INFLUENCE OF SCHOOL GOVERNANCE ON ADEQUACY OF RESOURCES IN PRE-PRIMARY SCHOOLS IN EMBU COUNTY, KENYA

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words) graphic, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>BEA</td>
<td>Basic Education Act</td>
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<td>BOM</td>
<td>Board of Management</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>U.S.A.</td>
<td>United States of America</td>
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ABSTRACT
There exists a close relationship between availability of resources and effective teaching in pre-primary schools. Children who are exposed to sufficient resources within a school climate develop positive self-concept, achieve higher in reading, writing and mathematics participate in play to develop their muscles. The purpose of the study was to assess the influence of school governance on adequacy of resources in pre-primary schools in Embu County, Kenya. The study explored the influence of involvement of parents in decision making process, accountability of school management to parents and the strategies put in place to enhance the adequacy of resources in pre-primary schools in the county. The study was guided by Systems Theory of Management. The researcher used survey design in the study. The dependent variable was adequacy of resources in pre-primary schools. The independent variables were involvement of parents in decision making process, accountability of school management to parents and strategies put in place to enhance the adequacy of resources in pre-primary schools. The study was done in pre-primary schools in Embu County. The target population was pre-primary school teachers, head teachers, and parents. Purposive and simple random sampling methods were used to select sample for the study. Questionnaires and interview schedules were used to collect data for the study. Before the actual data collection, research instruments were piloted in two schools to ensure they were valid and reliable using content validity and test re-test methods. Qualitative and quantitative methods were used to analyse data and results presented using tables. Results from data analysis revealed that resources available in pre-primary schools were inadequate. It was also clear that parental involvement in decision making and accountability to parents influenced the adequacy of resources in pre-primary schools. It was also clear from the results that many strategies were being used to enhance the adequacy of resources in pre-primary schools. To enhance the adequacy of resources in the schools it was recommended that parents and other stakeholders should be involved in the provision of resources.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0. Introduction

This section of the study describes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, theoretical and conceptual frameworks, and assumptions of the study, limitation and delimitations as well as operational definitions of terms.

1.1. Background to the Study

Availability of adequate resources in schools influences children’s achievements and development. School resources include physical, human, financial and socio-emotional resources. Steele, Vignoles & Jenkins, (2007) assert that adequate resources in preschools provides positive school climate for children to benefit academically, behaviourally and aid in the acquisition of values and skills. Furthermore, parental involvement in preschool education may lead to high reading levels, increased achievement in mathematics and lower dropout rates. It was therefore, important to explore further about this area of study.

Anderson and Minke (2007) point out that parental involvement in children’s learning and development directly leads to higher academic, social and behavioural achievements. Spady (1973) demonstrates that the interaction between physical, human, financial and socio-emotional and cultural resources
within a preschool create a positive school climate to support learners’ education and development. When children are denied quality environmental stimuli they are more often likely to lag behind in academic, behavioural and socio-emotional tasks in school and out of school (Raffin, 2012). Following this trend, it was interesting to explore the influence of School management on adequacy of resources in enhancing children’s learning and development.

In the global context, the influence of School management on adequacy of resources is evident. In UK, the department for education spends approximately 5% of its annual Gross Domestic Product (GDP) on primary, secondary and post-secondary education (Steele, Vignoles & Jenkins, 2007). Interestingly, other countries such as Republic of Ireland, Finland, and Australia also allocate a lot of money in education department, and surprisingly they collectively produce top performing students in international pupil assessment tests. This imply that allocating enough financial resources supported by strong accountability systems leads to better pupils’ performance because resources will be acquired in plenty.

Raffin (2012) observes that in Canadian primary schools and secondary schools, learners who were exposed to adequate resources were more motivated and scored highly in mathematics, reading test, writing and creative subjects. This was contrary to the observations in North American schools where there are no organizational and structural systems in manipulation of resources, utilization, pupil composition, budget allocation per pupil and lack of teacher professional development and remuneration programs. Unfortunately, this disorganization of
the School management has been the bedrock for poor students learning achievement and aspects of development.

Research conducted in Cameroon, Niger, South Africa and Malawi indicates that human support forms a great component to determine the achievement of children’s academic and development domains (Lloyd & Blanc, 1996). This follows study findings that majority of Sub-Saharan African countries are poor, hence there is likelihood of poor resources managers in schools (Khatete, 2014). This state exposes children to low learning opportunities compared to developed nations (Chiu, & Khoo, 2005). Further, there is increasing debt in most African countries which limits hiring of teachers, construction of classrooms and play facilities thus may deprive leaners from physical, social, emotional and academic development.

The key education policy documents in Kenya have attempted to highlight and champion for the need of adequate resources in schools countrywide. The Basic Education Act of 2013, as provided in the Kenya constitution provides clear principles about a rationale for schools to employ and frequently induct teachers, construct standard and adequate physical facilities within schools, get enough funds from the government and stakeholders and hire guidance and counsellors team, all to promote positive school climate for learning and development in children (Government of Kenya, 2013). Kenya Early Childhood Development and Education Policy framework of 2006 and the Kenya Institute of Curriculum Development (KICD) have collectively emphasized the need to professional
development of teachers alongside acquisition of adequate resources. Unfortunately, the structures of preschool management have created gaps on adequacy on provision of resources, limiting children’s attainment in education and development, hence the need for the study.

In Kenya, there is limited studies on adequacy of resources in pre-primary schools. Ng’asike (2014) found that when teachers use play children benefit a lot in education and development in Nairobi City County. Mweru (2013) suggests that teachers’ attitudes impact on children’s choice and use of play equipment and materials in Nairobi City County. On another hand, Khatete (2014) found that teachers are important resource centres for Kenyan schools to become effective. The above studies focused on provision, teacher attitude and safety of resource materials in children’s education and development. There was therefore limited research to show the influence of school management on adequacy of resources in pre-primary schools in Embu County, hence the need for this study.

1.2. Statement of the Problem

Availability of adequate resources within a preschool throughout its operation is an indicator of efficient school management. Children who are exposed to sufficient resources within a school climate develop positive self-concept, achieve higher in reading, writing and mathematics participate in play to develop their muscles. Globally, there are inadequate documented studies done on equal distribution and management of school resources.
Internationally, researchers have attributed most African nations to low socio-economic status and rising debt which compromise schools managers to acquire adequate resources. The status has negative implications on children’s perception about school climate. It may also create more anxiety than interest in preschools forcing children to lag behind academically and in their aspects of development.

In Kenya policy documents emphasize good management of preschools and cite government’s commitments in provision of adequate resources. They have pointed out the mechanism the government is using to support preschools with adequate physical, human, financial and social-emotional resources, however despite large sums of funds allocated to pre-primary schools by the County government plus those received from parents, there are still inadequate resources.

The existing studies reviewed have focused on provision of resources and their influence on pupils’ performance and have not adequately focused on influence of School management on acquisition of resources at pre-primary schools, but rather on teachers’ competences to utilisation of school resources, thus a need for this study. As a result, there was insufficient data to show how school management influence availability of adequate resources in pre-primary schools and hence the need for this study.

1.2.1. Purpose of the Study

The purpose of the study was to assess the influence of school governance on adequacy of resources in pre-primary schools in Embu County. The study also explored the influence of involvement of parents in decision making process,
accountability of school management to parents on adequacy of resources and the strategies put in place to enhance the adequacy of resources in pre-primary schools in the county.

