

## **INFLUENCE OF HUMAN RESOURCE CAPACITY TO IMPLEMENTATION OF ECDE POLICY IN BUNGOMA COUNTY, KENYA**

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**ABSTRACT:** *This paper scrutinises the effects of human resource capacity to implementation of Early Childhood Development and Education policy. The study was based on the Contextual Implementation Theory (CIT) whose proponent is Toole. The study used a mixed research design grounded within the pragmatism philosophical paradigm. The study population comprised of the QASOs, the Head teachers, ECDE teachers and the non-teaching staff in respective ECDCs. The sample size of the study comprised of 9 QASOs, 27 head teachers, 81 teachers of ECDE and 27 non-teaching staff from selected public primary schools. The study utilised simple random sampling, stratified sampling and purposive sampling in choosing its study sample. The tools for data collection comprised of the questionnaire for head teachers, non-teaching staff and QASOs, focussed group interview schedule for the ECDE teachers, and the observation schedules. The study established that ECDCs in Bungoma County had sufficient, qualified, and trained ECDE teachers and head teachers had good leadership skills, however there were not enough non-teaching staff. Further, it was established that head teachers monitored the activities at the ECDCs closely leading to improved teaching and enrolment. QASOs have increased their visits at the centres although it was established that they did not cover all the required areas of supervision. The study concludes that there are a number of factors affecting the implementation of the ECDE policy in Bungoma County; human resource capacity being one of them. The study recommends: QASOs should be facilitated to cover vast areas with ease and increase the number of visits to the ECDCs. The government should train non-teaching staff on safety operations and above all hire a qualified nurse for every ECDE centre. Refresher courses on leadership and management should be organised to enhance the leadership skills that the head teachers have. Finally, teachers should be well remunerated to enhance their ability to effectively handle the high pupil-teacher ratio situation and be able to offer quality services.*

**KEYWORDS:** Human Resource, Implementation, Policy

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### **INTRODUCTION**

An effective capacity building process must encourage participation by all those involved. If stakeholders are involved and share ownership in the process of development, they will feel more responsible for the outcome and sustainability of the development. Engaging stakeholder's who are directly affected by the situation allows for more effective decision-making. It also makes development work more transparent. In the case of the policy implementation, various stakeholders need to be involved. They include the government, the ministry of Education, the teachers, the parents, not forgetting the learners. Each of these stakeholders has a very big role to play. Just like policy Review in Singapore (2009) observes, the basic requirements for policy implementation include definition of clear governance in pointing out the partners, provision of consistent and innovative financing, and funding,

creating valid and reliable monitoring and evaluation mechanisms and identifying measurable goals and outcomes and conducting an initial needs assessment to support the policy planning process among others.

Assessing pre-existing capacities through engagement with stakeholders allows capacity builders to see what areas require additional training, what areas should be prioritized, in what ways capacity building can be incorporated into local and institutional development strategies. The UNDP argued that capacity building that was not rooted in a comprehensive study and assessment of the pre-existing conditions would be restricted to training alone, which will not facilitate sustained results. Training alone is not enough. Just like Egbo, (2013) observed that teachers require more than just training. They need motivation and better working conditions in order for them to implement the curriculum. UNESCO, (2010), states that, there could be loss of teachers in ECDCs due to lack of funding. The salaries fluctuate each month depending on the level of contribution from the parents. According to UNESCO, (2010), once an assessment has been completed, a capacity building response must be created based on four core issues which are Institutional arrangements, leadership, which UNDP believes can either be of an individual or an organization. According to them, leadership can catalyze the achievement of development objectives. Third, knowledge which is the foundation of capacity and finally accountability which facilitates better performance and efficiency. A lack of accountability measures in institutions allows propagation of corruption.

Implementing a capacity-building program should involve the inclusion of multiple systems national, local and institutional. It should involve continual reassessment and expect change depending on changing situations. It should include evaluative indicators to measure the effectiveness of initiated programs. It is to this effect that the paper seeks to find out how each of the stakeholders has taken part in the implementation of the ECDE policy. The government through the responsible ministry needs to ensure that the policy is given the required support. There should be an ample atmosphere to do this. All necessary mechanisms have to be employed. The officers at various levels have to play each their roles. For instance, the QASOs have to ensure proper monitoring and giving recommendations where there is need for change. The head teachers need to assume their leadership roles while teachers of ECDE play their role of carrying out the implementation of the policy through curriculum implementation. Non-teaching staff on the other hand should fully support the ECDE teachers and the head teachers by associating with the learners. They are also the first socializing agents at the centers and thus should make sure that the children are well socialized. They should provide all the necessary requirements such as nutrition among others (UNESCO, 2010).

