Findings indicated that there was a positive relationship between secondary school principals' management styles and teachers' performance in Gambella Regional State, Ethiopia. However, the finding is not in line with that of Matzler (2014) who conducted a study on the impact of teacher knowledge on student achievement in Munich. The study correlations revealed that there was a weak positive relationship between head teacher supervisory role and students' achievement.

The findings are further supported by qualitative results that were generated from the interview with the one of the sub-county ECDE officer who observed that:

> *In preschool centres where learners access quality education, the primary school head teachers usually ensure that there is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to the school's goals, priorities, assessment procedures, and accountability. When the head teacher creates good working environment, the staff members usually accept responsibility for the learners' learning of the essential curricular goals. This usually improves the quality education children receive in the given learning environment (SCECDEO, 07).*

The declarations articulate the stance that primary school head teachers play a crucial role in ensuring that children receive quality education. This is usually done by head teachers who possess human resource competencies related to creating good working environment to all teachers and other stakeholders. Further, one primary school head teacher observed that:

> *The head teachers have a crucial role of ensuring that there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. This good teaching and learning environment is usually associated with better academic achievement and quality access to education.*

The above response from the interviews with the primary school head teacher show that the headteachers have a crucial role of ensuring that all human resources in their institution work in an environment free from all threat and oppressive conditions. This good teaching and learning environment is usually associated with better academic achievement and quality access to education. The results of the analysis agreed with Marzano (2015) who posited that a successful head teacher creates school culture where all stakeholders are involved in achievement of school. The study further established that there was a positive relationship between the management of human resource and students' academic achievements.

4.3.5 Regression of Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

In order to estimate the level of influence of Head Teachers' human resource management skills on preschoolers' access to quality education, a coefficient of determination was computed using a regression analysis whose results were as shown in Table 4.15.

Table 4. 15: Regression Analysis of Head Teachers' Human Resource Management Skills and Preschoolers' Access To Quality Education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593[a]	.352	.350	29.459

a. Predictors: (Constant), Headteachers' Management of Human Resources

The model shows that Head Teachers' human resource management skills alone accounted for 35.2% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .352. This finding is supported by Chemutai (2015) who did a study on the role of school principals as human resource managers in secondary schools in Nandi County, Kenya. The study showed that main roles of the secondary school principals as a human resource manager were to relate well with the staff, encourage team work, staff empowerment and staff career developments which are all related to human resource management competencies.

This finding is supported by one county ECDE officer who indicated that:

> *In schools where learners receive quality education, the school administrators guided by school head teachers usually ensures that there is a climate of high expectations in which the staff believes and demonstrates that all learners can obtain mastery of the school's essential curriculum. The head teachers also believe that teaching staff have the capability to help all learners obtain that mastery (CECDEO, 1).*

In addition one head had this to say in support of the previous observation:

> *The head teachers' competencies in human resource management are very important in effective management of teaching and learning process. The competencies that are usually associated with better academic achievement and quality education includes the head teachers' ability to improve staff welfare, maintenance of proper communication among and between teaching and non teaching staff, ensuring that the teachers receive training and retraining in relation to changes in the teaching and learning process(HT, 011).*

The above statements gleaned from the interview excerpt shows that primary school head teachers' human resource competence related to proper communication among and between teaching and non-teaching staff and adequate supervision of teaching staff are positively associated with better academic performance of learners and generally quality of education received by learners. This finding concurs with that of Makuto (2014) who conducted a study on the influence of head teachers' management practices on pupils' academic performance at Kenya Certificate of Primary Education Examination in Teso North District. Results showed that head teachers' management practices affect academic performance of pupils at Kenya Certificate of Primary Education. The finding is further supported by Bouchamma, Basque, and Marcotte (2014) who investigated principals' beliefs, perceptions and self-efficacy on school management competencies in Canada. The study established that among other factors perceived in management of educational services were human resources, learning environment and administration.

In addition, linear regression was generated to estimate the actual influence of the Headteachers' management of human resources on overall preschoolers' access to quality Education, as shown in Table 4.16.

Table 4. 16: coefficient of the relationship between Headteachers' management of human resources and overall preschoolers' access to quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.844	6.575		9.406	.000
	Headteachers' Management Of Human Resources	3.034	.252	.593	12.025	.000

a. Dependent Variable: Preschool Children' Access To Quality Education

Regression equation: $Y=61.844 + 3.034X_1+ \varepsilon$

Where, Y is preschoolers' overall access to quality education and X_1 is the Head Teachers' human resource management skills.

It is evident from Table 4.16 that if the headteachers' human resource management skill was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .593 standard deviation units. On the same note, if the headteachers' human resource management skills increase by one unit then the level of the overall pre-schoolers' access to quality Education would improve by 3.034 units; this is a substantial effect from one independent variable. In addition, the *P*-value was 0.000 which is less than .05, confirms a statistically significant influence of the headteachers' human resource management skills on the overall preschoolers' access to quality Education. This finding concurs with that of Makuto (2014) who conducted a study on the influence of head teachers' management practices on pupils' academic performance at Kenya Certificate of Primary Education Examination in Teso North District. Results indicated that head teachers' ineffective human resource, financial management and inadequate teaching/learning resources affect negatively the pupils' academic performance. The finding is further in line with that of Ugoani (2014) who acknowledged that there was a

significant positive relationship between head teachers' competencies and effective management of basic education in Nigeria.

This finding is consistent with the observation of the ECDE teacher who indicated that:

> *I believe it is the head teacher who can make the school work environment conducive for teachers through pertinent practices that include; promotion of staff unity, motivation of teacher to work, staff safety from external attacks and good teacher community relationship. For good work to be done in the school and child perform well, the motivation and mood of teachers is equally important. This is usually done through the head teachers' capacity and strategies of making prompt payment to PTA teachers, and ensuring a safe and healthy working environment (ECDET, 09).*

The above observation is further supported by another ECDE teacher who observed that:

> *School performance greatly improves when the headteacher has good communication network in the school to enable the teachers to be constantly informed of the progress being made in the school. I believe that for ECDE pupils to receive quality education, the head teachers should fully encourage all stakeholders' participation and planning of ECDE programme and activities (ECDET, 10).*

The above statements gleaned from the in-depth interview with ECDE teacher 9 and 10, there is evidence that when the primary school head teachers are more competent in managing the human resource available to them, the quality of education in their institution respectively improves. In addition the Sub-county ECDE officer indicated that:

> *As an education officer, I have come to understand that Human resource management is a basic function of management that determines the performance of staff in any organization. Like in the preschool setting, the effective understanding and discharge of the Head's responsibilities and accountability necessitates that the head teachers retain the confidence of the School Executive through leadership that is exercised in a fair, open and responsive manner. This usually entails the management and control of the teaching and non teaching staff that are responsible in the implementation of ECDE programme (SCECDEO, 05)*

Another Sub-county ECDE officer also observed that:

> *Head teachers are the senior administrators at a school and are responsible for managing staff and supervising the government's policies implementation*

> *at school level. Head teachers motivate and lead their teaching staff, evaluate their performance and set goals and expectations. They provide vision and leadership for a school and are ultimately responsible for keeping the smooth running of a school. The presence of a good head teacher is key to the recruitment and retention of good teachers. Head teachers often provide training to their staff. In addition, they often serve as the spokesperson for their school to parents and the community at large. They also often have some oversight over curriculum choices. When head teachers discharge these duties effectively and promptly, I confidently tell you that their schools perform well and the school experiences few dropouts.*

The above assertion further confirms the positive relationship between human resource management competencies and preschoolers' access to quality education in term of high retention of learners and better academic achievement. This finding is supported by Babatunde (2014) who concluded that management skills used by principals of Secondary Schools in Oyo State, Nigeria had a significant correlation with management effectiveness and quality of education in their institutions. This finding is further in line with that of Jay (2014) who reported that there was a positive relationship between secondary school principals' leadership styles and teachers' performance in Gambella Regional State, Ethiopia.

The study further sought to illustrate the relationship between the Head Teachers' human resource management skills and preschoolers' overall access to quality education, a scatter plot was generated as shown in Figure 4.1.

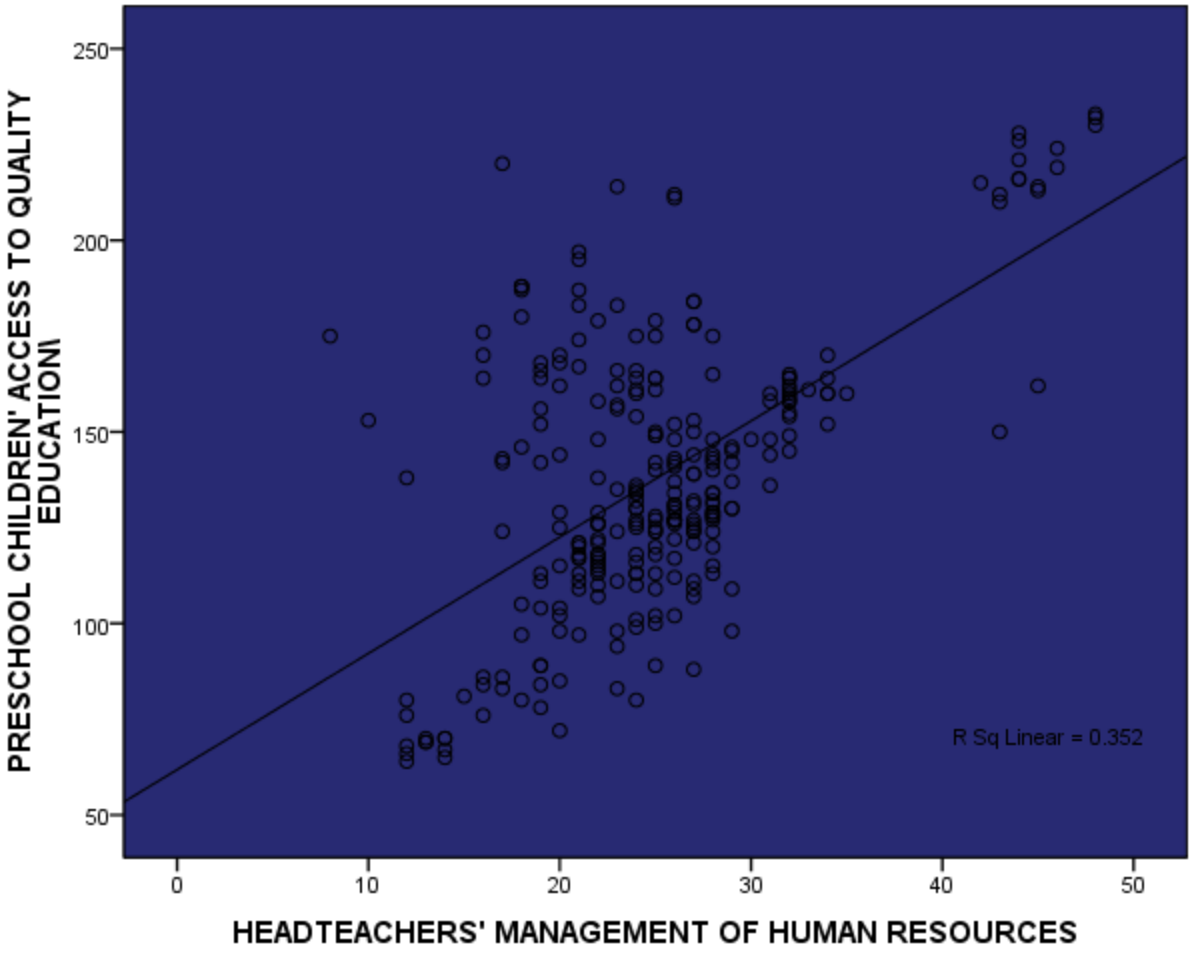

Figure 4. 1: Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

The scatter plot shows that there was some evidence of positive correlation between the two variables, as the pattern of dots seem to slope from lower left to upper right, an indication of a positive correlation between the two variables. The line of best fit (trendline) further confirms this since the coordinate points seem to cluster near the line of best fit and are scattered around it forming almost a visible pattern. The fact that the scatters tend to concentrate in the neighbourhood of the identity line imply the relationship is real and not by chance. This finding concurs with that of Makuto (2014) who revealed that head teachers' management practices that influenced poor performance of pupils at Kenya Certificate of

Primary Education (KCPE) in Teso North District, Kenya included poor human resource and financial management as well as inadequate teaching/learning resources. On the contrary, the present finding is not in line with that of Matzler (2014) who conducted a study on the impact of teacher knowledge on student achievement in Munich. The study correlations revealed that there was a weak positive relationship between head teacher supervisory role and students' achievement.

From in-depth interviews with the primary school head teachers and ECDE teachers, the study generally established that there was a positive relationship between the head teachers' human resource management competencies and preschoolers' access to quality education. The following statements bear testimony to this:

> *When my head teacher recognizes me as a human being, this greatly encourages me to work hard, prepare my lesson well and my children usually perform well. However, when he/she does not recognize me as human being with feelings, interest, needs and emotions and does not treat me with fairness and respect, then I do very little to help the children (ECDET, 08).*

In another interview schedule, the ECDE teacher further added that:

> *In the effective school, the head teacher ensures that the parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission (ECDET, 12).*

On the relationship between head teachers' human resource management competencies and preschoolers' access to quality education, another sub-county ECDE officer had this to observe:

> *Schools that have successfully provided quality education to their children, you find that the head teachers have established policies and procedures for authority relationships, reporting patterns, the chain of command,*

departmentalization, and various administrative and subordinate responsibilities. Further, you find that the head teachers have in place well stipulated procedure of hiring competent personnel to utilise the available resources.

In regard to the qualitative findings, the current study established that there is a positive relationship between the head teachers' ability to manage human resources in their school and the quality of education the learners receive. Therefore, the schools that have head teachers who are more competent in terms of human resource management, majority of preschoolers in their school possess basic literacy competencies, their school witness few cases of learner absenteeism while the children are usually punctual for lessons and retention rates of learners are relatively higher. The current finding is in line with that Karisa (2015) who conducted a study on the impact of managerial competencies of heads of departments on students 'academic performance in secondary schools in Magarini Sub County, Kilifi County, Kenya. The study finding revealed that competencies that were necessary for head of institutions' success included team building, planning, organizing, co-ordination, translating curriculum objectives into teaching/learning activities and finance. The finding is further consistent with that of Lena (2015) who explored the influence of head teachers' management practices on students' academic performance in public secondary schools. The findings indicated that head teachers' management practices of communication, motivation and supervision greatly influenced learners' academic performance in national examinations.

Also from the observation schedule at pre-primary school 4, it was observed that the head teacher at this school had established school policy and procedures for teachers' reporting

patterns, checking pupils' exercise books and monitoring lessons at progress. This was found to enhance supervision of pre-primary teachers' work and was found improved pre-primary children's access to quality education where by teachers came to school in time and marked pupils exercise books regularly.

4.4 Head Teachers' Financial Management Skills and Preschoolers' Access to Quality Education

In this section, the study presents results related to the second objective which sought to determine the influence of head teachers' financial management skills on preschoolers' access to quality Education. In order to achieve this, both qualitative and quantitative data was collected using questionnaires and interview schedules from respective respondents. These results related to the second objective are summarized under the following sub headings.

4.4.1 Head Teachers' Financial Management Skills

Preschool teachers were required to assess the head teachers' financial management competencies. Their responses are summarised in table 4.17.