1.2.2. Objectives of the Study

The objectives of the study were:

i. To establish the adequacy of resources in pre-primary schools in Embu County, Kenya.

ii. To find out the influence of involvement of parents in decision making on adequacy of resources in pre-primary schools.

iii. To determine the influence of accountability of school management to parents on adequacy of resources in pre-primary schools.

iv. To determine the strategies put in place to enhance the adequacy of resources in pre-primary schools.

1.2.3. Research Questions

The study was guided by the following questions:

i. To what extent do pre-primary schools in Embu County have adequate resources?

ii. How does involvement of parents in decision making influence the adequacy of resources in pre-primary schools.

iii. What is the influence of accountability of school management to parents on adequacy of resources in pre-primary schools?
iv. What are the strategies put in place to enhance adequacy of resources in pre-primary schools?

1.3. Significance of the Study

The findings of the study may be important to parents, Board of Management (BOMs) and County government of Embu. The findings of the study may also help parents to understand their role in keeping head teachers accountable on utilization of school resources. Parents may also learn new strategies to use to enhance adequacy of resources in pre-primary schools.

The findings of study may also benefit BOMs running pre-primary schools countrywide. The BOMs members may articulate specific administrative, management and planning functions for head teachers. This may promote accountability and good School management for all resources, thus promoting adequacy.

The County government and Non-governmental Organizations (NGOs) may also benefit from the study by learning from the study findings how schools use resources through evaluating its resource allocation plans, accounting and governance systems. NGOs may also learn specific areas to give financial support to enhance adequacy of resources in pre-primary schools.

1.4. Limitations and Delimitation of the Study

The have been described in the following subsections
1.4.1 Delimitation of the Study

This study was delimited to public pre-primary schools in Embu County. The research was done in pre-primary schools because it forms the foundation class which impacts on the next levels of education. It was also done in public preschools because these are the centres that receive County government funding. It was noted that several factors may influence adequacy of resources in pre-primary schools, however, this study was delimited to school governance issues that included involvement of parents in decision making, accountability of school management to parents and strategies to enhance adequacy of resources.

1.4.2 Limitations of the Study

Embu County receives heavy annual rainfall. Thus, this researcher experienced some difficult in movements to reach out some pre-primary schools located in rural areas especially since data was collected during the long rains. However, during data collection, the researcher used motorcycles to reach areas where vehicles could not reach due to impassable roads. Generalisation of the findings may also be limited to Embu County because management, funding and governance of pre-schools greatly vary from county to county.

1.5. Assumptions of the Study

This study assumed that there were adequate resources in the pre-primary schools within the county. Moreover, the study assumed that pre-primary school head teachers govern the schools through the BOMs and manage the resources in the right manner. Lastly, the researcher assumed that head teachers for each sampled
school involve parents in decision-making and employ several strategies to enhance adequacy of resources in pre-primary schools.

1.6. Theoretical and Conceptual Framework

They have been described in the following sub-sections:

1.6.1. Theoretical Framework

The study was guided by the systems theory of management. The main proponents for the theory were Ludwig von and Bertalanffy (1968). The theory explains that management takes place in either closed system or open systems. The school context is an open system. It therefore follows that, as a machine systems, school is a system where different stakeholders come together to give necessary input.

Ludwig and Bertalanffy suggest that due to the existence of different structures of school management, there is need for administrators to observe key structural principles. This brings to an introduction of three key concepts outlined in the theory which are relevant to the study.

The management model by hierarchies. Theory proponents argue that a school with established hierarchies positions each individual staff to attain the set goals. It follows that where teachers are supposed to use school resources; they should follow provided structured processes. In the end, there is chance for ensuring accountability of resource utilization, thus promoting effective school climate for learning and development.
Secondly, the theory proposes the establishment of lines of authority. The school head teacher is supposed to appoint various departmental heads to lead other teachers in resource usage. This allows school head teachers get permission to account to parents on the availability and usage of resources. Teachers and learners will also learn their limit of using resources, hence promoting adequacy and accountability.

The third and final principle of the theory is communication to enhance control of resources. Ludwig and Bertalanffy propose that effective channels of communication should be used to inform parents and other stakeholders within school about availability and usage of resources. The strategy will help monitoring and control of resources utilization and collect information to be shared by parents.

1.6.2. Conceptual Framework

Adequacy of resources positively influences children’s academic outcome and holistic development. The figure below gives an explanation on the impact of school resources on children’s outcome in academics.
The conceptual framework for this study as shown in figure 1.1, shows that adequacy of school resources directly leads to effective teaching, high academic outcome, increased retention and transition. Therefore, it may mean that parents’ involvement in decision making and accountability of school management to parents and use of effective strategies to influence the availability of adequate resources in pre-primary schools.
1.7. Operational Definition of Terms

**Resources:** Teachers, classrooms, playground, teaching-learning materials, toilets, and funds.

**Adequacy of resources:** Availability of enough teachers, classrooms, playground, teaching-learning materials, toilets, and funds for young children in pre-primary schools.

**Accountability:** The act of holding BOMs answerable to parents on the way they use resources on their behalf through reporting to enhance effective teaching and learning in pre-primary schools.

**Strategies:** Measures put in place by pre-primary school management to promote adequacy of resources.

**Pre-primary:** Classes for young children aged 4-5 years that children join before going to standard one that are managed within existing primary schools.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0. Introduction
This chapter reviews empirical literature regarding school management and adequacy of resources. The chapter focuses on adequacy of resources, involvement of parents in decision making, accountability of school management to parents and strategies to enhance adequacy of resources. Additionally, a summary of reviewed literature is discussed in this chapter.

2.1. Adequacy of Resources in Pre-Primary Schools
Resources may be defined as the fiscal and non-physical materials which in totality enhance the learning and development of a child (Brown, 2007). The adequacy of resources is closely associated with high outputs in academic and holistic development of children during formative years. Adequacy is a term meaning resources have a possibility to make a child benefit optimally in both indoor and outdoor activities. In a pre-primary school, resources include human, financial, material, time and socio-cultural (Takanishi, 2016). It may be seen that resources are essential in learning and development, therefore ensuring their management is vital to the children and the school.

A school which provides adequate resources to children is likely to record high gains in performance (Mweru, 2013). This further may lead children to develop their full potential regarding the ability to learn and play in a positive school climate. However, the global researchers did focus on provision of adequate
resources without a provision of how to use them. This may compromise the support donors provide school in terms of materials, thus there was need to explore these factors of management in the study.

In the U.S.A., it is observed that fourth and fifth grade children improved their grade-score from 47% to 66% after the teachers invested in provision of quality instructional service during lesson delivery (Schilling & Tomal, 2013). In this situation, teacher professional development and increased access to competitive packages is a benchmark to increase pupils’ output. Moreover, a study of the UK schools found out that majority of schools stand a chance to perform better because teachers have positive attitudes on the available resources and make use of them during teaching and learning (Chiu & Khoo, 2005). As much as teacher training is required in professional instruction using modern resources, there should be adequate resources in schools for teachers to use.

A study carried out in South Africa established that supply of adequate human resources; teachers, parents and relevant education policymakers, play equipment, financial resources and enough time allocation to school activities is important to learning. Children of grades four to seven who also came from families with access to these resources, performed better than their counterparts in science and mathematics activity areas. It is important to observe that reviewed literature show Sub-Saharan African countries as those nation with increasing poverty and international debt (Case & Ardington, 2006). This may imply that limited financial resources may be used in a more accountable way to ensure that children
and schools have adequate resources, through use of effective governance, accounting and planning systems in pre-primary school.