Evaluation of capacity building promotes accountability. Measurements should be based on changes in an institutions performance. Evaluations should be based on changes in performance based around the four main issues institutional arrangements, leadership, knowledge, and accountability. Evaluation can also be done by looking at the schools performance since according to studies that has been carried out; children with early childhood foundation perform better at KCPE and K.C.S.E, (Gumo, 2013). It is to this effect that, the programme can be evaluated by looking at the results posted especially at the primary level.

Several things have affected the teachers' capacity building in Kenya. Firstly, there is lack of Schemes of Service of ECDE teachers. There has been low and irregular remuneration of pre-school teachers thus adversely affecting the morale of the teachers. To address this issue, the government should develop and implement a scheme for ECDE teachers. The government should employ all ECDE teachers in the pre-unit classes attached to public primary schools.

Now community committees employ most ECDE teachers and their salaries depend on the local income of parents. Several studies have been carried out and it has been discovered that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues. This is according to (Makoti, 2013), (Gumo, 2013), in (Karanja and Githinji, 2011).

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

According to UNESCO (2004), teachers' remuneration is poor for majority of the teachers. The salary ranges between KES 500 and 18,000 per month based on urban- rural divide and who pays salaries. The private owners of ECDCs in major towns like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers with certificate or diploma an average of 10,000 per month. The municipal council teachers are paid salaries ranging from 13,000-18000 per month. The teachers who teach in rural and slum-based, public and community get salaries that range from 500 to 3500 per month. This is indeed not motivational.

According to Egbo, (2013), the government of Nigeria is aware of the importance of the availability of qualified and effective teachers if the nation is to achieve its national development objectives as well as meet its commitments to such international initiatives as Education for All (EFA) and the Millennium Development Goals (MDGs). As a recognition of the importance of appropriate teacher training in developing a feasible education system, the National Policy on Education (2004) stipulated that all teachers in educational institutions should be professionally trained based on clearly specified goals and objectives.

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

The provision of quality education cuts across the curriculum and the teaching and learning process. It must include security interventions. While this should not license teachers to professional sluggishness and misconduct, research has shown that there is a correlation between teachers' perception that their basic needs for survival are being met and their tendency to act in professional and committed ways. In every education system, low morale and motivation

often leads to poor teacher performance Udofot, (2013) in (Egbo, 2013). This sentiment has been echoed by Egbo, (2013). He asserts that in Nigerian education system, teachers are the most distressed and the most de-motivated in the world from pre- primary to the tertiary level. He alludes this happens right from the time they are recruited into the profession through their training to the period of deployment. Even when they retire from the service they are not paid their retirement entitlement. This phenomenon does not only affect their job performance as the Nigerian teacher but also their psyche, (Udofot, 2013). Effective capacity building hence means that all those who are charged with educating the nation's children and, successively implementing educational policies at the lower level must be treated in ways that are compatible with the principles of social justice.

This entails the decisions made by the teacher in the process of his or her instruction. Decision-making is about making informed choices for solutions to classroom problems and issues. It is about feeling capable to make these decisions. It is about teachers given a decision-making opportunity and getting the organizational support to implement successfully the choices, (Egbo 2013). Teachers enjoy the ownership that comes with professional decision-making, the confidence to take risks without fear of repercussions and the conviction to be accountable for student achievement. Teachers' engagement in decision-making can be defined at two levels: classroom level for individual judgments and school level for collective judgments. Their involvement requires both collective and individual decision-making capacity (Ray, 2011). Egbo, (2013) outlines four major functions of decision making: Making informed choices among research-based strategies and techniques; planning and organizing to implement changes; studying and determining the reason for success, partial success or failure; and studying and analyzing issues that act as barriers to or facilitate school success.

### **Statement of the problem**

Early years of a child are very essential without any question. This is a period when the child's brain is supple and could easily be molded to any desirable character. It is also affluent to inculcate social norms, values and habits in to the life of a child. Early childhood development and education is very crucial since it would enhance the child's entire life. It is believed that children enter the world with a limited range of skills and abilities that need to be nurtured. This hence calls upon the education institution to implement ECDE policy, which is one of the ways through which a child can be nurtured. For ECDE to be effectively implemented, it is very important that the ECDE policy be followed to the latter. Human resource is one of the factors that affect the implementation of the ECDE policy. It is to this effect that this paper therefore ascertains the effects of human resource capacity to implementation of ECDE policy in Bungoma County, Kenya.