Table 4. 17: Descriptive Analysis of Head teachers' financial management skills

Item	SA	A	D	SD	Total
The school utilizes well the funds from the government, parents and other well wishers	43 (16.0%)	110 (41.0%)	78 (29.1%)	37 (13.8%)	268 (100%)
There are proper policies, rules and regulations governing the allocation of funds received to the school	63 (23.5%)	138 (51.5%)	47 (17.5%)	20 (7.5%)	268 (100%)
The head teacher is keen in keeping books of accounts of the school	111 (41.4%)	113 (42.2%)	28 (10.4%)	16 (6.0%)	268 (100%)
The school adheres to procurement policy	85 (31.7%)	125 (46.6%)	45 (16.8%)	13 (4.9%)	268 (100%)
The school prepares and adheres to school budgets	62 (23.1%)	149 (55.6%)	44 (16.4%)	13 (4.9%)	268 (100%)
Auditing in this school is done well	97 (36.2%)	114 (42.5%)	38 (14.2%)	19 (7.1%)	268 (100%)
Adherence to vote heads procedures is good in this school	104 (38.8%)	120 (44.8%)	21 (7.8%)	23 (8.6%)	268 (100%)
Average					268 (100%)

From table 4.17, various aspects related to the primary school head teachers' financial management competencies were assessed. The results shows that 57% (strongly agreed and agreed) of preschool teachers indicated that the head teachers in their schools utilized well the funds from the government, parents and other well wishers. This is an indication that 43% of the head teachers lacked financial competencies related to the utilization of funds available in school. The study further establishes that 75% (strongly agreed and agreed) of the head teachers had proper policies, rules and regulations governing the allocation of funds

received to the school while 83.6% (strongly agreed and agreed) of the head teachers were keen in keeping books of accounts of the school. This finding concurs with that of Ngure (2012) who investigated the impact of resource utilization in education in secondary schools as perceived by principal and teacher in Mathioya District of Muranga County. The findings indicated that that most principal kept good financial record.

The results further show that 78.3% (strongly agreed and agreed) of preschool teachers observed that their head teachers ensured that the school management board adhered to procurement policy. However, it was observed by 21.9% of preschool teachers that their head teachers were not in position to prepare and adhere to school budgets. This shows that only 78.7% of ECDE centres prepare and adhere to school budgets. At the same time, 78.7% and 83.6% of preschool teachers (strongly agreed and agreed) indicated that auditing in their school was done well and adherence to vote heads procedures was good in this school respectively. Generally, the results show that more than 75% of the head teachers had financial management competencies required to run schools. The finding is in line with that of Dahlia, Danilo, Danilo, Marc, and Rene (2016) who revealed that school heads in Philippine demonstrated a satisfactory performance in the management of finances. However, this present finding is not supported by Lima (2011) who analyzed the effect of activity-based costing on academic expenses. The study showed that there was a storm blowing over the education system because of poor financial management of institutions.

This finding is further supported by one Sub-county ECDE officer who indicated that:

> *The Head of School is responsible for the effective management of the School and ensuring provision of academic and strategic leadership. The Head of School is the budget holder and is financially accountable to the government on the quality of education learners receive.*

From the above assertion, it is evident that in primary school, it is the primary school head teacher who is responsible for all financial transactions and his/ her financial competencies are crucial in the effective running of a learning institution.

On the contrary, one sub-county ECDE officer observed that:

> *Many head teachers lack the management and monitoring competencies related to resource allocation process within the school. These ineffective management competencies in school are associated with low standards of Education, relatively higher learners' dropouts and low transition of pupils.*

This finding is not in line with that of Onderi and Makori (2013) who analyzed the issue of BOG and PTA in the Kisii County, in their study, it was established that there were many BOG members that lacked financial management competencies. However, the present finding is supported by Kenei (2016) who found out that majority of the head teachers in Marigat and Koibatek Sub-Counties, Baringo County, Kenya had low competence in financial management in areas such as dealing with budgeting, preparation of books of accounts, procurement. Other areas of low management competence included low competence in management of time for instruction, school learning resources, human resource hence affecting pupils academic performance at various variances.

Form the observation schedule at pre-primary centres 01, 07, 09 and 30, it was observed that the head teachers in the four schools utilized well the funds from the government, parents and other well-wishers. This was because the head teachers in these schools were keen in keeping books of accounts and usually adhered to procurement policy. The finding is in line with that of Dahlia, Danilo, Danilo, Marc, and Rene (2016) who revealed that school heads in Philippine demonstrated a satisfactory performance in the management of finances.

4.4.2 Correlation between the Head Teachers' Financial Management Skills and Pre-schoolers' Access to Quality Education

To investigate whether there was any statistical relationship between the Head Teachers' financial resource management skills and pre-schoolers' access to quality Education, the null hypothesis was tested.

Hypothesis 2:

There *is no statistically significant relationship between the Head Teachers' financial resource management skills and preschoolers' access to quality education*.

To do this, a Pearson Product Moment Correlation Coefficient was computed; with overall scores from the five aspects of preschoolers' access to quality education (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention), and access to child friendly learning environments) put together as dependent variable and scores of the Head Teachers' financial resource management skills, as the independent variable. All the items were appropriately reversed so that high scale represented high level preschoolers' access to quality education and high Head Teachers' financial resource management skills, and vice-versa. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05. Preliminary analyses were performed to ensure no violation of the assumptions of normality. Table 4.18 shows the correlation analysis results in SPSS output.

Table 4. 18: Correlation between Head Teachers' management of financial resources and preschoolers' access to quality education

		Preschool Children' Access to Quality Education	Headteachers' Management of Financial Resources
Preschool Children' Access to Quality Education	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.000
	N	268	268
Headteachers' Management of Financial Resources	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	
	N	268	268

**. Correlation is significant at the 0.05 level (2-tailed).

The finding of the study shows that there was statistically significant positive correlation (r=.599, n=268, p<.05) between the Head Teachers' financial resource management skills and pre-schoolers' access to quality Education. Given that the relationship was statistically significant, the hypothesis that, "there *is no statistically significant relationship between the Head Teachers' financial resource management skills and preschoolers' access to quality education*" was rejected. It was therefore concluded that Head Teachers' financial resource management skills significantly correlated to the overall preschoolers' access to quality Education. This finding is supported by Akeri (2016) who established that there was positive relationship between the level of financial resources management and students performance in primary schools. The present finding is also in line with that of Cardoso (2017) who established that the level of financial resource management was one of the most powerful influence on academic demand, completion and retention of education.

On the other hand on the relationship between the head teachers' management of financial resources and pre-schoolers' access to quality education, the ECDE county director of education also observed that:

> *Once the head teachers have developed workable plans and the methods for attaining them, they must work modalities of soliciting for funds and other resources needed for the school to achieve its goals. The head teachers' abilities to develop the structure of the school, acquire, coordinate and utilise various human and financial resources is crucial for the schools' success and receiving more funds to develop the school and improve the quality of education children receive at ECDE centres.*

The above statements gleaned from the interview excerpt shows there is a positive link between primary school head teachers' financial management competencies associated with developing workable plans and modalities of soliciting funds and preschoolers access to quality education. This finding is supported by Cabral (2013) who analyzed the overview of the local control funding formula in Sacramento. The study finding indicated school finance management strategies affected teacher quality of teaching directly. This finding is further in line with that of Havva and Ekber (2013) who investigated the relationship between educational resource management and academic achievement of student in Turkey. The study found that educational resources management by school administrators played a vital role in academic achievements of students.

4.4.3 Correlation between Head Teachers' Management of Financial Resources and Various Aspects of Preschoolers' Access to Quality Education

The study further sought to determine the relationship between Head Teachers' management of financial resources and various aspect of pre-schoolers' access to quality Education. To do this, a Pearson Product Moment Correlation Coefficient was computed and the findings are presented in Table 4.19.

Table 4. 19: Correlation between Head Teachers' Management of Financial Resources and Various Aspects of Pre-schoolers' Access to Quality Education

		HEADTEACHERS' MANAGEMENT OF FINANCIAL RESOURCES
QUALITY NUTRION, HEALTH AND SAFETY IN ECD	Pearson Correlation	.445**
	Sig. (2-tailed)	.000
	N	268
CHILD ACQUISITION OF LITERACY COMPETENCIES	Pearson Correlation	.222**
	Sig. (2-tailed)	.000
	N	268
RESOURCE ADEQUACY IN ECD	Pearson Correlation	.679**
	Sig. (2-tailed)	.000
	N	268
CHILD PARTICIPATION IN ECE	Pearson Correlation	.608**
	Sig. (2-tailed)	.000
	N	268
CHILD FRIENDLY LEARNING ENVIRONMENTS	Pearson Correlation	.417**
	Sig. (2-tailed)	.000
	N	268
	Sig. (2-tailed)	
	N	268

**. Correlation is significant at the 0.05 level (2-tailed).

The findings of the study indicate that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of financial resources and all the five aspects of pre-schoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). Table 4.24 further indicates that although a statistically significant relationship was established, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the headteachers' management of financial resources. For example, pre-schoolers' access to adequate resources had highest correlation ($r=.679$), while preschool children's acquisition of basic literacy competencies had the least correlations ($r=.222$) to headteachers' management of financial resources. The finding concurs with that

of Ganira, Odundo, and Muriithi (2016) who observed that Head Teachers' training in financial management led to the improved learning achievement levels of pre-primary school learners in Mombasa County, Kenya.

The above finding is further supported by a qualitative result generated from one interview schedule with one Sub-County ECDE education officer who observed that:

> *Head teachers are responsible for all financial matters that includes financial planning, resource allocation, identification of new sources of income, monitoring school expenditure to ensure that it is within appropriate levels. Other roles include ensuring the linking of resource allocation to strategic and operational planning. With the head teachers' properly management of financial resources in schools, the school performance usually improves and school strategic plans are always achieved within the required time frame (SCECDEO, 08).*

The above excerpts from the interviews show that the head teachers' ability to manage financial matters by monitoring school expenditure in accordance with strategic and operational plans was associated with improved school performance and children's access to quality education. This finding is supported by Syombua (2015) who indicated that effective financial tasks/budgetary process, budget control, updating inventories and book keeping and ordering of textbooks was given priority of financial resources and were all related to good school management and learning outcomes.

4.4.4 Regression Analysis of Head Teachers' Management of Financial Resources and Pre-schoolers' Access to Quality Education

In order to estimate the level of influence of Head Teachers' management of financial resources on pre-schoolers' access to quality education, a coefficient of determination was computed using a regression analysis whose results were as shown in Table 4.20.

Table 4. 20: Regression analysis of Head Teachers' management of financial resources and pre-schoolers' access to quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599[a]	.359	.357	29.299

a. Predictors: (Constant), Head teachers' Management Of Financial Resources

The model shows that Head Teachers' management of financial resources alone accounted for 35.9% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .359. This finding is in line with that of Ng and Szeto (2015) who established that the administrative skills of financial management were related to students' academic achievement and the quality of education of a given learning institution in China. However, the present finding is not supported by Drajo (2010) who found out that secondary school heads teachers' financial accounts management accounted for 5.3% change in learners' academic performance and quality education delivered in a given school in Adjumani district, Uganda.

In addition, linear regression was generated to estimate the actual influence of the Headteachers' management of financial resources on overall preschoolers' access to quality Education, as shown in Table 4.21.

Table 4. 21: Coefficient of the relationship between Headteachers' management of financial resources and overall preschoolers' access to quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.124	5.675		12.709	.000
	Headteachers' Management Of Financial Resources	2.702	.221	.599	12.211	.000

a. Dependent Variable: Preschool Children' Access to Quality Education

Regression equation: $Y=72.124 + 2.702X_1+ \varepsilon$

Where, Y is pre-schoolers' overall access to quality Education and X_1 is the Headteachers' management of financial resources.

It is evident from Table 4.21 that if the headteachers' management of financial resource management skill was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .599 standard deviation units. On the same note, if the headteachers' management of financial resources increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.702 units; this is a substantial effect from one independent variable. In addition, the *P*-value was 0.000 which is less than .05, confirms a statistically significant influence of the head teachers' management of financial resource on the overall preschoolers' access to quality Education. This finding is supported by Ganira, Odundo, and Muriithi (2016) who established Head Teachers' training in financial management led to the improved learning outcomes of pre-primary school learners in Mombasa County, Kenya.

In addition, the above finding is supported by one head teacher who had this to say:

> *The primary school head teachers are the ones that coordinate various kinds of resources by carrying out leadership functions through planning, organizing, leading, and monitoring various human and financial resources available in the school. When the head teachers manage the resources well, the schools always perform well and achieve its mission and vision.*

The above excerpts from the interviews show that that there is a positive relationship between head teachers' management of financial resources and pre-schoolers' academic achievement. This finding is supported by Syombua (2015) who indicated that effective financial tasks/budgetary process, budget control, updating inventories and book keeping and ordering of textbooks was given priority of financial resources and were all related to good school management and learning outcomes. The finding is further in line with that of Drajo (2010) who pointed out that head teacher's management practices was key to educational success of a given institution.

The study further sought to illustrate the relationship between the Head Teachers' management of financial resources and pre-schoolers' overall access to quality education, a scatter plot was generated as shown in Figure 4.2.

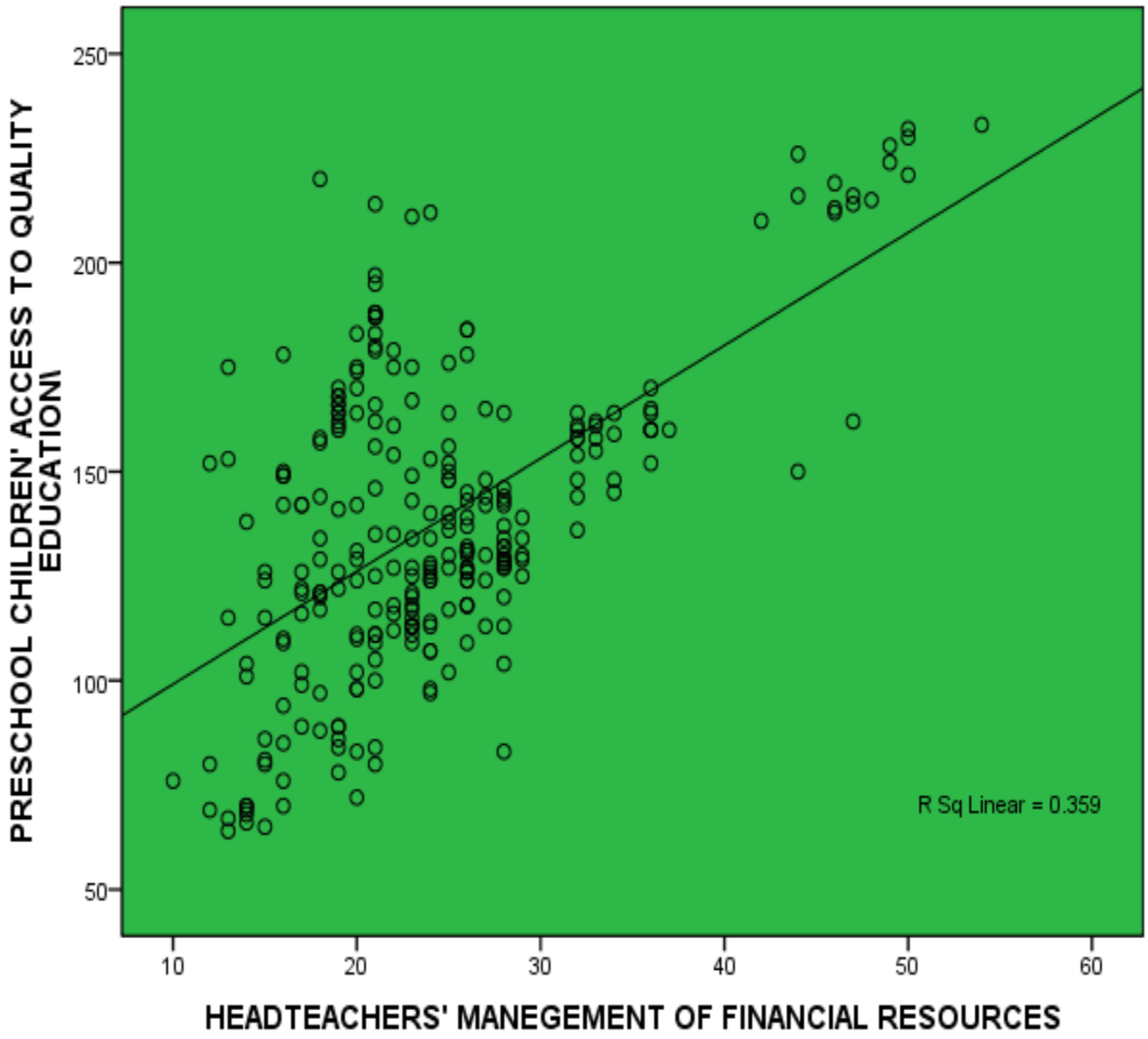

Figure 4. 2: Head Teachers' management of financial resources and preschoolers' access to quality education

The scatter plot shows that there was some evidence of positive correlation between the two variables, as the pattern of dots seem to slope from lower left to upper right, an indication of a positive correlation between the two variables. The line of best fit (trendline) further confirms this since the coordinate points seem to cluster near the line of best fit and are scattered around it forming almost a visible pattern. The fact that the scatters tend to concentrate in the neighbourhood of the identity line imply the relationship is real and not by

chance. This finding is supported by Kenei (2016) who found out that pupil's academic performance in KCPE was strongly and positively correlated with Management of school finances at a correlation coefficient of 0.571. The finding is supported by Wamalwa (2014) who examined the influence of education cost on students' academic performance in Kenya. The findings indicated that academic performance is hinged on availability and appropriate use of financial resources to acquire supportive inputs to the education process.