In Kenya policies on supply of physical and financial resources are limited to primary schools and secondary schools (Atieno, 2012). Ng’asike (2014) also points the use of play in promoting children’s education and development. Therefore, the study explored the influence of management on adequacy of resources in pre-primary schools within the county. In such situation, as much as play materials assist children to learn, putting in place strong management systems will provide opportunity of effective utilisation of similar resources.

2.2. Involvement of Parents in Decision Making and Adequacy of Resources in Pre-Primary Schools

Planning is a process of making decisions on how to implement it and the persons to implement to achieve the set education objectives in a school context (Mohajeran, 2006). Budgeting in pre-primary schools, on the other hand, refers to the process of allocating resources to the right functions to run smoothly the activities of a school (Mohajeran, 2006). The key to improved pupils’ outcome is proper planning and integrity in budgeting for the resources. These two processes influence the decisions school head teachers pursue to ensure children learn and develop, hence the need for this study.
Mohajeran (2006) believes that 25% of the achievement recorded by students in Australia accounts for effective planning and budgeting of resources. The school principal whose planning match the budget and vision of the needs of the teachers, school structures and parents’ obligations will create positive school climate for pupils to outperform their counterparts without such (Davis et al., 2009). However, some schools fail to produce pupils with competence in physical, social, emotional and cognitive skills in Canada because head teachers may have lacked necessary management skills after the planning process. Such situation may negatively impact on pupils’ learning and development collectively if head teachers fail to meet required governance integrity to school resources, thus creating a need to explore about similar factors in this study.

Case and Ardington (2006) suggest that parental involvement in planning and budgeting largely contributed to increased academic success and gains in social values for children in grade four and five in South Africa. The efficiency use of materials, financial, human and time resources in preparation for teaching and learning requires decentralization (Odden et al., 2008). Available evidence depicts that most Sub-Saharan African countries are low economically and possess much debts from international nations. However, these debts may be acquired and used effectively to procure school resources and help improve learning conditions and outcomes of children.

The schools therefore face limited budget because funds are limited (Mohajeran, 2006). Similarly, there is a close association between children’s achievement and
adequacy of funds allocated in the budget (Davis et al., 2009). This implies that constrained financial resources directly impacts on the teachers who may plan and influence adequacy of resources in schools to increase pupils’ academic gains.

In Kenya, existing research and findings from the education policy documents such as Basic Education Act, 2013 and the Kenya constitution, 2010 collectively appreciates the decentralization and devolution of resources into the county levels (Odden, 2000). Majority of schools are given funds and allocated other resources to promote smooth implementation of curriculum. However, despite this effort, the poor state of some schools has been attributed to the poor management of resources. Schools in Kenya with adequate number of teachers, adequate physical facilities, and enough finance allocation are performing better than the schools with such limited resources. This condition creates disparities in inequalities in learning and development institutions, which also denies children their rights to education, hence there was need to carry out the study.

Poor leadership skills and management of available resources in most schools in Kenya has largely led to increased dropout rates and reduced holistic development in learners (Brown, 2007). Research indicate that political environment also impact on the planning and budgeting. The decision-makers in parliament in Kenya are not giving priority to allocate adequate resources to schools (Barkan & Chege, 1989). The situation is made worse by some schools administrators who have been noted to lack enough management skills on how to direct the utilization
of available resources on improving pupils’ academic and holistic development (Barkan & Chege, 1989). This created a gap that was to be filled by this study.

In Embu County, still there is no adequate documented evidence which shows that planning and budgeting are essentials of adequacy of resources in pre-primary schools. In reviewed literatures above, Mweru (2012) and Ng’asike (2014) cite the importance of teachers’ attitude and play to enhance children’s development and education. Takanishi, (2016) observe that early childhood is a base for primary, secondary and post-secondary education. Therefore, limited data in Embu County about the influence of governance on adequacy of resources in pre-primary schools makes it a gap in literature which the researcher sought to fill in carrying out this study.

2.3. Accountability of School management to Parents and Adequacy of Resources in Pre-Primary Schools

Mohajeran (2006) suggests that accountability of school resources can be described by “quality, equity, school effectiveness and excellence and efficiency.” Similarly, management refers to the social and cultural dimensions surrounding the school. This may involve school climate which incorporates the head teacher’s structural, hierarchical, management and leadership skills on the available resources. Accountability and management are interrelated concepts which when appropriately applied, may lead to effectiveness in pre-primary schools.
Accountability to parents about adequacy of resources is an important component to enhance school effectiveness. Parental involvement in managing schools resources such as auditing and providing reporting information concerning the daily-running of school programs has been associated with increased academic performance, high enrolment and smooth transition in start-up American schools (Kipkorir & Njenga, 2013). The principle of accountability requires school administrators to govern resources carefully, allocate enough resources and make decisions with relevant stakeholders before, during and after procurement of the resources.

In the entire world, the impact of accounting to parents is linked directly to the out puts in pupils’ achievements. Parents form basic human resource in a school environment, thus when head teachers provide reports showing the way resources received were used, there will be increased positive school climate to promote higher scores in children and holistic development (Schwartz, 2000). Through smooth management and use of distributed leadership principles to parents by school administrators, school heads in the U.S., China, and Israel have been able to point out unfinished projects, tasks, and roles assigned to teachers and parents as well monitor funds usage (Khatete, 2014). This situation however, fails to recognize the involvement of accountability and governance in pre-primary schools.
A study conducted in Australia shows that all schools which were accountable to the government through submission of reports using various professionals have been marked as the best performing schools (Mohajeran, 2006). In New South Wales, it is observed that high school principals are being accountable to the government, parents and all stakeholders. The area of establishing and managing physical facilities, curriculum implementation, meeting standard criteria for registration and prompt making of budgetary reports on each allocation has become the culture of the high schools. The situation has translated into increased enrolment, transition and better academic grade-score in students. Therefore, it was important to carry out the study in Kenyan pre-primary schools in Embu to create a strong foundation in entire processes.

In Zimbabwe, a study conducted in primary schools found that involvement of parents to govern schools in the school administration is relevant to create a positive climate in school (Chikoko, 2008). The research further reveals that parents who get involved in both internal and external accountability of the school resources promotes school effectiveness through increasing avenues for the school to get adequate resources to its pupils. Most highly and qualified parent governors have potential to advice the school head teachers on the prioritisation of the school-based needs. This strategy has been successful in improving the low standard of education in Zimbabwean rural primary schools and provision of a holistic model of curriculum to all learners, thus there was a need to explore a similar research in Embu County, Kenya.
In Kenya, Kipkorir and Njenga, (2013) point out that establishment of quality assurance sections within the Ministry of Education has largely helped in control of resources within pre-primary schools. Khatete (2014) also states that teachers are an important resource centre and their attitude influence availability and use of resources to promote effective learning and development. However, the studies failed to indicate the influence of school management on adequacy of resources, thus created the need to carry out this research in Embu County.

2.4. Strategies to Enhance the Adequacy of Resources in Pre-Primary Schools

School administrators require empowerment to manage well available resources and enhance adequacy through proper utilization of these resources. Strategies, therefore, may refer to processes, structures, policies, decisions and techniques applied to promote adequacy of school resources (Schilling & Tomal, 2013). The ultimate goal is to enhance enough physical, financial, human, time and socio-emotional resources in schools in order to create a positive climate for school effectiveness through strong systems of management, which this study sought to establish.