### **THEORITICAL FRAMEWORK**

This study was based on the Contextual Interaction Theory (CIT) whose proponent is Toole, (2014). To gain the understanding of the underlying factors that influence the implementation process, USAID designed and conducted a policy implementation Barriers Analysis (PIBA) to create and field test a methodology that sought to systematically answer the following questions: If a policy has been written and approved and includes up- to- date guidelines, why is it not being implemented?, What are the barriers to implementing the policy? and Which approaches and interactions can be recommended to improve policy implementation?

In this case, the study sought to find out how the ECDE policy implementation was affected by the human resource capacity, the resource support, monitoring and evaluation and the accompanying challenges. Toole states that all the other factors that influence the process do so by so far influencing the characteristics of the actors involved. The theory did not deny the importance of a range of possible factors, but was only comprehensive after assessing their impact on motivation, information and power of the actors involved. The discussion focused on actors on the role of the ECDE teachers and head teachers, non-teaching staff and QASOs who were the ultimate target groups of policy programs and thus major policy implementers. According to Toole, (2014), one of the key assumptions of CIT is that, factors influencing the implementation process are interactive. Their influence whether positive or negative, depends on the particular contextual circumstances.

## **METHODOLOGY**

The study adopted a mixed methods design. This approach combines both qualitative and quantitative forms, (Sekaran, 2013). The mixed methods approach was associated with the pragmatic paradigm and strategies that were involved in collecting data in a simultaneous or sequential manner using methods drawn from both quantitative and qualitative traditions in a fashion that best addressed the research questions, (Kothari & Gang, 2014). Data was collected through a set of questionnaire, interview schedules and observation schedule. In this study, the sampling techniques used entailed, stratified sampling, simple random sampling and purposive sampling. Stratified sampling was used to arrive at the various groups used in this study. On the other hand, simple random sampling was used to select 27 ECDCs 3 from each sub-county and 81 teachers of ECDE 9 from each sub-county and 3 from each of the 27 selected ECDCs. Further, purposive sampling was used to select 27 head teachers 1 from each of the 27 ECDCs, 9 QASOs 1 from each sub-county and 27 non-teaching staff 1 from each of the 27 ECDE centers. Data was analysed using both qualitative and quantitative procedures and presented in tables. Qualitatively, data from interview schedules, observation schedule, and the open-ended responses from the questionnaire was recorded, transcribed then arranged and organised according to emerging themes, discussed and presented according to the objectives of the study. The themes were quantified to be turned into information that could be described through narration. Thus, content analysis procedures were extensively utilised. Further, quantitatively data was analyzed using descriptive statistics.

## **FINDINGS AND DISCUSSION**

Respondents were required to respond to set questions related to human resource capacity. The information was gathered based on professional qualification of the teachers of ECDE, working experience of the head teachers, the head teachers level of qualification, persons in charge of the ECDE centers, level of education of teachers of ECDE, qualification of the QASOs and non-teaching staff, the attitudes of the non-teaching staff, the ECDE teachers and the QASOs toward the learners, the leadership skills of the ECDE teachers, the head teachers among other factors. The result was revealed as follows:

**Table 4.2 Human Resource Capacity****Descriptive Statistics**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school has sufficient, qualified and trained ECDE teachers	102	4.06	.854
The school has knowledgeable and experienced ECDE teachers	102	3.94	1.249
The teachers of ECDE have very good leadership skills	102	3.64	1.060
The teachers of ECDE have very good management skills	102	3.46	1.240
The school has adequate teaching staff	102	3.13	.961
The school has adequate non-teaching staff	102	3.91	.746
The teachers of ECDE use varied methods of teaching in their daily instructions	102	4.08	.713
I have knowledge in leadership and management of ECDE center's	102	3.48	.817
The ECDE teachers are fully in charge of their classes	102	4.46	.753
The teachers of ECDE keep daily records of work covered in their ECDE center's	102	4.04	.628
The non-teaching staffs have a positive attitude towards the ECDE program and the learners.	102	3.83	.891
The head teacher of ECDE have a very positive attitude towards the ECDE programme	102	3.90	.939
The teachers of ECDE have a very positive attitude towards the ECDE programme	102	3.69	.507
There exists a very good rapport between the teachers and non-teaching staff	102	3.38	1.400
The Centre trained and qualified non-teaching staff	102	3.10	.960
The non-teaching staffs play a very big role in the education of pupils at the ECDE Centre	102	3.81	1.633
The School has caretakers; baby sitters	102	2.32	1.127
The school has enough accounts clerks	102	3.24	1.358

The school has enough security; watchman/woman	102	2.35	1.467
The school has a qualified nurse based in the school	102	2.49	1.184
Valid N (list wise)	102		

Concerning working experience of head teachers, the study results revealed that 28.4% of the respondents had a working experience of less than five years, 45.1% between 5-10 years and for over 10 years were 26.5% with a mean score of 1.98 and a standard deviation of 0.744. This shows that the majority of the respondents were respondents who had working experience of between 5-10 years.