Further, during the interview with the Sub-county ECDE education officer, it was established that the cost of education and the sending away of preschool children for fees usually lowered preschoolers access to quality education. This usually affected the learners' retention at preschool centres. The following statement bears testimony by confirming the above finding:

> *Despite the county governments' support for preschool education, the county governments' support is not sufficient to ensure that all the ECDE programmes are managed well. Hence, the primary school head teachers usually send away learners for fees which usually make the learners to be irregular in school and sometimes lead to school dropout and low access to quality education. To make the situation worse, most preschoolers come from families with low income. This sometime makes some preschooler to stay most days at home (SCECDEO, 006)*

This finding is consistent with that of Tak, Chan and Charles Richard (2017) who conducted a study to establish the relationship between financial resources and students' academic achievements in Georgia Public University. The study identified that there was a positive relationship between financial variables competencies and students performance. This finding is further in line with that of Carhart (2016) who carried a study on school finance decisions and academic performance. The study established that there was a positive relationship between school expenditure in certain functions and average standardized test scores while controlling for the complex interactions among many other inputs.

4.5 Head Teachers' Teaching/Learning Resources Management Skills and Pre-schoolers' Access to Quality Education

This section presents results based on the third objective which sought to investigate the influence of head teachers' teaching/learning resources management skills on pre-schoolers' access to quality Education. Quantitative and qualitative data were collected to answer the research question. The results are presented under the following sub-headings.

4.5.1 Descriptive Analysis of Head Teachers' Teaching/Learning Resources Management Skills

Preschool teachers were required to assess their head teachers' teaching/learning resources management skills. Their responses are summaries in table 4.22.

Table 4. 22: Descriptive Analysis of Head teachers' teaching/learning resource management skills

Item	SA	A	D	SD	Total
This school has enough classrooms	82 (30.6%)	87 (32.5%)	66 (24.6%)	33 (12.3%)	268 (100%)
This school has enough desks for learners	59 (22.0%)	97 (36.2%)	87 (32.5%)	25 (9.3%)	268 (100%)
Teachers cover the syllabus as required	88 (32.8%)	130 (48.5%)	37 (13.8%)	13 (4.9%)	268 (100%)
This school has enough textbooks	51 (19.0%)	69 (25.7%)	119 (44.4%)	29 (10.8%)	268 (100%)
This school has enough mathematics books	45 (16.8%)	85 (31.7%)	104 (38.8%)	34 (12.7%)	268 (100%)
This school has enough language books	61 (22.8%)	89 (33.2%)	81 (30.2%)	37 (13.8%)	268 (100%)
The head teacher is involved in supervision of teaching/learning in this school	127 (47.4%)	108 (40.3%)	14 (5.2%)	19 (7.1%)	268 (100%)
Average					268 (100%)

As reflected in table 4,22, various items were used to determine the head teachers' competencies in terms of teaching/learning resources management. From the results, it is evident that 63.1% of preschool teachers (strongly agreed and agreed) observed their schools had enough classrooms, 58.2% (strongly agreed and agreed) of them indicated that they had enough desks for learners while 81.3% o(strongly agreed and agreed) of the teachers indicated that their head teachers monitored and ensured that they covered the syllabus as required.

The questionnaire item "This school has enough textbooks" registered 51(19.0%) of the teachers who strongly agreed with it and 69 (25.7%) who agreed, while 119 (44.4%) disagreed as 29 (10.8%) strongly disagreed. This is an indication that 55.2% of the head teachers did not ensure that the ECDE section in their schools had enough textbooks.

On the extent preschool centres had enough mathematics books, 45(16.8%), 85(31.7%) , 104 (38.8%) and 34 (12.7%) of the preschool teachers strongly agreed, agreed, disagreed, and strongly disagreed respectively that their schools had enough mathematics books. This finding shows that 51.5 % of the head teachers did not ensure that their ECDE centres had enough mathematics books. At the same time, only 56% (strongly agreed and agreed) of the teachers observed that their ECDE centres had enough language books however 87.7% of the teachers (strongly agreed and agreed) observed that their head teachers were frequently involved in the supervision of teaching/learning in their ECDE centres. This finding is in line with that of Nyamongo, Sang, Nyaoga, and Matoke (2014) who studied the relationship between schools based factors and students' performance in Kenya certificate of secondary examination, in Masaba North District. The study results showed that not all school

administrators ensured that their institution had teaching/learning materials such as classroom and stationeries/teaching aids.

These findings are not supported by the Sub-county ECDE officer who indicated that:

> *Teaching and learning materials are very important tools that enable teachers to deliver, provide instructions to pupils clearly, guide ECDE teachers when teaching, arouse interest to pupils to learn, motivate teacher to teach and pupils to be attentive and creative. However with a lot of concern in my Sub-county most head teachers rarely ensure that the ECDE teachers have adequate teaching and learning material. Some don't even know what goes around at ECDE section. This usually is associated with low quality education at ECDE centres. In fact, when the teacher lacks teaching and learning materials, it becomes very difficult for them to teach and provide instructions as required.*

From the above assertion, there is evidence that most head teachers lack teaching and learning resource management competencies. The finding is in line with that of Kotirde, Yunos, and Anaf (2014) who posited that the role of Nigerian secondary school principal in quality management was to maintain school standards through regularly checking physical environment and other teaching/learning facilities everywhere in the school. The study further asserted that learning was strengthened when there were enough reference materials such as textbooks, exercise books, teaching help, and classroom.

Also during the observation schedule at schools 09, 11, 18 and 24, it was observed that in the four schools, there were no enough classrooms, the desks and test books were inadequate. However, the teachers had covered the syllabus as required. It was further observed at these centres that the head teachers were usually involved in the supervision of teaching and learning at pre-primary centres. This present finding is not supported by Nyamongo, Sang, Nyaoga, and Matoke (2014) who studied the relationship between schools based factors and students' performance in Kenya certificate of secondary examination, in

Masaba North District. The study results showed that not all school administrators ensured that their institution had teaching/learning materials such as classroom and stationeries/teaching aids

4.5.2 Correlation between the Head Teachers' Teaching/Learning Resources Management Skills and Preschoolers' Access to Quality Education

To investigate whether there was any statistical relationship between the Head Teachers' teaching/learning resources management skills and preschoolers' access to quality Education, the null hypothesis was tested.

Hypothesis 3:

There *is no statistically significant relationship between the Head Teachers' management of teaching/learning resources and preschoolers' access to quality education*.

To do this, a Pearson Product Moment Correlation Coefficient was computed; with overall scores from the five aspects of preschoolers' access to quality education (resources adequacy in ECDE centres, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention), and access to child friendly learning environments) put together as dependent variable and scores of the Head Teachers' teaching/learning resources management skills, as the independent variable. All the items were appropriately reversed so that high scale represented high level of preschoolers' access to quality education and Head Teachers' teaching/learning resources management skills, and vice-versa. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05. Preliminary analyses were performed to ensure no violation of the assumptions of normality. Table 4.23 shows the correlation analysis results in SPSS output.

Table 4. 23: Correlation between Head Teachers' management of teaching/learning resources and pre-schoolers' access to quality education

		Preschool Children' Access to Quality Education	Headteachers' Management of Teaching/Learning Resources
Preschool Children' Access To Quality Education	Pearson Correlation	1	.570**
	Sig. (2-tailed)		.000
	N	268	268
Headteachers' Management Of Teaching/Learning Resources	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	268	268
**. Correlation is significant at the 0.05 level (2-tailed).			

The finding of the study shows that there was statistically significant positive correlation ($r=.570$, $n=268$, $p<.05$) between the Head Teachers' management of teaching/learning resources and pre-schoolers' access to quality Education. Given that the relationship was statistically significant, the hypothesis that, "there *is no statistically significant relationship between the Head Teachers' management of teaching/learning resources and preschoolers' access to quality education*" was rejected. It was therefore concluded that the Head Teachers' management of teaching/learning resources significantly correlated to the overall pre-schoolers' access to quality Education. This finding is supported by Ganira, Odundo, and Muriithi (2016) who conducted a study on the influence of Head Teacher Management of Preschool Programs and Learning Achievement in Mombasa County, Kenya. The study findings indicated that the head teachers' provision of good classrooms led to better academic performance of students, with more provision of stationeries followed by close teaching aids.

During the interview with preschool teachers, it was established that there was a positive relationship between the head teacher's teaching and learning resource management competencies and pre-schoolers' access to quality education. Some of the teachers observed that:

> *In our school, we have a good head teacher who always visits us at ECDE class and talk to us on how to handle various challenges as we teach. He has further ensured that our play equipment and ground are well maintained and marked. The playground markings in my school increase the levels and desire of the preschool children's participation as we conduct outdoor activities, in the absence of playground markings and sporting equipment, preschoolers don't involve themselves in vigorous activities like running around the marked field (T13).*

Another ECDE teacher also had this to observe:

> *As you can see in my school this year, our head teacher has ensured that we have enough balls and ropes. This makes my ECDE children more physically active than last year when we hand two balls which were shared among primary and ECDE children. These equipments make my children to play with a lot of enjoyment. I think it has really improved our children's participation in various ECDE activity areas and preschoolers' acquisition of quality education (T-09).*

The above responses from the interviews with the ECDE teachers show that the head teachers' management of teaching and learning material is necessary in ensuring the smooth running of ECDE programme and pre-schoolers' participation in various activity areas taught at ECDE Centres. This finding is supported by Pongoh (2014) who examined the effect of Principal Leadership and Achievement Motivation on Teaching Competence of Public School Teacher in Manado City. The study findings indicated that principal management competence had a positive impact on teaching competence of public school teachers in Manado city in Indonesia.

4.5.3 Correlation between Head Teachers' Management of Teaching/Learning Resources and Various Aspects of Preschoolers' Access to Quality Education

The study further sought to investigate the relationship between Head Teachers' management of teaching/learning resources and various aspect of pre-schoolers' access to quality Education. . To do this, a Pearson Product Moment Correlation Coefficient was computed and the findings are presented in Table 4.24.

Table 29

Table 4. 24: Correlation between Head Teachers' management of teaching/learning resources and various aspects of preschoolers' access to quality education

		Headteachers' management of teaching/learning resources
Quality nutrition, health and safety in ECD	Pearson Correlation	.445**
	Sig. (2-tailed)	.000
	N	268
Child acquisition of literacy competencies	Pearson Correlation	.172**
	Sig. (2-tailed)	.005
	N	268
Resource adequacy in ECD	Pearson Correlation	.710**
	Sig. (2-tailed)	.000
	N	268
child participation in ECE	Pearson Correlation	.540**
	Sig. (2-tailed)	.000
	N	268
Child friendly learning environments	Pearson Correlation	.385**
	Sig. (2-tailed)	.000
	N	268

**. Correlation is significant at the 0.05 level (2-tailed).

The findings of the study indicate that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of teaching/learning resources and all the five aspects of preschoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). Table 29 further indicates that although a statistically significant relationship was

established, the magnitude of correlation was different between various aspects of pre-schoolers' access to quality education and the headteachers' management of teaching/learning resources. For example, preschoolers' access to adequate resources had highest and strong positive correlation (r=.710), while preschool children's acquisition of basic literacy competencies had the least weak positive correlations (r=.172) to headteachers' management of teaching/learning resources. The current finding is supported by Rotich, Rono, and Mutisya (2014) who investigated the competence of Head Teachers in Primary School Management in Capacity Building. The findings indicated that capacity building was enhanced by primary school head teachers' competence in the Management of school resources. The finding is further supported by Ongeri (2015) whose study showed that effective board management involvement in the provision of physical facilities and material resources were related to schools' educational study.

4.5.4 Regression Analysis of Head Teachers' Management of Teaching/Learning Resources and Preschoolers' Access to Quality Education

In order to estimate the level of influence of Head Teachers' management of teaching/learning resources on preschoolers' access to quality Education, a coefficient of determination was computed using a regression analysis whose results were as shown in Table 4.25.

Table 4. 25: Regression analysis of Head Teachers' management of teaching/learning resources and pre-schoolers' access to quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570[a]	.325	.322	30.081

a. Predictors: (Constant), ead teachers' management of teaching/learning resources

The model shows that Head Teachers' management of teaching/learning resources alone accounted for 32.5% of the variation in the overall pre-schoolers' access to quality education, as signified by coefficient R^2 of .325. This finding is in line with that of Nyamongo, Sang, Nyaoga, and Matoke (2014) who found out that teaching/learning resources, teacher qualifications and head teachers supervisory role, positively correlated with learners' academic performance.

Further in relation to the head teachers' ability to ensure the availability of various outdoor components and preschool children's access to quality education, some preschool lead teachers observed:

> *In my school, our head teacher has ensured that we have enough ropes, this has provided my children opportunities to exercise the fine motor muscles as they firmly grip the rope during skipping time unlike last year when we had only four rope. When comparing last year and this year's children physical performance level, my children this year are more active and they involve themselves more in vigorous loco motor activities than last year.*

Another teacher added:

> *Our head teacher bought for us seven tyres which my ECD children push during outdoor lesson and during breaks. In the process of pushing, their hands and fingers exerts some force on the tyres and therefore strengthen the fine motor muscles. This enables my children to involve in more vigorous activities than those preschools without tyres.*

The above statements gleaned from the interview excerpts show that preschoolers' participation in ECDE programmes is enhanced when the head teachers ensures that there are enough teaching and learning materials at various ECDE centres. The present finding is in line with that of Rotich, Rono, and Mutisya (2014) who revealed that capacity building

enhanced primary school head teachers' competence in the Management of school resources and students' performance by r = 0.389 in Bomet County, Kenya.

In addition, linear regression was generated to estimate the actual influence of the Headteachers' management of teaching/learning resources on overall pre-schoolers' access to quality Education, as shown in Table 4.26.