Research in New York grades nine through grade twelve indicate that schools with uniform distribution of instructional time to all units perform better than their counterparts with unequal distribution (Alexander, 2003). The capacity of a school to carry effectively establish adequate curriculum materials and set up
reliable and quality infrastructure is key in pupils’ high enrolment, increased transition and acquisition of social development skills. Therefore, in Embu County pre-primary schools, missing data on this strategy formed a basis for the research.

Globally, there is increasing demand for quality education. Teachers form a primary component in this capacity. Schools in Australia, U.S. and Israel have established teacher professional development in-service courses alongside employing adequate number of teachers (Alexander, 2003). The decision-makers have also provided educational inputs on human resources through increasing funds to train teachers on supplementary courses. The culture has largely increased students’ outcomes in the area of development and academic. However, the limited data on adequate teacher professional development has therefore provided a ground for the researcher to conduct this study in Embu County, Kenya.

Most schools in Kenya and Tanzania have been found to record good performance due to the proper leaders. Transactional and transformational leaders are able to speak about goal-oriented educational objectives and distribute the right educational information (Maupin et al., 2010). Research reveals that leaders with integrity have potentials to manage financial, human, material and time resources in schools. This provides positive school climate which promotes adequacy of available resources, hence increasing educational and development outcomes in children.
In Sub-Saharan African countries, parents have participated in the management of school finances and infrastructures processes. The move has limited parents on the participation to provide guiding services to teachers and pupils on development and use of school resources (Atieno, 2012). As a result, there is need for pre-primary School management systems to develop capacities for parents through coaching and further training. This may add management, guidance and accountability skills for parents to use in supporting adequacy of resources in schools. The lack of enough data in Embu County pre-primary schools created the need for this study.

There is a considerable agreement on the importance of accountability to parents, government and states about use of resources and pupil achievement outcome. Because accountability involves monitoring use of resources, people, materials and processes, effective management in schools have been associated with transparency in accountability of resources (Schwartz, 2000). This has motivated school stakeholders to play their assigned roles with due diligent translating to increased children’s output both in physical and social development and academic progress. As these provides enabling environment, there is need to explore about management systems to enhance adequacy of these resources in schools.

Maupin et al., (2010) points that adoption of accountability policies by all pre-primary school administrators, is an indicator of school effectiveness. Pre-primary schools with limited resources and have performance accountability tools are able to excel in both academics and co-curricular activities. Wanyama (2009) states
that good performing schools in Kenya have access to enough resources. Mweru (2012) also found that teacher’ professional skills and attitudes impacted on their choice on use of resources in schools in Nairobi City County. Therefore, there was limited finding which have pointed out the influence of management on adequacy of resources in pre-primary schools, hence created the need to conduct this study in Embu County.

2.5. Summary of Literature Review

Studies reviewed have depicted a strong relation between adequacy of resources and pupils’ achievement in all areas. Although some researchers disagree about the influence of school factors on children’s achievement outcome, there was sufficient evidence to show human, financial, material and time are defining resources on pupils’ development and school academic outcome. Most studies reviewed have shown that children’s smooth transition, better academic performance and increased enrolment is closely related to the adequacy of resources.

The reviewed studies focused on fourth and fifth grade learners. Other focused on teachers’ competence and use of school resources. In addition, several researches have been conducted internationally, especially outside Africa. There was also plenty of data from the reviewed literature about use of play materials to promote children’s learning and development. However, there was much to know about the management of these resources, even after they have been provided in plenty.
to pre-primary schools in particular. With limited documented studies in Kenya and in Embu County concerning influence of school management on adequacy of resources, the researcher explored the factors in pre-primary schools in Embu County, Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section outlines the methodology to be used in the study. It also describes the research design to be used in the study, location of study, target population, sampling procedure, research instrument, and method of data collection and techniques of data analysis and logistical and ethical considerations.

3.2. Research Design

A research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). This study adapted and used a survey design. According to Mugenda and Mugenda (1999) a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. It is self-report study which requires the collection of quantifiable information from the sample. The survey design allowed the researcher to gather information on adequacy of resources at the time of the study. This design allowed the researcher to gather information from a large number of cases.

3.2.1. Variables

They have been discussed as follows:

(a) Independent Variables
The independent variables in this study were:

i. Accountability of school management to parents on utilization of resources and was measured by using interview schedules on head teachers about the management systems and their influence on adequacy of resources.

ii. Involvement of parents in decision making by school management was measured through a face to face interview with the selected parent’s participants.

iii. Strategies to enhance the adequacy of resources in pre-primary schools which was measured through use of questionnaires and interview schedules for parents, teachers and head teachers.

(b) Dependent Variable

The dependent variable in this study was adequacy of resources in pre-primary schools. It was measured through administering questionnaires with items on availability and adequacy of resources to sampled pre-primary school teachers.

3.3. Location of the Study

This study was carried out in Embu County. It is located on the Eastern part of Kenya. The county has a total of 395 public pre-primary schools. The location of the study was selected because existing studies focused on use of play materials and supply of teaching resources to schools, whereas there was incomplete information about the management systems and how they influence adequacy of
pre-primary school resources within the county. The study was also conducted in the county because a similar study has not been conducted there.

3.4. Target Population

A population refers to an entire group of individuals, events or objects having a common observable characteristic (Orodho & Kombo, 2002). The target population of this study was 395 pre-primary schools within Embu County. In particular the researcher targeted pre-primary school teachers and head teachers of the primary schools where the preschools are attached. Parents were also targeted in the study to obtain information about head teachers’ accountability information shared to them.

3.5. Sample Size and Sampling Techniques

They are described in the following subsections:

3.5.1. Sampling Techniques

Probability sampling guided this study. Specifically, all the pre-primary schools and school teachers were grouped into strata according to those based in urban geographical cites of Embu and those based and teaching in rural based pre-primary schools (Mbwesa, 2006). Parents were also grouped into the above strata of urban base and rural base. Individual number of school head teachers, teachers and parents to participate in the study were obtained through use of a systematic random sampling. The population was first divided into rural and urban pre-
primary schools then systematic random picking of teachers, head teachers and parents.

3. 5.2. Sample Size

In determining the total number of respondents to be involved in this study, the researcher used Mugenda & Mugenda (2003) advice, in which they argue that depending on time and resources available, the researcher may take the biggest sample size in order to increase their precision. They propose that a sample of 10% of the total population should be used when the population sampled from is relatively large populations 10% for relatively smaller target population. The researcher grouped the population of 10% of 395 (39) public pre-primary schools within the county into strata. Nth value of 3 for 13 urban based pre-primary schools and 26 rural based pre-primary schools was selected and head teachers, and parents picked from each group.

Table 3.1: Table showing the sample size of the study

<table>
<thead>
<tr>
<th>Sample Size(Nth value)</th>
<th>Urban pre-primary schools(13)</th>
<th>Rural pre-primary schools(26)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=3; N=13/3=4</td>
<td>n=3; N=26/3=8</td>
</tr>
<tr>
<td></td>
<td>N=4</td>
<td>N=8</td>
</tr>
<tr>
<td>Sample size</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
3.6. Research Instruments

The researcher designed the research tools which included questionnaire for teachers and interview schedule for head teachers to use in data collection. Each instrument was administered to individual study participant following a procedure.