Table 4. 26: Coefficient of the relationship between the Headteachers' management of teaching/learning resources and pre-schoolers' access to quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82.517	5.232		15.773	.000
	Headteachers' Management Of Teaching/Learning Resources	2.351	.208	.570	11.304	.000

a. Dependent Variable: Preschool Children' Access to Quality Education

Regression equation: $Y=82.517 + 2.351X_1+ \varepsilon$

Where, Y is pre-schoolers' overall access to quality Education and X_1 is the Headteachers' management of teaching/learning resources.

It is evident from Table 31 that if the head teachers' management of teaching/learning resources was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .570 standard deviation units. On the same note, if the headteachers' management of teaching/learning resources increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.351 units; this is a substantial effect from one independent variable. In addition, the *P*-value was 0.000 which is less than .05, confirms a statistically significant influence of the headteachers' management of teaching/learning resources on the overall

preschoolers' access to quality Education. This finding is in line with that of Nyamongo, Sang, Nyaoga, and Matoke (2014) who found out that teaching/learning resources, teacher qualifications and head teachers supervisory role positively correlated with learners' academic performance. The current finding is further in line with that of Waweru and Orodho (2014) who revealed that students' academic performance in national examinations in public secondary schools in Kiambu County, Kenya was associated with identified management variables such as effective planning of physical and human resources, control measures, curriculum leadership and organizational strategies.

The study further sought to illustrate the relationship between Head Teachers' management of teaching/learning resources and preschoolers' overall access to quality education, a scatter plot was generated as shown in Figure 4.4.

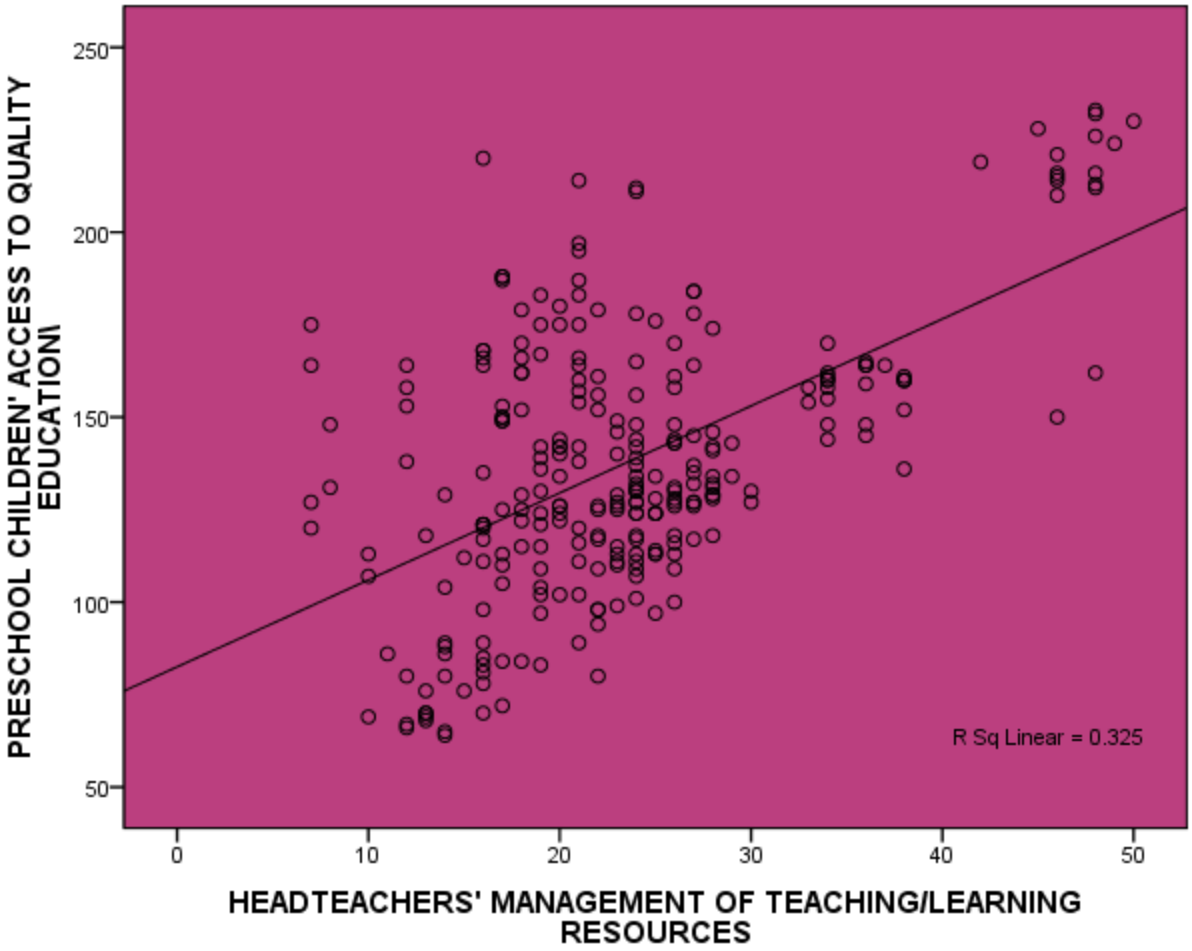

Figure 4. 3: Head Teachers' management of teaching/learning resources and pre-schoolers' access to quality education

The scatter plot shows that there was some evidence of positive correlation between the two variables, as the pattern of dots seem to slope from lower left to upper right, an indication of a positive correlation between the two variables. The line of best fit (trendline) further confirms this since the coordinate points seem to cluster near the line of best fit and are scattered around it forming almost a visible pattern. The fact that the scatters tend to concentrate in the neighbourhood of the identity line imply the relationship is real and not by chance. This finding is supported by Kiseku and Kwasira (2014) who found out that

transformative leadership among secondary school principals in Nakuru town east sub-county, Kenya, had positively influenced students' academic performance positively.

Further, during the interview with preschool lead teachers, majority of the teachers observed that when the head teachers ensured that there were adequate equipments within preschool outdoor environment, pre-schoolers' acquisition of variance skills and competencies were greatly enhanced. In this regard, this is what some teachers observed:

> *When we take all the loose materials out for our children to use during outdoor play, my children become more active than when we don't, for example two balls to be shared among the pupils in the whole class (T-13).*

Another teacher added:

> *The adequacy of outdoor equipments in preschool outdoor environment influences children's opportunities for physical activity participation. The aim of providing play equipments is to increase children physical activity levels and decrease the chances of children's involvement in low intensity outdoor activities* (T-17)

The above extracts from the interview schedules show that the head teachers' good management of teaching and learning resource have a positive effect on preschoolers' access to Education. This finding concurs with that of Mohammed (2014) who confirmed that the good Educational management in Ghana and improved educational quality was associated the heads of the institutions' provision of assistance to their teachers by providing them with feedback, guidance as well as ensuring adequacy of teaching and learning resources.

4.6 Head Teacher Management of Classroom Instruction and Preschoolers' Access to Quality Education

This section presents results based on the fourth objective which sought to determine the influence of head teacher management of classroom instruction on preschoolers' access to

quality Education. Quantitative and qualitative data were collected to answer the research question. The results are presented under the following sub-headings.

Table 4. 27: Descriptive Analysis of the extent the Head teachers Manage Classroom Instruction

Item	SA	A	D	SD	Total
Teachers are never late for classes in this school	98 (36.6%)	123 (45.9%)	40 (14.9%)	7 (2.6%)	268 (100%)
All teachers have updated scheme of work	99 (36.9%)	140 (52.2%)	20 (7.5%)	9 (3.4%)	268 (100%)
Teachers use lesson plans in teaching at all times	97 (36.2%)	141 (52.6%)	21 (7.8%)	9 (3.4%)	268 (100%)
Teachers' record of work covered is well kept in our school	115 (42.9%)	123 (45.9%)	23 (8.6%)	7 (2.6%)	268 (100%)
Progress records for pupils is well kept by teachers	105 (39.2%)	120 (44.8%)	32 (11.9%)	11 (4.1%)	268 (100%)
The head teacher signs all the schemes, records of work and progress records from all teachers	90 (33.6%)	109 (40.7%)	51 (19.0%)	18 (6.7%)	268 (100%)
There is always a good percentage of pupils who transition to the next class	105 (39.2%)	130 (48.5%)	20 (7.5%)	13 (4.9%)	268 (100%)
Average					268 (100%)

From Table 4.27, various aspects related to the primary school head teachers' management of classroom instruction. The results show that 82.5% (strongly agreed and agreed) of preschool teachers indicated that the head teachers in their schools ensured that preschool teachers in their school were never late for classes. This is an indication that very few head teachers (17.5%) were not ensuring that ECDE teachers were punctual for lessons. The

study further establishes that 89.1% (strongly agreed and agreed) of the head teachers ensured that all ECDE teachers had the updated scheme of work while 88.8% (strongly agreed and agreed) of the head teachers ensured that teachers used lesson plans in teaching at all times. This finding is inconsistent with that of Maponya (2015) who found out that although South African primary school principals in Tshwane South District, Gauteng Province had adequate qualifications and experience and key school policies were in place, they were not confident in policy implementation especially on supervision of teaching and learning processes. The study finding is further not in line with that of Nzabonimpa, (2011) who examined the Influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality. The study revealed that private secondary school head teachers did not carry out instructional supervision. They had very few informal classroom visits at the expense of instructional supervision, only some of the head teachers routinely checked their teachers' pedagogic documents, while most of the head teachers informally visited their teachers during classroom instruction.

The questionnaire item "Teachers' record of work covered is well kept in our school" registered 115(42.9%) of the teachers who strongly agreed with it and 123(45.9%) who agreed, while 23(8.6%) disagreed as 7(2.6%) strongly disagreed. This is an indication that 88.8% of the head teachers ensured that the teachers' records of work covered were well kept in their school as a way of ensuring proper management of classroom instructions. The results further show that 88% (strongly agreed and agreed) of preschool teachers observed that their head teachers ensured that the pupils' progress records were well kept by teachers. However, it was observed by 25.7% of preschool teachers that their head teachers were not

in position to sign all the schemes, records of work and progress records from all teachers. At the same time, 78.7% and 83.6% of preschool teachers (strongly agreed and agreed) indicated that auditing in their school was done well and adherence to vote heads procedures was good in this school respectively. Generally, the results show that more than 75% of the head teachers had financial management competencies required to run schools. Despite the challenges many preschool centres faced, it was observed by 87.7% of preschool teachers that their head teachers ensured that there was always a good percentage of pupils transiting from one level of learning to the other within ECDE centres. Generally, the present study established that majority of primary school head teachers possessed majority of the assessed competencies related to the management of classroom instructions. This finding is not in line with that of Dangara (2015) who carried out a study to explore the impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. The study revealed that there was no adequate management of classroom instructions addressed in relations to compensation of lost lesson, and observation of teaching among teachers. This finding is further not supported by Gebreselassie (2015) who found out that majority of the principals were not trained in educational management which hindered their classroom supervision. The present finding is not further supported by Wambui (2015) who conducted a study on the influence of head teachers' instructional supervision practices on pupils' performance in Kenya certificate of primary education in Kiambu Sub County. The study revealed that some primary school head teachers did not sit in class as teaching process went on, they did not check teachers' records of work and check learners' exercise books.

Further from the observation schedule in school 14 and 31, it was observed that all the teachers were using scheme of work that had been signed by the head teachers while in 29.0% of the schools visited, no teacher had scheme of work. Further, it was observed in school 04, 06, 09, 11, 12 and 29 that the teachers rarely prepared record of work covered. However, in majority (71%) of the schools visited, the teachers had kept records of progress for their pupils. This is an indication that there is inadequate management of classroom instruction by most head teachers. This finding is in line with that of Dangara (2015) who carried out a study to explore the impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. The study revealed that there was no adequate management of classroom instructions addressed in relations to compensation of lost lesson, and observation of teaching among teachers.

4.6.1 Correlation between the Head Teachers' Management of Classroom Instruction and Preschoolers' Access to Quality Education

To investigate whether there was any statistical relationship between the Head Teachers' management of classroom instruction and preschoolers' access to quality Education, the null hypothesis was tested.

Hypothesis 4:

There *is no statistically significant relationship between the Head Teachers' management of classroom instruction and preschoolers' access to quality education*

To do this, a Pearson Product Moment Correlation Coefficient was computed; with overall scores from the five aspects of preschoolers' access to quality education (resources adequacy in ECDE centres, quality nutrition, health and safety in ECD, child acquisition of

basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention), and access to child friendly learning environments) put together as dependent variable and scores of the Head Teachers' management of classroom instruction, as the independent variable. All the items were appropriately reversed so that high scale represented high level of preschoolers' access to quality education and the Head Teachers' management of classroom instruction, and vice-versa. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05. Preliminary analyses were performed to ensure no violation of the assumptions of normality. Table 4.28 shows the correlation analysis results in SPSS output.

Table 4. 28: Correlation between Head Teachers' management of classroom instruction and pre-schoolers' access to quality education

		Preschool Children' s Access to Quality Education	Headteachers' Management of Classroom Instructions
Preschool Children' Access to Quality Education	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	268	268
Headteachers' Management of Classroom Instructions	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	268	268

**. Correlation is significant at the 0.05 level (2-tailed).

The finding of the study shows that there was statistically significant positive correlation (r=.571, n=268, p<.05) between the Head Teachers' management of classroom instruction skills and preschoolers' access to quality Education. Given that the relationship was statistically significant, the hypothesis that, "there *is no statistically significant relationship*

between the Head Teachers' management of classroom instruction and preschoolers' access to quality education" was rejected. It was therefore concluded that the Head Teachers' management of classroom instruction skills significantly correlated to the overall preschoolers' access to quality Education. This finding is supported by Ghavifekr, & Sani, (2014) who examined the relationship between Head of Departments' instructional supervisory role and teachers' job performance. The study revealed that head teachers' supervision of teaching instructions positively correlated with students' learning outcomes and quality of education in Kuala Lumpur in Malaysia. However, the present study's finding is inconsistent with that of Nzabonimpa, (2011) who examined the Influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality. The study established no relationship between management of classroom instruction and academic achievement of students. Further, the present finding is supported by Nzabonimpa (2011) whose study established that there was a moderate correlation between secondary school head teachers' supervisory practices and teachers' work performance.

This finding is further supported by one head teacher who had this to observe:

> *Typically, each primary school has a single administrative officer, a head teacher, who is responsible for the operation of the school. In every school, the head teachers ensure that the children are taught well by the teachers and they receive quality education. The various instructional supervision duties performed by the head teachers are related to the quality of teaching and learning in any given learning institution.*

In addition, another head teacher believed that head teachers' classroom supervision was necessary in improving ECDE teachers' effectiveness in teaching and implementing ECDE

programme. The comment made by this respondent was:

> *Being an effective administrator needs a lot in terms of ensuring that every teacher really goes to class and teaches. Some ECDE teachers make very good professional records but because of their own problems they go into their classes and just sleep instead of teaching. Others only make children to sing throughout the day without any other activity* (HT-15).

The above statement from the interview schedules with the primary school head teachers shows a positive link between head teachers' classroom instruction competencies and children's acquisition of basic competencies. This finding is in line with that of Dangara (2015) who carried out a study to explore the impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. The study revealed that supervision strategies such as checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teacher's record keeping had significant correlation with teachers' performance.

4.6.2 Correlation between Head Teachers' Management of Classroom Instruction and Various Aspects of Preschoolers' Access to Quality Education

The study further sought to investigate the relationship between Head Teachers' management of classroom instruction and various aspect of pre-schoolers' access to quality Education. To do this, a Pearson Product Moment Correlation Coefficient was computed and the findings are presented in Table 4.29.