3.6.1 Questionnaire for Teachers

The researcher constructed teachers’ questionnaires to be used in data collection. The questionnaire contained items on bio data, availability of resources, and involvement of teachers to govern of resources. Teachers were required to read the instructions attached to every section of the questionnaire before responding to each question.

3.6.2 Interview Schedule for Head Teachers

Interview schedules for head teachers were constructed to collect data. They had background information about the head teacher and pre-primary school and questions on adequacy of resources and governance of school resources. Questions on involvement of parents in acquisition of resources and how it influences availability of these resources to school children were also included.

3.7. Piloting Study

Piloting is done to ascertain the reliability and validity of the instrument to be used for collecting data (Mugenda & Mugenda, 2003). This is important as it
reveals the weakness that may exist in research instruments, for instance ambiguous phrasing of questions and general layout. Through piloting, it is possible for modifications to be made in order to collect the required data. In this research, a pilot study was carried out in two pre-primary schools. The researcher ensured that the pre-primary schools in the pilot study were not included in the final study. During pilot study questionnaire was administered to teachers in two school and parents with children in the schools interviewed. The responses were used to improve the instruments.

3.7.1. Validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended or supposed to measure (Mbwesa, 2006). The researcher adopted content validity. There is an agreement that a scale logically appears to reflect accurately what it purports to measure (Mbwesa, 2006). The content validity of this study was achieved through seeking guidance at point of constructing tools, from researchers, and comparing the content for each item with research objectives. The researcher assessed the content of the questions in each section before printing final copies of instruments which were used to collect data from the field. Items that were found with errors were rephrased in order to measure what was intended to be measured. This helped the researcher to ensure that objectives and variables of the study were all included in the tool. After pilot study items which were found not suitable were also dropped and more appropriate added to promote the reliability of the instruments.
3.7.2. Reliability

Reliability of research instruments refers to the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). The researcher used test-retest method. The researcher used this method to administer the same scale to the same group of respondents after an interval of two weeks. After the first administration, the questionnaire was administered to teachers in the two schools and head teachers interviewed. The data from the two tests were analysed and compared to determine whether there was any correlation and because the responses were the same the instruments were reliable.

3.8. Data Collection Procedure

This study relied on both primary and secondary sources of data. The primary data was collected through questionnaires and interview schedules. The researcher administered the interview schedules to head teachers followed by the administration of questionnaire to sampled pre-primary teachers. The instruments were collected the same day after completion.

3.9. Data Analysis

During this stage of the research process, data collected was converted into a format that could be used to inform the research problem. When data are processed, they need to be prepared and then analyzed. Data preparation is the process of extracting data from questionnaires so that figures can be read and
manipulated by computer software. During data preparation the data is validated, edited, coded, entered and then cleaned (Hair et al., 2010). In this study numerical responses from respondents were entered into an electronic spreadsheet. Since nominal, ordinal and interval data was used in the study, various descriptive and inferential statistical analyses were performed. The Ms Excel 2010 and SPSS program version 18.5 aided in performing all the statistical analyses in this study. Qualitative data was analyzed thematically while quantitative was analysed using inferential statistics and descriptive statistics.

3.10. Logistical and Ethical Considerations in Research

The logical and ethical considerations to guide the processes in this study were as follows.

3.10.1 Logistical Considerations

The researcher sought for a Research Permit from the National Council for Science, Technology and innovation (NACOSTI) and sought consent of the Embu County Director for Early Childhood Education to carry out pre-field work logistics such as pre-testing the instruments and making the sampling frame before the fieldwork to collect data.

3.10.2 Ethical Considerations

The researcher visited sampled pre-primary schools to inform the subjects the purpose of the intended study, their role and then seek their informed consent to participate. The researcher assured them that information they gave was to be
treated with strict confidence. This contributed to high response rates. Permission was sought from each participant. The researcher administered the instruments with the help of research assistants who had been trained beforehand. Confidentiality and anonymity played a significant role in terms of obtaining access to respondents. It is also crucial to underscore that respondents were not asked to give their names as it was not within the framework of this study but questionnaires were coded.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter results from data analysis are presented, interpreted and discussed. The demographic results of the respondents have been presented first followed by descriptive results.

The objectives of the study were:

i) To establish the adequacy of resources in pre-primary schools in Embu County, Kenya.

ii) To find out the influence of parental involvement in decision making on adequacy of resources in pre-primary schools.

iii) To determine the influence of accountability of school management to parents on adequacy of resources in pre-primary schools.

iv) To determine the strategies put in place to enhance the adequacy of resources in pre-primary schools.

4.2 Demographic Information

The information on teachers’ and head teachers’ highest level of professional training and gender were determined and the results have been presented under the following subsections:
4.2.1 Teachers’ and Head Teachers’ Professional Qualifications

The teachers’ and head teachers’ who participated in the study were required to indicate the highest level of professional training they attained and the results have been presented in Table 4.1 below:

Table 4.1 Distribution of Teachers and Head teachers’ Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>P1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>83.3</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>BED</td>
<td>2</td>
<td>16.7</td>
<td>4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.1 the majority of the teachers were diploma holders. The results imply that all the teachers and head teachers were professionally qualified.

4.2.2 Teachers’ and Head Teachers’ Gender

The gender of the teachers and head teachers who participated in the study was determined and the results have been presented in Table 4.2.
Table 4.2 Distribution of Teachers’ and Head Teachers’ by Gender

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>16.7</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>83.3</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that the majority of the teachers and head teachers were females.

4.3 Adequacy of Resources in Pre-Primary Schools in Embu County

The study was designed to determine the adequacy of resources in pre-primary schools in Embu County. The objective to be achieved therefore stated as follows:

*Objective 1: To establish the adequacy of resources in pre-primary schools in Embu County, Kenya.*

To achieve the objective, the availability of classrooms, toilets, playground, teachers, instructional materials, and funds were determined by administering questionnaire to teachers and interviewing head teachers. Teachers were required to indicate whether the resources were available in their school and whether adequate or inadequate. Table 4.3 presents the results.

Table 4.3 Availability and Adequacy of Resources in Pre-primary schools

<table>
<thead>
<tr>
<th>Resources</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1. Classrooms</td>
<td>5</td>
<td>41.7</td>
<td>7</td>
</tr>
<tr>
<td>2. Toilets</td>
<td>4</td>
<td>33.3</td>
<td>8</td>
</tr>
<tr>
<td>3. Playground</td>
<td>5</td>
<td>41.7</td>
<td>7</td>
</tr>
<tr>
<td>4. Teachers</td>
<td>6</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>5. Instructional Materials</td>
<td>5</td>
<td>41.7</td>
<td>7</td>
</tr>
<tr>
<td>6. Funds</td>
<td>1</td>
<td>8.3</td>
<td>11</td>
</tr>
</tbody>
</table>
As it can be seen on Table 4.3 the resources in the pre-primary schools ranged from classrooms, toilets, playground, teachers, instructional materials, and funds. The results clearly show that the resources available in the pre-primary schools were inadequate.

The current study findings are in agreement with those reported by Mege (2014) who did a study to determine the influence of school factors on teaching learning process in public primary schools in lower Nyokal Division in Homabay District. The influence of physical facilities on teaching and learning process was examined. The sufficiency of instructional materials was also assessed. Results had revealed that schools have inadequate physical facilities & instructional materials were insufficient.

The results from the interview with head teachers had also revealed that the pre-primary school teachers did not have adequate physical facilities & instructional resources. One head teacher had this to say:

*We do not have adequate classrooms and toilets which make children to scramble for the limited resources. Teacher child ration is very high which is again the ECD service standard guidelines. There is also lack of enough toilets which makes which make children to wait to long for their turns and hence affecting them psychologically.*
Another head teacher had expressed that:

*Lack of adequate classrooms, toilets and furniture is a pig problem in this school. There is need for county government to provide more funds for constructing physical facilities.*

The findings of this study are also consistent with those from a study conducted by Parnwell (2015) to explore the influence of school infrastructure on academic performance in public primary schools in Ruiru Location in Meru County. Results indicated that schools had inadequate study materials. The classrooms were also crowded, not painted, not plastered and floors not cemented which affected academic performance of pupils.

The findings of this study are also in agreement with those reported by Okong’o, Ngao, Rop, and Nyongesa (2015) who investigated the effect of availability of teaching-learning resources on the implementation of inclusive education in pre-school centres in Nyamira North Sub-county. Findings revealed that there were inadequate teaching-learning resources in pre-school centres.

The findings of this study are also supported by those reported by Mwaniki (2015) who did a study to investigate the influence of instructional resources of preschool children’s performance in number work in Kairuri Zone, in Embu County. The study revealed that preschools had different types of instructional resources and most of them were not adequate.

A study conducted by Elibariki (2014) on factors influencing shortage of teaching-learning resources in Tanzania primary schools in Kinondoni
Municipality. Results revealed that in all schools surveyed there is shortage of teaching-learning materials results which are similar to the findings of this study.

The study findings also correspond to those from a study conducted by Muthima, Udoto, & Anditi (2016) to explore primary school teachers’ perceptions of academy & quality of physical facilities in public primary schools under free primary education in Ndaragwa County. The study revealed that the overall quality of the physical facilities was moderately adequate. In addition the quality of teachers and pupils’ sanitary facilities were found to be inadequate.

4.4 Parental involvement in decision making and adequacy of resources in pre-primary schools

The researcher sought to determine the influence of parents’ involvement in decision making on adequacy of resources in pre-primary schools in Embu County. The objective that was to be attained was stated as follows:

**Objective 2: To find out the influence of involvement of parents in decision making on adequacy of resources in pre-primary schools.**

To achieve the objective parents’ involvement in decision making was determined with the help of teachers’ questionnaire and by interviewing head teachers. Teachers were required to indicate whether parents of children in their school got involved in decision making. Table 4.4 presents the results.
Table 4.4: Involvement of Parents in Decision Making

<table>
<thead>
<tr>
<th></th>
<th>Number of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

As displayed in Table 4.4 the majority of the teachers had indicated that parents were not involved in decision making process. The results imply that the involvement of parents in decision making by school management was minimal.

The teachers who reported that parents were involved in decision making process were required to state the different ways parents were involved. The results have been presented in Table 4.5.

Table 4.5 Ways Parents Are Involved In Decision Making

<table>
<thead>
<tr>
<th>Ways</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and organising for a fund-raising</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>Mobilizing resources</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Construction of School infrastructure</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Acquisition of instructional materials</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Raising funds for school activities</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Before money is spent, school management seek approval of parents</td>
<td>2</td>
<td>16.7</td>
</tr>
</tbody>
</table>

The results in Table 4.5 show that there were many ways school management involved parents in decision making. Some of the common ways include: Mobilizing resources; construction of school infrastructure; fundraising and
acquisition of instructional materials. The other were in planning and in budgeting.

The results from the interview with head teachers had also revealed that some schools involved parents in decision making process as expressed by some head teachers. One head teacher had said that:

School management involved parents in construction of school infrastructure; fundraising and acquisition of instructional materials.

Another head teacher had reported that:

They involve parents when planning activities of the school through parents meeting.

After determining the different ways parents were involved in decision making, the influence of parent’s involvement in decision making by school management was assessed. This was achieved by comparing the adequacy of resources in schools where parents’ were involved in decision making against the adequacy of resources in schools where parents were not involved in decision making. Table 4.6 presents the results.
Table 4.6 Influence of Parental Involvement in Decision Making On Adequacy of Resources in Pre-Primary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Involve Parents in Decision Making</th>
<th>Adequacy of Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>B</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>C</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>E</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>F</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>G</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>H</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>I</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>J</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>K</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>L</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
</tbody>
</table>

According to the results presented in Table 4.6 pre-primary schools which involved parents in decision making had adequate resources compared to schools which did not. It can also be observed that majority of the pre-primary schools did not have adequate resources. The results imply that parental involvement in decision making influenced the adequacy of resources in pre-primary schools. This is because the schools which reported to involve parents in decision process tended to have more resources compared to those which did not.
The current study findings seem to concur with those reported by Lubuva (2013) who conducted a study to investigate parental involvement in management of school activities in Temeke Municipal in Tanzania. Findings revealed that parents were involved in various activities such as planning, mobilization of financial resources, building classrooms, buying instructional materials, furniture and fundraising. However, they do not get involved in follow-up due to lack of cooperation from teachers.

The study findings are also in agreement with those reported by Kibandi (2014) who investigated the influence of parents’ participation in school management on academic performance in public secondary schools in Siakago Division in Embu County. The study investigated the influence of parents’ participation in decision making, school financing and maintenance of physical facilities on students’ academic achievement. Results showed that the benefits of parental participation in school management have not been realized in many schools.

The study findings similarly with those reported by Maloi (2016) who did a study in Kajiado County to determine the influence of parental involvement in administrative matters on pupils’ performance in public primary schools in Isinya Sub-county in Kajiado County. The study sought to determine the extent to which involvement of parents in financial support influenced pupils’ performance in KCPE examinations. The study found that financial support from parents improved pupils’ performance in KCPE.
Similar findings were reported by Mohajeran (2006) who investigated the relationship between governance, decision-making, and particular indicators of school effectiveness: Parental involvement, planning and budgeting, facilities and resources and student outcomes. The study focused on four high schools in the Wollongong area of NSW. Results indicated constraints on decision-making across the schools.

In Zimbabwe, a study conducted in primary schools found that involvement of parents to govern schools in the school administration is relevant to create a positive climate in school (Chikoko, 2008). The research further revealed that parents who get involved in both internal and external accountability of the school resources promotes school effectiveness through increasing avenues for the school to get adequate resources to its pupils.

4.5 Accountability of School Management to Parents and Adequacy of Resources in Pre-Primary Schools

In the third objective the researcher was interested to find out the influence of accountability of school management to parents on adequacy of resources in pre-primary schools. This is because the principle of accountability requires school management to govern resources carefully, allocate enough resources and make decisions with relevant stakeholders before, during and after procurement of the resources. Allocation of enough financial resources supported by strong
accountability systems leads to better pupils’ performance because resources will be acquired in plenty.

The objective was thus stated as:

*Objective 3: To determine the influence of accountability of school management to parents on adequacy of resources in pre-primary schools.*

To achieve the objective accountability of school management to parents was determined with the help of teachers’ questionnaire and by interviewing head teachers. Teachers were required to indicate whether school management accounted to parents. The results have been presented in Table 4.7.

**Table 4.7: Accounting of school Management to Parents**

<table>
<thead>
<tr>
<th></th>
<th>Number of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.7 the majority of the teachers were not accounting to parents on the resources received and how they were utilized.