Table 4. 29: Correlation between Head Teachers' Management of Classroom Instruction and Various Aspects of Pre-schoolers' Access to Quality Education

		Headteachers' management of classroom instructions
Quality nutrition, health and safety in ECD	Pearson Correlation	.395**
	Sig. (2-tailed)	.000
	N	268
Child acquisition of literacy competencies	Pearson Correlation	.296**
	Sig. (2-tailed)	.000
	N	268
Resource adequacy in ECD	Pearson Correlation	.607**
	Sig. (2-tailed)	.000
	N	268
Child participation in ECE	Pearson Correlation	.602**
	Sig. (2-tailed)	.000
	N	268
Child friendly learning environments	Pearson Correlation	.360**
	Sig. (2-tailed)	.000
	N	268
Headteachers' management of classroom instructions	Pearson Correlation	1
	Sig. (2-tailed)	
	N	268

**. Correlation is significant at the 0.05 level (2-tailed).

The findings of the study indicate that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of classroom instruction and all the five aspects of preschoolers' access to quality Education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). Table 4.28 further indicates that although a statistically significant relationship was established, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the headteachers' management of classroom instruction. For example, preschoolers' access to adequate resources had highest and strong positive correlation

(r=.607), while preschool children's acquisition of basic literacy competencies had the weakest positive correlations (r=.296) to headteachers' management of classroom instructions. The finding is supported by Lorna (2015) who established a significant positive relationship between perceived school leadership practices of principals and teachers and classroom management as well as learners' academic performance in Jamaica USA. The present finding is further supported by Muhoro (2015) who analyzed the influence of administrative factors on students' Performance in Thika West. The study established that secondary school Principals who had regular instructional supervisions the students in their schools had better academic performance than those who did not.

This finding is further supported by the County ECDE director of Education who had this to say:

> *The head teachers' classroom management and supervision of teachers' instruction process is a significant part of an effective teaching and learning process. When there are effective classroom management, pupils flourish in a positive and compassionate classroom environment. From my own perspective, effective classroom management provides children the opportunities to socialize themselves while learning. This finally improves children's learning process (SCECDEO, 02).*

On the same stance, another sub-county officer added that:

> *The head teachers play various roles in a typical classroom, but surely one of the most important is role is that of the supervision of the learning activities in their schools. Effective teaching and learning cannot take place in a poorly managed and supervised schools and classroom. When the teachers know that their head teachers supervise them, they struggle to teach learners and check and monitor their children's progress. But a well-managed school doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the head teacher(SCECDEO, 01).*

The above quotes from the interview schedules with the Sub-county ECDE officers indicate that the head teachers' classroom management and supervision of teachers' instruction process is a significant part of an effective teaching and learning process which is positively

linked to the children better learning and acquisition of basic competency skills. This finding is consistent with that of Lorna (2015) who established a significant positive relationship between perceived school leadership practices of principals and teachers and classroom management as well as learners' academic performance in Jamaica USA. The finding is further supported by Ghavifekr and Sani (2014) who revealed a significant relationship between teachers' perception on the instructional supervision role of the Head of Department and teachers' improved teaching performance running through aspects such as motivation, professional competencies and teaching practices among private secondary school teachers in Kuala Lumpur, in Malasya.

4.6.3 Regression Analysis of Head Teachers' Management of Classroom Instruction and Preschoolers' Access to Quality Education

In order to estimate the level of influence of Headteachers' management of classroom instruction on preschoolers' access to quality education, a coefficient of determination was computed using a regression analysis whose results were as shown in Table 35

Table 4.30.

Table 4. 30: Regression analysis of Head Teachers' management of classroom instructions and preschoolers' access to quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571[a]	.326	.323	30.059

a. Predictors: (Constant), Headteachers' Management Of Classroom Instructions

The model shows that Headteachers' management of classroom instruction alone accounted for 32.6% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .326.This finding is supported by Dangara (2015) whose study

revealed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools in Nasarawa State, Nigeria. This finding is further supported by a qualitative finding generated from the interview schedule with one head teacher who had this to say:

> *The primary school head teachers play an imperative role in upholding and improving education standards in learning institutions by supervising teachers' classroom instruction. This is because in today's challenges, many teachers do not teach pupils. They just go into the classes and rest there with their own problems. Head teachers are therefore charged with the responsibility of overseeing the day-to- day operations of a school. On the other hand, they are very instrumental when it comes to imparting knowledge, discipline, beliefs and values to learners (HT-09).*

Another head teacher further observed

> *The classroom environment is a large part of classroom management that will either encourage learners to succeed, or hamper their abilities and cause more failures. When the head teachers manage class room procedures, routines, and expectations well, the children usually perform better in schools (HT-12).*

The above statements gleaned from the interview excerpt shows that when the head teachers manage well the class room instructions, the learners in those classes tend to perform well while poorly managed class room instructions usually hamper the learners' ability to acquire basic learning skills and competencies. The present finding is supported by Nzabonimpa (2011) whose study established that there was a moderate correlation between secondary school head teachers' supervisory practices and teachers' work performance.

In addition, linear regression was generated to estimate the actual influence of Headteachers' management of classroom instruction on overall preschoolers' access to quality Education, as shown in Table 4.31.

Table 4. 31: Coefficient of Headteachers' management of classroom instruction and overall pre-schoolers/ access to quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.652	6.465		10.464	.000
	Headteachers' Management Of Classroom Instructions	2.845	.251	.571	11.330	.000

a. Dependent Variable: Preschool Children' Access to Quality Education\

Regression equation: $Y=67.652 + 2.845X_1+ \varepsilon$

Where, Y is preschoolers' overall access to quality Education and X_1 is the Headteachers' management of classroom instructions.

It is evident from Table 36 that if the headteachers' management of classroom instructions was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .571 standard deviation units. On the same note, if the headteachers' management of classroom instructions increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.845 units; this is a substantial effect from one independent variable. In addition, the *P*-value was 0.000 which is less than .05, confirms a statistically significant effect of the headteachers' management of classroom instruction on the overall preschoolers' access to quality Education. This finding is in line with that of Musungu and Nasongo (2008) who revealed that head teachers' instructional role included managing the carrying out of curriculum goals, regularly checking teachers' professional records and regularly supervising classroom which translated to learners achievement in Kenya Certificate of

Secondary Education (KCSE) examinations in Vihiga district of Western province, Kenya. This finding is further supported by two head teachers who indicated that:

> *The head teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the head teacher is classroom instruction supervision. The head teachers need to use varied classroom supervision strategies to control teachers towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by unsupervised work by the head teachers (HT-05).*

Another head teacher further observed:

> *The manner in which school head teachers lead determines if they can effectively motivate teachers and maintain positive relationships with them. The main indicator of effective leadership is the level of supervision they make and the extent they ensure that the teachers diligently carry out their duties of teaching learners in various classes. In order for teachers to feel motivated to carry out their duties, head teachers have to maintain good relationships with teachers and supervise their classroom teaching whenever they follow the timetable (HT-12).*

The above excerpts from the interviews show that the head teachers' classroom supervision is crucial in ensuring that teachers discharge their duties diligently and effectively. This finding is supported by Muhoro (2015) who established that secondary school Principals in Thika West District, Kiambu County, Kenya who had regular instructional supervisions had better academic performance than those who did not have regular instructional supervision.

The study further sought to illustrate the relationship between Head Teachers' management of classroom instruction and pre-schoolers' overall access to quality education, a scatter plot was generated as shown in Figure 4.5.

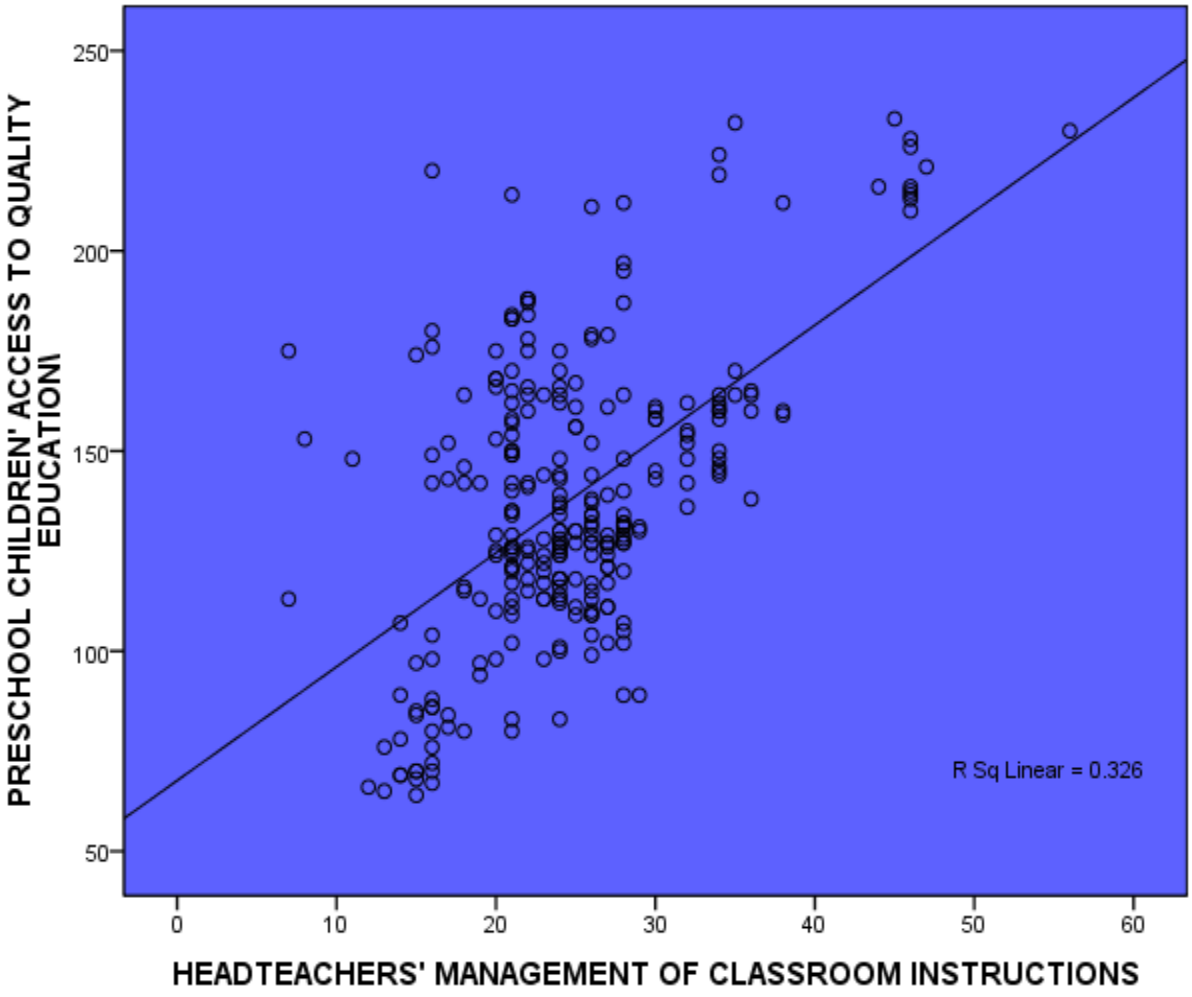

Figure 4. 4: Head Teachers' Management of Classroom Instructions and Preschoolers' Access To Quality Education

The scatter plot shows that there was some evidence of positive correlation between the two variables, as the pattern of dots seem to slope from lower left to upper right, an indication of a positive correlation between the two variables. The line of best fit (trendline) further confirms this since the coordinate points seem to cluster near the line of best fit and are scattered around it forming almost a visible pattern. The fact that the scatters tend to concentrate in the neighbourhood of the identity line imply the relationship is real and not by chance. However, the present study's finding is inconsistent with that of Nzabonimpa, (2011) who examined the Influence of head teachers' general and instructional supervisory

practices on teachers' work performance in secondary schools in Entebbe Municipality. The study established no relationship between management of classroom instruction and academic achievement of students.

In regard to the qualitative findings, the current finding tend to support the positive link between the head teachers' management of classroom instructions and preschoolers' access to quality education. These statements appear to support this stance:

> *The kind of leadership and class room instruction supervision strategy employed by school head teachers determines whether or not there will be effective learning that takes place in their institutions. This also positively relates to the kind of relationship they will have with their ECDE teachers. Thus, good relationships between head teachers and teachers can lead to academic success among learners and further determine the attitude of both teachers and learners towards education and their commitments towards teaching and learning (SCECDEO, 02).*

On the same stance, One Sub-county ECDE officer also added:

> *Head teachers take a large portion of their time interacting and supervising the teaching and learning activities in their schools, majority of which is in face-to-face communication. Failure to interact well with others may hamper their careers and success of the school. The head teachers who usually supervise the teaching and learning process in their schools, the learners usually perform well and teacher do their best to support their learners (SCECDEO, 03).*

From the interview schedule with the sub-county ECDE officer 2 and 3, it is evident that there is a positive link between the head teachers' class room supervision and learner acquisition of basic competencies. Whereby, when the head teachers make effective classroom instructional supervision, the teachers tend to support learners more, and this leads to learners' access to quality education. This finding is consistent with that of Lorna (2015) who established a significant positive relationship between perceived school leadership practices of principals and teachers and classroom management as well as

learners' academic performance in Jamaica USA. The present finding is further in line with that of Mphale and Mhlauli (2014) who conducted a study to investigate on students' academic performance for Junior Secondary Schools in Botswana. The study finding showed that the head teachers' classroom supervision significantly improved teachers' and students' attitude towards academic performance and work done by teachers.

4.7 Head Teachers' Management Skills and Preschoolers' Access to Quality Education

The study sought to establish a linear model that could be used to describe the optimal level of overall access to quality education by preschoolers. This was done by use of Standard Multiple Regression Analysis, where all the four independent variables (headteachers' management of classroom instructions, headteachers' management of teaching/learning resources, headteachers' management of financial resources and headteachers' management of human resources) were factored in the model at once. It was suitable because it could help to investigate how well the set of the independent variables was able to predict the level of overall preschoolers' access to quality education, in line with the views held by Hair, Anderson, Tatham and Black (1995). The analysis also provided information about the relative contribution of each of the variables that make up the model. Each independent variable was evaluated in terms of its predictive power, over and above that offered by all the other independent variables. It enabled the researcher to know how much unique variance, in the dependent variable, each of the independent variables explained. Diagnostics test had been performed to ensure no violation of the appropriate assumptions.

Table 4. 32: Regression Analysis Model Summary Output

Model				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.282[a]	.079	.063	31.938

a. Predictors: (Constant), Headteachers' Management Of Classroom Instructions, Headteachers' Management Of Teaching/Learning Resources, Headteachers' Manegement of Financial Resources, Headteachers' Management Of Human Resources

Source: Survey data (2019)

From the model summary (Table 4.32), the multiple correlation coefficients R =.282 indicates a weak level of prediction of the dependent variable (preschoolers' access to quality education) by the model. Equally, the value of R Square (.079) indicates that the model explains 7.9 percentage of the variance in overall preschoolers' access to quality education. This is the proportion of variance in the overall preschoolers' access to quality education that is explained by all the independent variables factored in the model; it is the proportion of variation accounted for by the regression model above and beyond the mean model.

4.7.1 Evaluating Contribution of each of the Independent Variables

The study further sought to investigate the level of contribution of the individual independent variables (the four aspects of head teachers' management skills) included in the model in the prediction of the preschoolers' access to quality education. This was shown by

coefficient values; a look at the coefficients values reveals that each independent variable contributes differently to the model. First, to ensure that there was no violation of multi-collinearity assumptions, which is a requirement for multiple regression analysis, examination of collinearity diagnostic factors was necessary. It was assessed by examining Tolerance and the Variance Inflation Factor (VIF).Tolerance is an indication of the percentage of variance in the predictor that cannot be accounted for by the other predictors. Hence, very small values indicate that a predictor is redundant, and values that are less than .10 may merit further investigation, and a variable whose VIF value is greater than 10 may merit further investigation (Leech, Barrett and Morgan, 2005). The variable's tolerance is 1-R^2, while VIF is its reciprocal. A small tolerance value indicates that the variable under consideration is almost a perfect linear combination of the independent variables already in the equation and that it should not be added to the regression equation. The collinearity conditions were met, given that each of the variables had adequate tolerance (tolerance value > .10) and Variance Inflation Factor (VIF <10), indicating that there was no violation of multi-collinearity assumptions.