The teachers were also required to indicate the different ways school management accounted to parents. The results have been presented in Table 4.8.
Table 4.8: Forms Of Accounting Of School Management To Parents

<table>
<thead>
<tr>
<th>Forms Of Accountability</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting to parents reports on the daily-running of school programs during parent meetings</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Presenting audit reports to parents showing how school funds were utilized</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Provides reports showing resources received and how they were used</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Presenting budget to parents for consideration and approval before spending the money</td>
<td>4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

The results in Table 4.8 show that there were many ways school management accounted to parents. Some of the common ways include: Presenting to parents reports on daily-running of school programmes during parent meetings; presenting audit reports to parents showing how school funds were utilized; providing reports showing resources received and how they were used; and presenting budget to parents for consideration and approval before spending the money.

The results from interview with head teachers had also revealed that some schools accounted to parents on how resources were utilized. One othe head teachers interviewed had expressed that:

*We account to parents on how resources were utilised by presenting to parents reports on daily-running of school programmes during parent*
meetings and Presenting audit reports to parents showing how school funds were utilized.

Another head teacher had added that during parent meetings the school management provides reports to parents showing resources received and how they were used and also presents budgets to parents for consideration and approval before spending the money.

<table>
<thead>
<tr>
<th>School</th>
<th>Accountability to Parents</th>
<th>Adequacy of Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>B</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>C</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>E</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>F</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>G</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>H</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>I</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
<tr>
<td>J</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>K</td>
<td>No</td>
<td>Inadequate</td>
</tr>
<tr>
<td>L</td>
<td>Yes</td>
<td>Adequate</td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.9 the majority of the pre-primary school management did not account to parents on how resources were utilized. It also clear that schools which accounted to parents on how resources were received and utilized had more adequate resources compared to those which did not. The results imply that accountability of school management to parents on utilization of resources influenced the adequacy of resources in pre-primary schools. This is because it ensures proper use of resources.
The findings of the study are similar to those found by Josephine (1999) who did a pilot study on school efficiency & policy resources planning in in New Delhi. The study was conducted to explore the contribution of various other resources improvement of the quality of education and methods of resource planning and utilization. The findings revealed that responsibility and accountability of private institutions is taken seriously by the parents who want to get maximum benefits from the schools. It also revealed that poor performance by government schools was due to lack of basic infrastructure facilities and lack of proper investment of human resources in the system.

The findings of the study also agrees with those reported by Danilla, Abigael, Truman, and World Bank Human Development Network (2011) to investigate the relationship between an expanded set of top-down and bottom-up accountability system in Albanian primary schools. School resources and top-down accountability indicators were considered. Findings revealed that there was limited parental involvement and lack of school accountability to parents.

A study conducted in Australia shows that all schools which were accountable to the government and parents through submission of reports using various professionals have been marked as the best performing schools (Mohajeran, 2006). These results are similar to the findings of this study.
4.6 Strategies Put In Place to Enhance the Adequacy of Resources

The fourth objective was to determine the strategies put in place to enhance the adequacy of resources in pre-primary schools. Effective strategies set a strong foundation for effective planning, budgeting, accountability and governance in managing schools resources satisfactorily.

To determine the strategies used by parents to enhance the adequacy of resources in pre-primary schools a questionnaire was administered to teachers and the results from data analysis has been presented in Table 4.10.

Table 4.10: Strategies Put In Place to Enhance the Adequacy of Resources in Pre-Primary Schools

<table>
<thead>
<tr>
<th>Strategies</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing the use of funds</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Proper record keeping</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Proper budgeting</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Accounting how resources were used</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Organising fundraising</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Economical use of resources</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Monitoring use of resources</td>
<td>4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

As shown in Table 4.10 many strategies were put in place by management of pre-primary schools to enhance the adequacy of resources in pre-primary schools. They include: Economical use of resources; auditing the use of funds; proper budgeting; and monitoring use of resources. The others include proper record keeping; accounting to parents how resources were used; and organizing fundraising.
The results from the interviews with head teachers had also revealed that school management used several strategies to ensure that adequate resources were available in schools:

One head teacher had stated that:

*We resources are economically used; proper budgeting; and monitoring use of resources.*

Another head teacher had added that

*They ensured resources recorded before being issued. The teachers had also continued that there was proper accounting to parents how resources were used and organized fundraising.*

There is a considerable agreement on the importance of accountability to parents, government and states about use of resources and pupil achievement outcome. Because accountability involves monitoring use of resources, people, materials and processes, effective management in schools have been associated with transparency in accountability of resources (Schwartz, 2000).

Schools in countries like Australia, U.S. and Israel have established teacher professional development in-service courses alongside employing adequate number of teachers (Alexander, 2003). The decision-makers have also provided educational inputs on human resources through increasing funds to train teachers on supplementary courses
In Kenya, Kipkorir and Njenga, (2013) point out that establishment of quality assurance sections within the Ministry of Education has largely helped in control of resources within pre-primary schools. Through smooth governance and use of distributed leadership principles to parents by school administrators, school heads in the U.S., China, and Israel have been able to complete unfinished projects, tasks, and roles assigned to teachers and parents as well monitor funds usage (Khatete, 2014).

Parents form basic human resource in a school environment, thus when head teachers provides reports showing the way resources received were used, there is increased positive school climate to promote higher scores in children and holistic development (Schwartz, 2000).
CHAPTER FIVE
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

The summary of study findings, conclusion and recommendations generated from the study findings are presented in this chapter.

5.1 Summary of Findings

The resources available in the pre-primary schools were inadequate. The resources included classrooms, toilets, playground, teachers, instructional materials, and funds.

The involvement of parents in decision making by school management was minimal. The ways school management involved parents in decision making include: Mobilizing resources; construction of school infrastructure; fundraising and acquisition of instructional materials. The others were in planning and in budgeting. It was also clear that parental involvement in decision making influenced the adequacy of resources in pre-primary schools. This was because the schools which reported to involve parents in decision process tended to have more resources compared to those which did not.

Majority of school management were not accounting to parents on how resources were utilized. Some of the ways they accounted to parents include: Presenting to parents reports on daily-running of school programmes during parent meetings; presenting audit reports to parents showing how school funds were utilized;
providing reports showing resources received and how they were used; and presenting budget to parents for consideration and approval before spending the money.

Accountability of school management to parents on utilization of resources influenced the adequacy of resources in pre-primary schools. This is because schools that accounted to parents had more resources compared to those which did not. This is because it ensures proper use of resources.

Many strategies were put in place by management of pre-primary schools to enhance the adequacy of resources in pre-primary schools. They include: Economical use of resources; auditing the use of funds; proper budgeting; and monitoring use of resources. The others include proper record keeping; accounting how resources were used; and organizing fundraising.

5.2 Conclusion

The first objective sought to establish the adequacy of resources in pre-primary schools in Embu County, Kenya. Results revealed that resources in pre-primary schools ranged from classrooms, toilets, playground, teachers, instructional materials, and funds. The results were clear that the resources available in the pre-primary schools were inadequate.

In the second objective the study was too find out the influence of parental involvement in decision making on adequacy of resources in pre-primary schools. The majority of pre-primary school teachers reported that parents were not
involved in decision making process. It was also clear that parental involvement in decision making influenced the adequacy of resources in pre-primary schools because the schools which reported to involve parents in decision process tended to have more resources compared to those which did not.