Table 4. 33: Coefficient Output: head teachers' management skills and Overall pre-schoolers' access to quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	162.869	16.889		9.644	.000
	Headteachers' management of human resources	2.856	.716	.310	3.991	.000
	Headteachers' manegement of financial resources	1.786	.617	.208	2.893	.004
	Headteachers' management of teaching/learning resources	.122	.493	.016	.248	.804
	Headteachers' management of classroom instructions	.199	.597	.024	.334	.739

a. Dependent Variable: Preschool Children' Access to Quality Education

From the coefficient output in Table 4.33, it is evident that the four aspects of head teachers' management skills contributed differently in influencing overall preschoolers' access to quality education. For example, head teachers' management of human resources had the highest impact on enhancing preschoolers' access to quality education, while headteachers' management of teaching/learning resources made the least contribution to explain the variability of the model. The variable "head teachers' management of human resources" had the largest beta coefficient of 2.856 ($p<.05$), implying that it made the strongest unique contribution to explaining the dependent variable. This means that a one standard deviation increase in head teachers' management of human resources leads to a 2.856 standard deviation increase in predicted overall preschoolers' access to quality education, with the other variables held constant. The beta value for the head teachers' management of

teaching/learning resources was lowest at .122, indicating that it made the least contribution to the model; a one standard deviation increase in head teachers' management of teaching/learning resources would only lead to a .122 standard deviation increase in preschooler' access to quality education with the other variables in the model held constant, however this effect was not significant (p=.808).

The head teachers' management of human resources and head teachers' management of financial resources made a statistically significant (p<.05) unique contribution to the equation while head teachers' management of teaching/learning resources and head teachers' management of classroom instructions did not make a significant contribution in explaining the overall preschoolers' access to quality Education (P>.05).

4.7.2 The Regression Model

A regression model for the relationship between these independent variables and dependent variable is shown below.

In this model: $Y = \beta_o + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_{4+} \varepsilon$.

Where: Y is overall preschoolers' access to quality education, while

X_1 head teachers' management of human resources

X_2 head teachers' management of financial resources

X_3 head teachers' management of teaching/learning resources

X4 head teachers' management of classroom instructions

Optimum level of overall preschoolers' access to quality education was presented by:

$162.869\ units + 2.856x_1 units + 1.786x_2 units + .122\ x_3 units + .199\ x_4 units$ + error term

From the multiple equation, the coefficients indicate how much the overall preschoolers' access to quality education varies with each independent variable when all other independent variables are held constant. For example, the unstandardized coefficient, X_1, head teachers' management of human resources is equal to 2.856 means that for each one unit increase in head teachers' management of human resources, there is an increase in overall preschoolers' access to quality education of 2.856 units. Equally, increasing head teachers' management of financial resources, teaching/learning resources and classroom instructions by a unit will results to an increase in overall preschoolers' access to quality education of 1.786 units, .122 and .199 units respectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations to various stakeholders and other beneficiaries of the study guided by research objectives. Suggestions for further research are also made based on the study findings. The study had sought to investigate the influence of head teachers' management skills on preschoolers' access to quality Education in Kisii County, Kenya.

5.2 Summary of Findings

The major findings are summarised based on study objectives as follows.

5.2.1 Head Teachers' Human Resource Management Skills and Preschoolers' Access to Quality Education

The study established that more than 75% of the head teachers had human resource management competencies assessed in the present study. Further, it is evident that there was statistically significant positive correlation ($r=.593$, $n=268$, $p<.05$) between the Head Teachers' human resource management skills and preschoolers' access to quality Education. In addition, there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of human resources and all the five aspects of preschoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). However, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the

headteachers' management of human resources. For example, child participation in ECE (absenteeism, punctuality, retention)had the highest correlation (r=.607), while preschool children's acquisition of basic literacy competencies had the least correlations (r=.357) to headteachers' management of human resources as one of the perceived headteachers' management skills/competencies.

From the regression analysis, it was established that the Head Teachers' human resource management skills alone accounted for 35.2% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .352. It was also evident that if the headteachers' human resource management skill was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .593 standard deviation units. On the same note, if the headteachers' human resource management skills were increased by one unit then the level of the overall preschoolers' access to quality Education would improve by 3.034 units.

5.2.2 Head Teachers' Financial Management Skills and Preschoolers' Access to Quality Education

On the extent primary school head teachers possessed financial management competencies, the study established that 57% of the head teachers utilized well the funds from the government, parents and other well wishers. This was an indication that 43% of the head teachers lacked financial competencies related to the utilisation of funds available in school. The study further establishes that 75% of the head teachers had proper policies, rules and regulations governing the allocation of funds received by the school while 83.6% of the head teachers were keen in keeping books of accounts of the school.

The study further established that there was statistically significant positive correlation ($r=.599$, $n=268$, $p<.05$) between the Head Teachers' financial resource management skills and preschoolers' access to quality Education. At the same time, there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of financial resources and all the five aspects of preschoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). However, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the headteachers' management of financial resources. For example, preschoolers' access to adequate resources had highest correlation ($r=.679$), while preschool children's acquisition of basic literacy competencies had the least correlations ($r=.222$) to headteachers' management of financial resources.

From regression analysis, the model indicated that Head Teachers' management of financial resources alone accounted for 35.9% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .359. Also, the study established that as headteachers' management of financial resource management skill was improved by one standard deviation, then perceived scores in the level of pre-schoolers' overall access to quality Education would improve by .599 standard deviation units. On the same note, if the headteachers' management of financial resources increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.702 units.

5.2.3 Head Teachers' Teaching/Learning Resources Management Skills and Pre-schoolers' Access to Quality Education

In relation to the third objective, the study established that 63.1% of head teachers ensured that preschool children had enough classrooms, 58.2% of them ensured that the ECDE children had access to enough desks while 81.3% of the head teachers usually monitored that the ECDE teachers covered the syllabus as required. However, the study further established that 51.5 % of the head teachers did not ensure that their ECDE centres had enough mathematics books and 44% of them did not ensure that the ECDE centres had enough language books. However, 87.7% of the head teachers were frequently involved in the supervision of teaching/learning in their ECDE centres.

On the correlation between the Head Teachers' Teaching/Learning Resources Management Skills and Pre-schoolers' Access to Quality Education, the study established that there was statistically significant positive correlation ($r=.570$, $n=268$, $p<.05$) between the Head Teachers' management of teaching/learning resources and preschoolers' access to quality Education. Also, the study established that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of teaching/learning resources and all the five aspects of preschoolers' access to quality education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). However, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the headteachers' management of teaching/learning resources. For example, preschoolers' access to adequate resources had highest and strong positive correlation ($r=.710$), while preschool children's acquisition of

basic literacy competencies had the least weak positive correlations (r=.172) to headteachers' management of teaching/learning resources.

Using regression analysis, it was established that the Head Teachers' management of teaching/learning resources alone accounted for 32.5% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .325. Also, it was established that if the headteachers' management of teaching/learning resources was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .570 standard deviation units. On the same note, if the headteachers' management of teaching/learning resources increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.351 units.

5.2.4 Head Teacher Management of Classroom Instruction and Preschoolers' Access to Quality Education

In relation to the fourth objective, the study established that 82.5% of the head teacher ensured that preschool teachers in their school were never late for classes. The study further established that 89.1% of the head teachers ensured that all ECDE teachers had the updated scheme of work while 88.8% of the head teachers ensured that teachers used lesson plans in teaching at all times. It was also established that 88% of the head teachers ensured that the pupils' progress records were well kept by teachers. Generally, the results show that more than 75% of the head teachers were managing well preschool teachers'classroom lesson attendance.

On the relationship between the Head Teachers' Management of Classroom instruction and Preschoolers' Access to Quality Education, the study established that there was statistically significant positive correlation ($r=.571$, $n=268$, $p<.05$) between the Head Teachers' management of classroom instruction and preschoolers' access to quality Education. At the same time, the study established that there were statistically significant ($p<.05$) positive correlation between the Headteachers' management of classroom instruction and all the five aspects of preschoolers' access to quality Education investigated (resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, participation in ECE (Absenteeism, Punctuality, and Retention). however, the magnitude of correlation was different between various aspects of preschoolers' access to quality education and the headteachers' management of classroom instruction. For example, preschoolers' access to adequate recourses had highest and strong positive correlation ($r=.607$), while preschool children's acquisition of basic literacy competencies had the least weak positive correlations ($r=.296$) to headteachers' management of classroom instructions.

Using regression analysis, the model shows that Head Teachers' management of classroom instruction alone accounted for 32.6% of the variation in the overall preschoolers' access to quality education, as signified by coefficient R^2 of .326. In addition, the study established that if the headteachers' management of classroom instructions was improved by one standard deviation, then perceived scores in the level of preschoolers' overall access to quality Education would improve by .571 standard deviation units. On the same note, if the headteachers' management of classroom instructions increases by one unit, then the level of the overall preschoolers' access to quality Education would improve by 2.845 units.

5.3 Conclusions and Implication of the Study

Drawing from the findings of this study, it can be concluded that head teachers' managerial competencies which are fundamental in the smooth running ECDE programme are defective in a number of ECDE centres. To a larger extent, the absence of head teachers' management of human resources, financial resources, teaching/learning resources and classroom instruction at various ECDE centres has been perceived to foster low access to quality education by preschool children. It will be recalled from the theoretical framework that guided this study that managerial competences of leaders of any organisation have a greater influence of projected organisational outcome. The findings of this study suggest that a good number of preschool children do not access quality education in terms of resources adequacy in ECD, quality nutrition, health and safety in ECD, child acquisition of basic literacy competencies, and participation in ECE (Absenteeism, Punctuality, and Retention which are perceived to facilitate holistic development among learners.

The findings of the present study are important for Kenyan Education system due to the fact that addressing the quality of preschool education **{** XE "enrolment" **}**will have a positive impact on the long persisting challenges facing the quality of basic education in Kenya. In addition, the obtained results could serve as a basis for developing a hypothetical model for studying the direct and indirect effects head teachers' management competencies on preschoolers' access to quality education and holistic development. In general, these findings could serve as a guideline for teachers, Parents, Educational practitioners and curriculum developers in developing and utilizing Educational policies, methodologies and activities that could help in improving the management of ECDE programme and quality of preschool education. The study findings finally fill the existing gap in other research carried

out to identify the factors contributing to low access to quality basic education in most parts of the world. Lastly, the present study provides a model that explains the extent the four aspects of head teachers' management skills contributed towards pre-primary children's access to quality education. This paves way for more comprehensive national and international research.

5.4 Recommendations

Based on the results of current study, several recommendations are suggested for education policymakers, teachers as well as school administrators. All these stakeholders are accountable collectively and individually for guaranteeing that pre-primary school pupils complete their education in the most productive way possible by accessing quality education. Hence, the following recommendations have been made with the view of improving preschoolers' access to quality education.

5.4.1 Recommendations for the Policy Maker (Ministry of Education)

i. Since head teachers management competencies in terms of human resource, financial, teaching/learning and classroom instruction management were found to have a positive and significant influence on preschoolers' access to quality education, the Ministry of Educational should consider the introduction of mandatory courses to equip head teachers with management skills which are perceived to improve their managerial skills.

ii. The current study found a substantial low access to adequate resources and child friendly environment by preschool children. Therefore, the study recommends that the government should ensure that preschool centres have adequate resources and

should inspect regularly the ECDE centres to ensure that preschoolers learn in a child friendly environment.

iii. There is need to incorporate the findings of the present scientific studies in policy formulation and management of preschool programme in the education sector as opposed to relying overwhelmingly on the findings of reports of commissions and task forces that are not based on in-depth scientific research.

iv. There is need to enhance awareness among head teachers about their influence in the preschool children's access to quality education.

v. A special task force within the Education Ministry be set up to ensure that head teachers are equipped with appropriate managerial skills related to early childhood education by supporting them with manuals and handouts related to managerial skill and competencies.

5.4.2 Recommendations for School Administrators and Teachers

i. Head teachers should provide adequate, safe and secure ECDE learning environment where children can effectively participate in outdoor activities and thus acquire physical and psychosocial skills.

ii. Head teachers and ECDE teachers should clearly provide safe and child friendly environment where preschoolers learn.

iii. Head teachers and ECDE teachers should focus on providing adequate and age appropriate play equipment and materials for all children, including those with special needs, within acceptable limits of safety.

iv. Teachers and administrators should ensure that there is adequate teaching and learning resources at their ECDE centres that are in good condition to meet

children's need for safety.

v. School administrators should intensify the supervision of teacher classroom attendance and instruction to ensure that the ECDE teachers provide quality learning as they facilitate the teaching/learning process.

5.4.3 Recommendation for Further Research

Considering that the current study examined the relationship between specific head teachers' management competencies and preschool children's access to quality education in Kisii County, Kenya, a number of issues could not be comprehensively covered because of a wide range of limitations. Hence the following recommendations are made:

i. It is recommended that another study be conducted to expand the current findings by including a more diverse sample of learners, parents and teachers across the county that will represent a diversity of cultural background, economic status, age and gender.

ii. There is need for a longitudinal study where the relationship between head teachers' management competencies and students' access to quality education in their various learning institution can be studied right from pre-school level through colleges so as to establish the extent and trends of students' access to quality education and head teachers' managerial competencies.

iii. The findings of this study have shown that various head teachers' management competencies do have a positive and significant relationship with preschoolers' access to quality education. However, the study did not investigate the effects of preschool teachers, community and government policy related factors on preschoolers' access to quality education. For this purpose, there is need to carry out

further research to establish the contributions of the other specific factors on preschoolers' access to quality education.

iv. Further studies should be done to determine whether the results of this study are representative. In the current study, pre-primary teachers' questionnaire was mainly used to provide data that was used to test various hypotheses related to the relationship between head teachers' management skills and preschoolers' access to quality education. Since teachers may have over rated or under rated head teachers competencies and preschoolers' access to quality education, perhaps multiple approaches towards data collection would have allowed for cross checking the consistency of the responses.

v. There is need for further studies focusing on the possible influence of other variables on preschoolers' access to quality education. These variables may include parent attitude and expectation, community participation as well as government policy.

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APPENDIX I

RESEARCH AUTHORIZATION LETTERS

THIS IS TO CERTIFY THAT:
MR. JACOB GEKONGE KWABA
of MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, 2796-40500 KISII,has been permitted to conduct research in *Kisii County*

on the topic: *HEADTEACHERS MANAGEMENT SKILLS AND PRESCHOOLERS ACCESS TO QUALITY EDUCATION IN KISII COUNTY, KENYA*

for the period ending:
14th February,2020

Applicant's Signature

Permit No : NACOSTI/P/19/22845/28297
Date Of Issue : 14th February,2019
Fee Recieved :Ksh 2000

Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 23124

CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/22845/28297**

Date: **14th February, 2019**

Jacob Gekonge Kwaba
Masinde Muliro University of
Science and Technology
P.O Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Headteachers management skills and preschoolers access to quality education in Kisii County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **14th February, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

Kalerwa.
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

COUNTY COMMISSIONER
KISII COUNTY
Seen
20/3/2019

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

TEACHERS SERVICE COMMISSION

Email:cdirkisii@tsc.go.ke
Website: www.tsc.go.ke.

THE TSC OFFICE
KISII COUNTY
P. O. BOX 556-40200
KISII.