The third objective was to determine the influence of accountability of school management to parents on adequacy of resources in pre-primary schools. Results had shown that schools that accounted to parents on how resources were utilized had more resources compared to those which did not. It is therefore clear that accountability of school management to parents on utilization of resources influenced the adequacy of resources in pre-primary schools.

The last objective was to determine the strategies put in place to enhance the adequacy of resources in pre-primary schools. It was clear from the results that many strategies were put in place by school management to enhance the adequacy of resources in pre-primary schools including ensuring economical use of resources and proper record keeping.

### 5.3 Recommendations

To improve the adequacy of resources in pre-primary schools in the county, the following are the recommendations for the different key stakeholders.
5.3.1 Parents

i) They should provide resources for construction of more classrooms and toilets. This because results revealed that classrooms and toilets in pre-primary schools were inadequate.

ii) They should contribute funds for buying instructional resources. This is because all the pre-primary schools did not have adequate funds for acquiring adequate resources.

iii) Participate in development of locally available instructional materials. This is because the schools did not have adequate teaching-learning materials.

5.3.2 Teachers

i) Develop instructional materials for teaching-learning. This is because there were inadequate instructional materials in schools.

ii) Involve parents in development of instructional materials which were culturally relevant. This is because some the instructional materials for teaching-learning can be obtained from the local community.

5.3.3 Board of Management

i) Mobilize enough resources from many stakeholders for construction of more classrooms and toilets. This is because majority of the schools did not have adequate classrooms.
ii) Involve parents in decision making process. This is because some teachers had reported that parents were not involved in decision making process.

iii) Account to parents on how resources were utilized to promote positive school climate for learning and development of children. This is because some teachers had reported that parents were not involved in decision making process.

iv) Adopt more strategies to enhance the adequacy of resources in pre-primary schools. This is because some schools did not have strategies in place to ensure the adequacy of resources in teaching-learning.

5.3.4 County Government

i) Provide adequate funds for construction of more classrooms and toilets. This is because none of the pre-primary schools had adequate physical facilities like classrooms and toilets.

ii) Provide more funds for buying instructional materials. Results ahd revealed that the schools did not have adequate instructional materials.

iii) Monitor the use of resources in schools to ensure they are properly utilized.

5.4 Recommendations for Further Research

The study was done in one county, there is need to conduct similar study in other counties to compare the results involving other stakeholders.
REFERENCES


*Jomo Kenyatta Foundation, Nairobi, Kenya.*


APPENDICES

Appendix I: Consent Form

My name is Ireri Jeremiah Wanjau, a master’s student at Kenyatta University in the School of Education, Early Childhood Studies. I am carrying out a research to explore the influence of governance on adequacy of resources in pre-primary schools in Embu County. Therefore, I am seeking your assistance to help fill the questionnaires and participate in an interview. All the information you provide will be treated with confidentiality and be used by the researcher for purpose of analysis. Kindly respond to questions as asked in the questionnaires and interview schedules.

Thank you in advance for your cooperation to participate in this study.

Ireri Jeremiah Wanjau.
Appendix II: questionnaire for teachers

Section A: Background Information
1. Code-------------
2. Type of school: Private ( ) Public ( )
3. Your gender: Male ( ) Female ( )
4. Your highest professional training: Certificate ( ) Diploma ( ) BED ( ) Any Other specify------------------------
5. Your teaching Experience: Below one year ( ) 1-10 years ( ) 11-20 Years ( ) 21-30 Years 31 – 40 Years ( ) 41 and Above Years ( )

Section B: Adequacy of Resources in Pre-Primary Schools
From your opinion, how would you rate the availability of resources in your school in the following table? You can use an (X) to indicate your response.

<table>
<thead>
<tr>
<th>SNO.</th>
<th>Resources</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Toilets for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Toilets for boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Toilets for female teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Toilets for male teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Play materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Play equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Sleeping space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Learning resource centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Store</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C: Involvement of Parents in Decision Making

i) The school management involves parents in decision-making process during procurement of resources. Yes/No? Explain your answer.

ii) If explain how parents are involved in decision making process.
Section D: Accountability of School Management to Parents

i) The school management provide accounting reports to parents concerning the daily-running of school programs? Yes/No. Explain your answer.

ii) The school management provide accounting reports showing the way resources received and used

Section E: Strategies To Enhance The Adequacy Of Resources In Pre-Primary Schools

1. What are the strategies used to enhance adequacy of resources in your school?
   (i) ..............................................................
   (ii) ..............................................................
   (iii) ..............................................................
   (iv) ..............................................................
   (v) ..............................................................
Appendix III: interview schedule for head teachers

<table>
<thead>
<tr>
<th>School type</th>
<th>School code</th>
<th>Year of establishment</th>
<th>Highest qualification</th>
<th>Gender</th>
</tr>
</thead>
</table>

i) Do you involve parents in decision making process Yes/No. Explain your answer.

ii) Does the school management account to parents on how resources were utilized? Yes/No

iii) Explain your answer.

iv) In what ways does the school management account involve parents in decision making

v) What are the strategies put in place in your school to enhance the adequacy of resources
Appendix  iv: Approval of Research Project Proposal

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail:  dean-graduate@ku.ac.ke
Website:  www.ku.ac.ke

FROM:  Dean, Graduate School
DATE:  25th January, 2018

TO:  Ireri Jeremiah Wanjau
C/o Early Childhood Studies Dept.

REF:  E55/OL/14819/2009

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 10th January, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Influence of School Governance on Adequacy of Resources in Pre-Primary Schools in Embu County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Early Childhood Studies Department.

Supervisors:
1. Dr. Nyakwara Begi
C/o Department of Early Childhood Studies
Kenyatta University
Appendix V: Research Authorization Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/OL/14819/2009
DATE: 25th January, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR IRERI JEREMIAH WANJAU – REG. NO.

I write to introduce Mr. Ireri Jeremiah Wanjau who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Mr. Ireri Jeremiah intends to conduct research for a M.Ed Project Proposal entitled, “Influence of School Governance on Adequacy of Resources in Pre-Primary Schools in Embu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix Vi: Research Authorization Nacosti

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349.3110571.2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/18/32636/22362

Date: 24th April, 2018

Jeremiah Wanjau Ireri
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of school governance on adequacy of resources in pre-primary schools in Embu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Embu County for the period ending 23rd April, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Embu 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.

[Signature]

DR. STEPHEN K. KIBIRU, PH.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embub County.

The County Director of Education
Embub County.
Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MR. JEREMIAH WANJU IRERI
of KENYATTA UNIVERSITY, 43846-100
NAIROBI, has been permitted to conduct research in Embu County on the topic: INFLUENCE OF SCHOOL GOVERNANCE ON ADEQUACY OF RESOURCES IN PRE-PRIMARY SCHOOLS IN EMBU COUNTY, KENYA for the period ending: 23rd April, 2015

Permit No: NACOSTI/P/18/32636/22362
Date Of Issue: 24th April, 2018
Fee Received: Ksh 1000

Applicant’s Signature

Permit No: NACOSTI/P/18/32636/22362
Date Of Issue: 24th April, 2018
Fee Received: Ksh 1000

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation
Appendix VIII: Research Clearance Permit

CONDITIONS
1. The License is valid for the proposed research, research sites specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this License including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 18369
CONDITIONS: see back page