Our Ref: TSC/299798/83

DATE: 21/02/2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION : JACOB GEKONGE KWABA TSC/299798

The above named teacher has permission to carry out research on head teachers management skills and preschools access to quality education in Kisii County.

Kindly accord him the necessary assistance.

NIMROD K. KIMATHI
TSC COUNTY DIRECTOR
KISII COUNTY

TEACHERS SERVICE COMMISSION
21 FEB 2019
DIRECTOR KISII

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

Date: 6th February, 2019

Kwaba Jacob Gekonge
EPM/LH/002/14
P.O. Box 190-50100
KAKAMEGA

Dear Mr. Kwaba,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Ph.D proposal entitled: ***"Influence of Headteachers' Management Skills on Preschoolers' Access to Quality Education in Kisii County, Kenya "*** and appointed the following as supervisors:

1. Prof. Stephen Odebero -SEDU MMUST
2. Dr. Justus Mochama Gori - Garissa University

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School Graduate Studies Committee and Chairman, Educational Planning and Management Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

Dr. Consolata Ngala
FOR DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX II
LETTER TO PRESCHOOL TEACHERS

Dear Teacher,

My name is Jocob Gekonge Kwaba a PhD student at Masinde Muliro University of Science and Technology. I am currently conducting a study to establish the relationship between head teachers' management skills and preschoolers' access to quality Education in Kisii County, Kenya. I am currently seeking volunteers to take part in the proposed research in which you will fill out a brief questionnaire and you will also be interviewed. There are no costs or risks to you by taking this survey as all responses will remain anonymous and results will be generalized. The survey will take less than 40 minutes to complete. I anticipate for your permission and support to carry out the study.

PARTICIPANT AGREEMENT:

I have read and understood all the details of this consent form and agree to take part in this study.

Signature _____ Date.....

If you do not desire to take part in the study, sign the designated line below.

Signature _____ Date.....

APPENDIX III

INFORMED CONSENT FOR HEADTEACHEER

You have been requested to take part in this study that seeks to obtain information on the relationship between head teachers' management skills and preschoolers' access to quality Education. This research is for educational purposes only and you have been chosen because the study will be conducted in Kisii County, Kenya.

If you wish to take part in this proposed research, an interview will be conducted to you that will take about 45 minutes. You will also be required to fill a questionnaire. None of your responses will be identified by your name and all responses will be treated with extreme confidentiality. Taking part in the study is voluntary. Having understood the details of this study, I hereby accept--------/not accept---------- to take part (tick appropriately).

Signature of Participant_____ Date_____

APPENDIX IV

INFORMED CONSENT FOR SUB-COUNTY ECDE OFFICERS

You have been requested to take part in this study that seeks to obtain information on the relationship between head teachers' management skills and preschoolers' access to quality Education. This research is for educational purposes only and you have been chosen because the study will be conducted in Kisii County, Kenya.

If you wish to take part in this proposed research, an interview will be conducted to you that will take about 45 minutes. None of your responses will be identified by your name and all responses will be treated with extreme confidentiality. Taking part in the study is voluntary. Having understood the details of this study, I hereby accept--------/not accept---------- to take part (tick appropriately).

Signature of Participant_____ Date_____

APPENDIX V

INFORMED CONSENT FOR ECDE COUNTY DIRECTOR

You have been requested to take part in this study that seeks to obtain information on the relationship between head teachers' management skills and preschoolers' access to quality Education. This research is for educational purposes only and you have been chosen because the study will be conducted in Kisii County, Kenya.

If you wish to take part in this proposed research, an interview will be conducted to you that will take about 45 minutes. None of your responses that will be identified by your name and all responses will be treated with extreme confidentiality. Taking part in the study is voluntary. Having understood the details of this study, I hereby accept--------/not accept---------- to take part (tick appropriately).

Signature of Participant_____ Date_____

APPENDIX VI: HEAD TEACHERS' INTERVIEW SCHEDULE

School Number: …….Male ……..Female…….

Question

1. Do you have school rules in place that are given to children?
……
……..

2. Do you have in place teacher's daily register to monitor attendance?
……
……..

3. Do you hold seminars for your pre-school teachers?
.....
.....

4. How often do you hold staff meetings with your pre-school teachers per term?**.....**
.....

5. What is the main source of funding of pre-primary program in your school?
.....

6. Do you get enough funding for pre-primary program in your school?
.....

7. How do you allocate financial resources to your pre-primary program in this school?
.....

8. Do you have financial challenges for pre-primary section in your school?
.....

If yes what are some of these challenges?
……..
……
……

9 (a) Do you get enough classroom for your pre-primary children in your school?
……
…….**.....**
.....

(b) Are there enough pre-primary school teachers in your school?
……
…….....

10 Does your school have adequate learning resources?
……
…….....

11. Are the classes for pre-primary classes well equipped to meet pre-primary standards?
……
…….....

12. How do you supervise the teaching in pre-primary classes in your school?
……
…….**.....**

13. Do your pre-primary teachers have the right qualification to handle pre-school children?
……
……
14. As a head teacher are you able to check on daily or regularly whether the pre-primary teacher have scheme of work and lesson plans?
……
……
15. Do you check routinely whether your pre-primary school teachers have records of work for the children?…..
……
……
16. To what extent do you check whether your pre-primary school teachers have the children progress records?
……
……
17 How does head teachers' human resource management skill influence preschoolers' access to quality Education?

18. What is the relationship between head teachers' financial management skills and preschoolers' access to quality Education?

19. How does head teachers' teaching/learning resources management skill influence preschoolers' access to quality Education?

20. What is the influence of head teacher management of classroom lesson attendance on preschoolers' access to quality Education?

APPENDIX VII: INTERVIEW SCHEDULE FOR SUB-COUNTY ECDE OFFICERS

1. What are the challenges facing pre-primary centres in ensuring pre-primary children's access to quality Education in your sub-county?
2. What are some of the ways in which primary school head teachers hinder pre-primary children's access to quality Education in your sub-county?
3. How do you generally evaluate your pre-primary children's access to quality education?
4. How do you evaluate the head teachers' general management competencies in ensuring pre-primary children's access to quality education?
5. How does head teachers' human resource management skills influence preschoolers' access to quality Education in your Sub-County, Kenya.
6. What is the relationship between head teachers' financial management skills and preschoolers' access to quality Education in your Sub-County, Kenya.
7. In which ways do head teachers' teaching/learning resources management skills influence preschoolers' access to quality Education in your Sub-County, Kenya.
8. How does head teachers' management of classroom instruction influence preschoolers' access to quality Education in your Sub-County, Kenya.
9. What are some strategies that pre-primary schools have put in place to enhance children's access to quality Education?

APPENDIX VIII: INTERVIEW SCHEDULE FOR ECDE COUNTY DIRECTORS

1. What are the challenges facing pre-primary centres in ensuring pre-primary children's access to quality Education in kisii County?
2. What are some of the ways in which primary school head teachers hinder pre-primary children's access to quality Education in Kisii County?
3. How do you generally evaluate your pre-primary children's access to quality education?
4. How do you evaluate the head teachers' general management competencies in ensuring pre-primary children's access to quality education?
5. How does head teachers' human resource management skills influence preschoolers' access to quality Education in Kisii County, Kenya.
6. What is the relationship between head teachers' financial management skills and preschoolers' access to quality Education in Kisii County, Kenya.
7. In which ways do head teachers' teaching/learning resources management skills influence preschoolers' access to quality Education in Kisii County, Kenya.
8. How does head teachers' management of classroom instruction influence preschoolers' access to quality Education in Kisii County, Kenya.
9. What are some strategies that pre-primary schools have put in place to enhance children's access to quality Education?

APPENDIX IX: PRE-PRIMARY TEACHERS' QUESTIONNAIRE

You are kindly asked to respond to the questions stated below. Please fill in the blank spaces or tick (V) the appropriate response from among the ones given. This questionnaire is meant for educational research purpose only. Identity of respondents will be treated with confidentiality.

Section A: Background Information

(a) Please indicate the zone your school is located……

(b) Please indicate your gender. Male ( ) female ( )

(c) What are your highest professional qualifications?

Section B

For item1-28 please rate them by placing a(√) in a number that is appropriate to you. the numbers are 1-4 where 1-strongly agree 2-agree, 3-Disagre 4- strongly disagree

S/No	**Head teachers' management of human resources**	1	2	3	4
1.	My school has school rules displayed				
2.	My school has school prefect body				
3.	The head teacher is involved in daily conflict resolution in any teaching				
4.	Teacher sign a daily school register				
5.	There are regular seminars in this school				
6.	We hold staff meetings regularly				
7.	The head teacher has a role to play in the teaching of pre-primary teaching				

S/no	**Head teachers' management of financial resources**	1	2	3	4
8.	This school receives enough funds from the government				
9.	There are proper policies for the allocation of funds received				

10.	The head teacher is keen in keeping books of accounts of the school				
11.	The school adhere to procurement policy				
12.	We prepare and adhere to school budgets				
13.	Auditing in this school is well done				
14.	Adherence to vote heads procedures is good in this school				

S/No	**Head teachers' management of teaching/learning resources**	1	2	3	4
15.	This school has enough classrooms				
16.	The school has enough desks for learners				
17.	Teachers cover the syllabus as required				
18.	The school has enough textbooks				
19.	The school has enough mathematics books				
20.	The school has enough language books				
21.	The head teacher is involved in supervision of teaching/learning in this school				

S/No	**Head teachers' management of classroom instruction**	1	2	3	4
22.	Teachers are never late for classes in this school				
23.	All teachers have the updated scheme of work				
24.	Teachers uses lesson plans in teaching at all times				
25.	Pupils record of work covered is well kept				
26.	Progress records for pupils is well kept by teachers				
27.	The head teacher signs all the schemes, records of work and progress				

	records from all teachers				
28.	There is always a good percentage of pupils transition to the next class				

ACCESS TO QUALITY EDUCATION

SD- Strongly disagree D- Disagree U- Undecided, A- Agree and SA- Strongly Agree

		SD	D	U	A	SA
	QUALITY NUTRITION, HEALTH AND SAFETY IN ECD					
1	We have Well maintained play equipment in our school					
2	Enough water is availability for our preschool children within the school compound					
3	Our preschool children can easily access Enough water					
4	Our preschool children have access to First aid kit					
5	The school has well prepared and maintained Health record for preschool children					
6	The school offers feeding programme to preschool children					
7	The school offers a balanced diet to preschool children					
8	The school has Well cleaned rooms for preschool children					
9	The school has Well maintained playground for preschool children					
10	We have regular Health checks for preschool children					
11	The school has disinfectants					
	CHILD ACQUISITION OF BASIC LITERACY COMPETENCIES					
1	Majority of my preschool children are able to read the letter sounds					
2	Majority of my preschool children are able to read the three letter words					
3	Majority of my preschool children are able to hold books correctly					
4	Majority of my preschool children are able to read pictures of domestic animals					
5	Majority of my preschool children are able to tell stories about pictures					
6	Majority of my preschool children are able Name numbers in their correct					

	sequences					
7	Majority of my preschool children are able to sort and group object according to sizes					
8	Majority of my preschool children are able to match and pair objects according to their similarities and differences					
9	Majority of my preschool children are able to count objects					
10	Majority of my preschool children are able to identify number symbols					
	RESOURCES ADEQUACY IN ECD					
1	We have appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys.					
2	We have appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys.					
3	We have adequate Child-sized tables and chairs					
4	We have adequate Child-sized toilets					
5	We have adequate Well-ventilated class rooms					
6	We have adequate Child-sized play equipment (jungle gyms, see-saws, sandpit, tricycles, wheel barrows, merry-go-round, etc)					
7	We have Observation guide of the displays of play areas in ECD					
	CHILD PARTICIPATION IN ECE (ABSENTEEISM, PUNCTUALITY, RETENTION)					
1	Preschool children regularly attend class					
2	Preschool children have adequate opportunity to learn					
3	Preschool children have enough available time for learning					
4	Preschool children are punctual for daily lessons					
5	Preschool children are usually punctual for class lesson					
6	School retains children for all the levels as prescribed by the ministry of education					
7	Preschool children usually complete the preschool education programme before joining class one					
8	We have very few transfer of preschool children from our school to other					

	schools					
	CHILD FRIENDLY LEARNING ENVIRONMENTS					
1	The learning environment for preschool children is safe					
2	The learning environment for preschool children is stimulating.					
3	The school has appropriate number of classrooms accessible to all children including those with special needs					
4	The school has adequate and separate sanitation facilities for girls and boys.					
5	School discipline is administered in a manner consistent with the child's human dignity					
6	The children usually have positive experiences and interactions with various learning resources					
7	Teaching is presented in a well-managed classroom.					
8	We have Child-sized tables and chairs					
9	We have Child-sized toilets					
10	The school has Music and Movement area having a variety of musical instruments					
11	The school outdoor area is spacious with tyres and merry-go-round					
12	The school has Art area with enough paints, paint brushes, crayons, papers,					

RESOURCES ADEQUACY IN ECD

	Availability of teaching and learning materials in pre-schools			
	NONE	**FEW**	**ADEQUATE**	**PLENTY**
Animal Pictures				
Letter charts				
Three letter Flash cards				

Letter cards				
Coloured objects				
Letter sound chart				
Shape chart				
Colour chart				
Number chart				
Others (specify)---------- ----------				

ECDE personnel qualification

1. Which is the preschool teachers' professional qualification in ECD?

   Certificate [ ] Diploma [ ] Degree [ ] masters [ ] other specify----------

   --

2. What is the highest professional qualification of the primary school Head teacher?

   Certificate [ ] Diploma [ ] Degree [ ] masters [ ] other specify----------

   ----

Thank you for filling this questionnaire

APPENDIX X: CHECKLIST

The observer (researcher) will mark with (√) if the item is available and with (x) if not available

School rules displayed	Textbooks available	Records of work	Schemes	Classrooms	Progress records

APPENDIX XI: SCORING GUIDE FOR PRE-PRIMARY TEACHERS' QUESTIONNAIRE

S/No	**Head teachers' management of human resources**	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My school has school rules displayed	3	2	1	0
2.	My school has school prefect body	3	2	1	0
3.	The head teacher is involved in daily conflict resolution in any teaching	3	2	1	0
4.	Teacher sign a daily school register	3	2	1	0
5.	There are regular seminars in this school	3	2	1	0
6.	We hold staff meetings regularly	3	2	1	0
7.	The head teacher has a role to play in the teaching of pre-primary teaching	3	2	1	0

S/no	**Head teachers' management of financial resources**	Strongly Agree	Agree	Disagree	Strongly Disagree
8.	This school receives enough funds from the government	3	2	1	0
9.	There are proper policies for the allocation of funds received	3	2	1	0
10.	The head teacher is keen in keeping books of accounts of the school	3	2	1	0
11.	The school adhere to procurement policy	3	2	1	0
12.	We prepare and adhere to school budgets	3	2	1	0
13.	Auditing in this school is well done	3	2	1	0
14.	Adherence to vote heads procedures is good in this school	3	2	1	0

S/No	**Head teachers' management of teaching/learning resources**	Strongly Agree	Agree	Disagree	Strongly Disagree
15.	This school has enough classrooms	3	2	1	0
16.	The school has enough desks for learners	3	2	1	0
17.	Teachers cover the syllabus as required	3	2	1	0
18.	The school has enough textbooks	3	2	1	0
19.	The school has enough mathematics books	3	2	1	0
20.	The school has enough language books	3	2	1	0
21.	The head teacher is involved in supervision of teaching/learning in this school	3	2	1	0

S/No	**Head teachers' management of classroom instruction**	Strongly Agree	Agree	Disagree	Strongly Disagree
22.	Teachers are never late for classes in this school	3	2	1	0
23.	All teachers have the updated scheme of work	3	2	1	0
24.	Teachers uses lesson plans in teaching at all times	3	2	1	0
25.	Pupils record of work covered is well kept	3	2	1	0
26.	Progress records for pupils is well kept by teachers	3	2	1	0
27.	The head teacher signs all the schemes, records of work and progress records from all teachers	3	2	1	0
28.	There is always a good percentage of pupils transition to the next class	3	2	1	0

ACCESS TO QUALITY EDUCATION

SD- Strongly disagree D- Disagree U- Undecided, A- Agree and SA- Strongly Agree

		SD	D	U	A	SA
	QUALITY NUTRITION, HEALTH AND SAFETY IN ECD					
1	We have Well maintained play equipment in our school	0	1	2	3	4
2	Enough water is availability for our preschool children within the school compound	0	1	2	3	4
3	Our preschool children can easily access Enough water	0	1	2	3	4
4	Our preschool children have access to First aid kit	0	1	2	3	4
5	The school has well prepared and maintained Health record for preschool children	0	1	2	3	4
6	The school offers feeding programme to preschool children	0	1	2	3	4
7	The school offers a balanced diet to preschool children	0	1	2	3	4
8	The school has Well cleaned rooms for preschool children	0	1	2	3	4
9	The school has Well maintained playground for preschool children	0	1	2	3	4
10	We have regular Health checks for preschool children	0	1	2	3	4
11	The school has disinfectants	0	1	2	3	4
	CHILD ACQUISITION OF BASIC LITERACY COMPETENCIES					
1	Majority of my children are able to read the letters sounds	0	1	2	3	4
2	Majority of my children are able three letter words	0	1	2	3	4
3	Majority of my preschool children are able to hold books correctly	0	1	2	3	4
4	Majority of my preschool children are able to read pictures of domestic animals	0	1	2	3	4
5	Majority of my preschool children are able to tell stories about pictures	0	1	2	3	4
6	Majority of my preschool children are able Name numbers in their correct sequences	0	1	2	3	4
7	Majority of my preschool children are able to sort and group object according to sizes	0	1	2	3	4
8	Majority of my preschool children are able to match and pair objects	0	1	2	3	4

	according to their similarities and differences					
9	Majority of my preschool children are able to count objects	0	1	2	3	4
10	Majority of my preschool children are able to identify number symbols	0	1	2	3	4
	RESOURCES ADEQUACY IN ECD					
1	We have appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys.	0	1	2	3	4
2	We have appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys.	0	1	2	3	4
3	We have adequate Child-sized tables and chairs	0	1	2	3	4
4	We have adequate Child-sized toilets	0	1	2	3	4
5	We have adequate Well-ventilated class rooms	0	1	2	3	4
6	We have adequate Child-sized play equipment (jungle gyms, see-saws, sandpit, tricycles, wheel barrows, merry-go-round, etc)	0	1	2	3	4
7	We have Observation guide of the displays of play areas in ECD	0	1	2	3	4
	CHILD PARTICIPATION IN ECE (ABSENTEEISM, PUNCTUALITY, RETENTION)					
1	Preschool children regularly attend class	0	1	2	3	4
2	Preschool children have adequate opportunity to learn	0	1	2	3	4
3	Preschool children have enough available time for learning	0	1	2	3	4
4	Preschool children are punctual for daily lessons	0	1	2	3	4
5	Preschool children are usually punctual for class lesson	0	1	2	3	4
6	School retains children for all the levels as prescribed by the ministry of education	0	1	2	3	4
7	Preschool children usually complete the preschool education programme before joining class one	0	1	2	3	4
8	We have very few transfer of preschool children from our school to other schools	0	1	2	3	4
	CHILD FRIENDLY LEARNING ENVIRONMENTS					
1	The learning environment for preschool children is safe	0	1	2	3	4
2	The learning environment for preschool children is stimulating.	0	1	2	3	4

3	The school has appropriate number of classrooms accessible to all children including those with special needs	0	1	2	3	4
4	The school has adequate and separate sanitation facilities for girls and boys.	0	1	2	3	4
5	School discipline is administered in a manner consistent with the child's human dignity	0	1	2	3	4
6	The children usually have positive experiences and interactions with various learning resources	0	1	2	3	4
7	Teaching is presented in a well-managed classroom.	0	1	2	3	4
8	We have Child-sized tables and chairs	0	1	2	3	4
9	We have Child-sized toilets	0	1	2	3	4
10	The school has Music and Movement area having a variety of musical instruments	0	1	2	3	4
11	The school outdoor area is spacious with tyres and merry-go-round	0	1	2	3	4
12	The school has Art area with enough paints, paint brushes, crayons, papers,	0	1	2	3	4

APPENDIX XII: TABLE OF RANDOM NUMBER

Table of Random Numbers

36518 36777 89116 05542 29705 83775 21564 81639 27973 62413 85652 62817 57881
46132 81380 75635 19428 88048 08747 20092 12615 35046 67753 69630 10883 13683
31841 77367 40791 97402 27569 90184 02338 39318 54936 34641 95525 86316 87384
84180 93793 64953 51472 65358 23701 75230 47200 78176 85248 90589 74567 22633
78435 37586 07015 98729 76703 16224 97661 79907 06611 26501 93389 92725 68158
41859 94198 37182 61345 88857 53204 86721 59613 67494 17292 94457 89520 77771
13019 07274 51068 93129 40386 51731 44254 66685 72835 01270 42523 45323 63481
82448 72430 29041 59208 95266 33978 70958 60017 39723 00606 17956 19024 15819
25432 96593 83112 96997 55340 80312 78839 09815 16887 22228 06206 54272 83516
69226 38655 03811 08342 47863 02743 11547 38250 58140 98470 24364 99797 73498
25837 68821 66426 20496 84843 18360 91252 99134 48931 99538 21160 09411 44659
38914 82707 24769 72026 56813 49336 71767 04474 32909 74162 50404 68562 14088
04070 60681 64290 26905 65617 76039 91657 71362 32246 49595 50663 47459 57072
01674 14751 28637 86980 11951 10479 41454 48527 53868 37846 85912 15156 00865
70294 35450 39982 79503 34382 43186 69890 63222 30110 56004 04879 05138 57476
73903 98066 52136 89925 50000 96334 30773 80571 31178 52799 41050 76298 43995
87789 56408 77107 88452 80975 03406 36114 64549 79244 82044 00202 45727 35709
92320 95929 58545 70699 07679 23296 03002 63885 54677 55745 52540 62154 33314
46391 60276 92061 43591 42118 73094 53608 58949 42927 90993 46795 05947 01934
67090 45063 84584 66022 48268 74971 94861 61749 61085 81758 89640 39437 90044
11666 99916 35165 29420 73213 15275 62532 47319 39842 62273 94980 23415 64668
40910 59068 04594 94576 51187 54796 17411 56123 66545 82163 61868 22752 40101
41169 37965 47578 92180 05257 19143 77486 02457 00985 31960 39033 44374 28352
76418

APPENDIX XIII
MAP OF KISII COUNTY

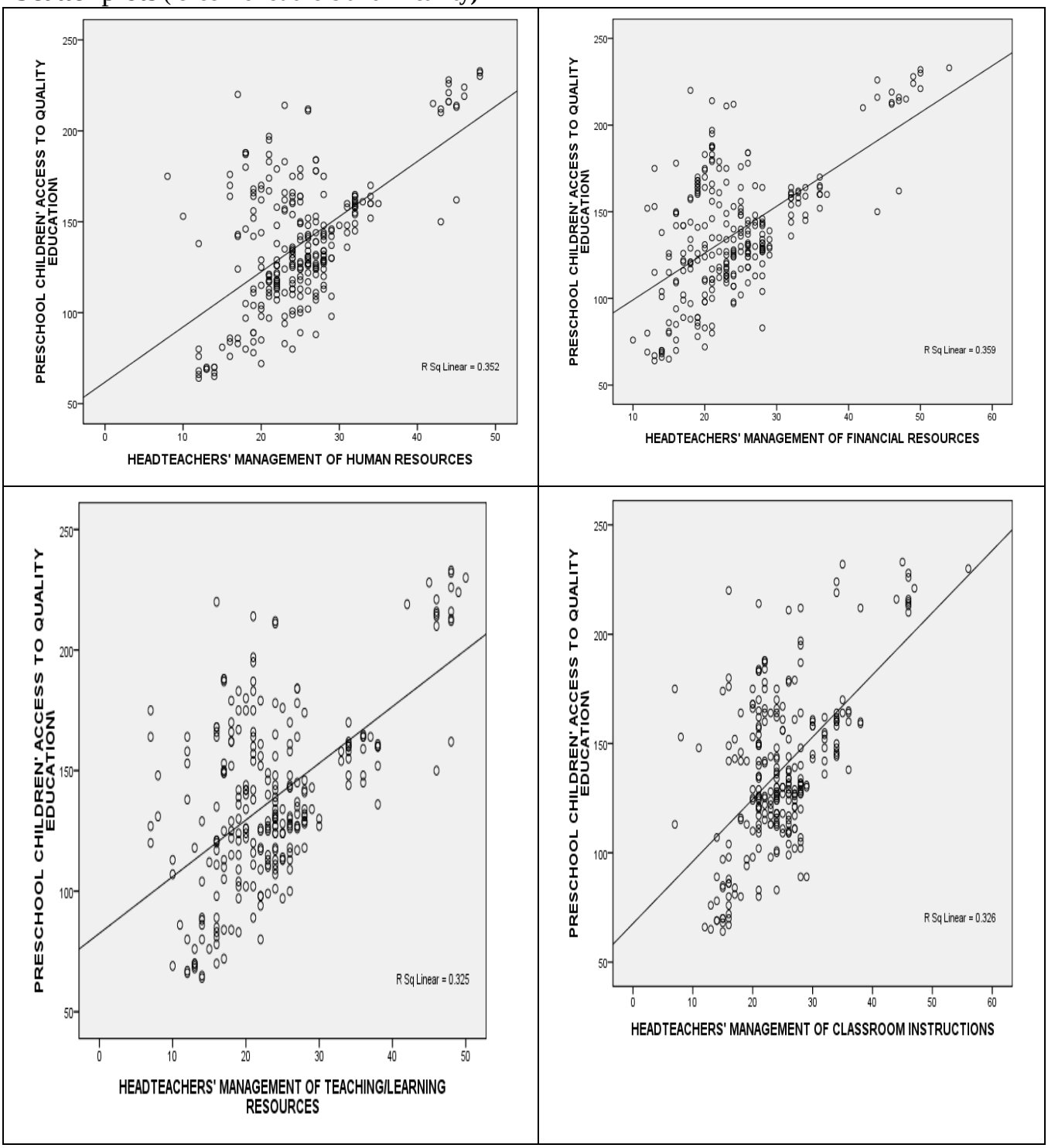
APPENDIX XIV

DIAGNOSTIC TEST FOR REGRESSION

Description of variable used for analysis

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Scale
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	
HEADTEACHERS' MANAGEMENT OF HUMAN RESOURCES	268	40	8	48	25.06	.436	7.145	51.056	.994	.149	Interval
HEADTEACHERS' MANAGEMENT OF FINANCIAL RESOURCES	268	44	10	54	24.34	.495	8.102	65.647	1.352	.149	Interval
HEADTEACHERS' MANAGEMENT OF TEACHING/LEARNING RESOURCES	268	43	7	50	23.55	.541	8.850	78.331	1.038	.149	Interval
HEADTEACHERS' MANAGEMENT OF CLASSROOM INSTRUCTIONS	268	49	7	56	24.69	.448	7.327	53.683	.982	.149	Interval
PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION	268	169	64	233	137.89	2.232	36.532	1.335E3	.378	.149	Interval
Valid N (listwise)	268										

Scatter plots (check for **outliers and linearity)**



Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
HEADTEACHERS' MANAGEMENT OF HUMAN RESOURCES	.097	234	.062	.949	234	.057
HEADTEACHERS' MANEGEMENT OF FINANCIAL RESOURCES	.209	234	.056	.821	234	.053
HEADTEACHERS' MANAGEMENT OF TEACHING/LEARNING RESOURCES	.066	234	.069	.979	234	.056
HEADTEACHERS' MANAGEMENT OF CLASSROOM INSTRUCTIONS	.149	234	.102	.899	234	.098
PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION\	.052	234	.072	.985	234	.066

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

TESTING FOR OUTLIERS

Extreme Values

			Case Number	Value
HEADTEACHERS' MANAGEMENT OF HUMAN RESOURCES	Highest	1	120	48
		2	150	48
		3	160	48
		4	148	46
		5	149	46
	Lowest	1	79	8
		2	15	10
		3	259	12
		4	245	12
		5	222	12[c]
HEADTEACHERS' MANAGEMENT OF FINANCIAL RESOURCES	Highest	1	120	54
		2	119	50
		3	150	50
		4	160	50
		5	149	49[d]
	Lowest	1	259	10
		2	245	12
		3	230	12
		4	197	12
		5	222	13[e]
HEADTEACHERS' MANAGEMENT OF TEACHING/LEARNING RESOURCES	Highest	1	160	50
		2	149	49
		3	118	48
		4	120	48
		5	128	48[f]
	Lowest	1	79	7
		2	60	7
		3	59	7
		4	58	7
		5	54	8[g]
HEADTEACHERS' MANAGEMENT OF CLASSROOM INSTRUCTIONS	Highest	1	160	56
		2	119	47
		3	128	46
		4	129	46
		5	130	46[h]
	Lowest	1	79	7
		2	61	7

		3	15	8
		4	76	11
		5	101	12
PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION\	Highest	1	120	233
		2	150	232
		3	160	230
		4	206	228
		5	130	226
	Lowest	1	222	64
		2	223	65
		3	101	66
		4	131	67
		5	218	68

a. Only a partial list of cases with the value 2 are shown in the table of upper extremes.
b. Only a partial list of cases with the value 1 are shown in the table of lower extremes.
c. Only a partial list of cases with the value 12 are shown in the table of lower extremes.
d. Only a partial list of cases with the value 49 are shown in the table of upper extremes.
e. Only a partial list of cases with the value 13 are shown in the table of lower extremes.
f. Only a partial list of cases with the value 48 are shown in the table of upper extremes.
g. Only a partial list of cases with the value 8 are shown in the table of lower extremes.
h. Only a partial list of cases with the value 46 are shown in the table of upper extremes.

Independence of observations, (check using the Durbin-Watson statistic)

Model Summary[b]

Model	Durbin-Watson
1	1.832[a]

a. Predictors: (Constant), HEADTEACHERS' MANAGEMENT OF CLASSROOM INSTRUCTIONS, Please indicate your gender, HEADTEACHERS' MANAGEMENT OF TEACHING/LEARNING RESOURCES, HEADTEACHERS' MANAGEMENT OF HUMAN RESOURCES, HEADTEACHERS' MANAGEMENT OF FINANCIAL RESOURCES

b. Dependent Variable: PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION

Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	HEADTEACHERS' MANAGEMENT OF HUMAN RESOURCES	.157	6.371
	HEADTEACHERS' MANAGEMENT OF FINANCIAL RESOURCES	.144	6.954
	HEADTEACHERS' MANAGEMENT OF TEACHING/LEARNING RESOURCES	.233	4.289
	HEADTEACHERS' MANAGEMENT OF CLASSROOM INSTRUCTIONS	.265	3.774

a. Dependent Variable: PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION\

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	90.91	218.14	137.89	22.811	268
Residual	-55.183	104.844	.000	28.535	268
Std. Predicted Value	-2.059	3.518	.000	1.000	268
Std. Residual	-1.916	3.640	.000	.991	268

a. Dependent Variable: PRESCHOOL CHILDREN' ACCESS TO QUALITY EDUCATION\

Checking that the **residuals (errors)** of the regression line (**approximately normally distributed)**