The study results revealed that 13.7% held MED qualification, 25.5% are P1, 11.8% are ATS, 19.6% BED, 12.7% are S1 and 16.7% diploma Education with a mean score of 3.42 and a standard deviation of 1.691. This shows that majority of respondents are P1 holders. The result should not ignore the fact that there are quite a big number of the head teachers who hold the Bachelor's degree, Diploma in Education as well as the Master's degree. There are those who also have the ATS and S1 qualification. It is hence true to say that there must be good leadership because of the kind of education and training that the head teachers had. This prompted the research in to the statement that head teachers had a positive attitude towards the ECDE programmes. The statement had a mean score of 3.90 and a standard deviation of 0.939.

The statement that, the teachers of ECDE had very good leadership skills was posed to the head teachers and it had a mean of 3.64 and a standard deviation of 1.060. This followed the responses of 20 (19.5%) who disagreed, 22 (21.6%) who were neutral and 35 (34.5%) who agreed. This automatically implies that there is good leadership in ECDE centres in Bungoma County. However, the research should not ignore the 19.5% and 21.6% respondents who disagreed and were neutral respectively. They could be sending a signal that all is not well in ECDCs as far as leadership is concerned. Further, the statement that the teachers of ECDE had good leadership skills and good management skills, had a means score of 3.64, 3.46 and standards deviation of 1.060 and 1.240 respectively. This was backed with 45 (44.1%) and 42 (39.2) who agreed and were disagreed respectively. This makes the results fifty, fifty. The number of those who agreed and those who disagreed seem to be the same. The results lie on the neutral ground. This can be explained that ECDE teachers do not have very good leadership skills neither are they very good managers. This could be in terms of the resources and time.

It was in effect to the above outcome that the statement that the head teachers had knowledge in leadership and management of ECDE centres was made. It had a mean score of 3.48 and a standard deviation of 0.817 following 4(3.92%) of the respondents who strongly disagreed, 5(4.9%) who disagreed, 30 (29.41%) who were neutral 53 (51.96%) who agreed and 10 (9.8%) who strongly agreed. This could be explaining why the ECDE teachers had very little freedom in running their classes. They did not have an upper hand in decision making at the school level. Upon visits to ECDCS, it was observed that teachers solely relied on their head teachers for decision-making. This could be seen during the visits to the ECDE centres where the teachers were seen consulting with head teachers even in as far as availing their professional records to the researcher.

The research study sought to establish whether head teachers had attended any in service training. The study results revealed that 55.9% of the respondents had attended in-service

training and 44.1% had not with a mean score of 1.44 and a standard deviation of 0.499. Some of the in-service training included the identification of needs, analysis of needs and designing of programs. This implies that majority could be updated in the new development of ECDE and may not find it difficult to implement the ECDE policy. It could be that teachers serving in ECDCs are competent enough to handle the emerging issues in these changing times. It could also be due to the Ministry of Education recognizing the essence of the programs thus they organize for the refresher courses.

A set of questionnaire was administered to head teachers seeking to know the level of education of the teachers of ECDE in respective ECDCs. The study results revealed that ECDE teachers holding certificates were 24.5%, diploma holders were 34.3%, bachelor's degree were 23.5% and master's degree were 17.6% with a mean score of 2.34 and a standard deviation of 1.039. The researcher through the focused group discussion found out that teachers holding the diploma certificates outweighed the rest. It was also discovered that there was also quite a good number of teachers who held both degree and masters certificates. These teachers are teaching in ECDCs. This was evident to the statement in agreement that the school had sufficient, qualified and trained ECDE teachers which had responses as follows, 2 (2%) strongly disagreed, 25 (24.5%) had a neutral stand, while 39 (38.5%) and 36 (35.3%) agreed and strongly agreed respectively. This had a mean score of 4.06 and a standard deviation of 0.854. From these results therefore, there must be a very positive implication on the implementation of the ECDE policy.

The statement in agreement agreed that the level of training of ECDE teachers had a direct effect on teacher's pay had a mean score of 1.23 and a standard deviation of 0.420. This followed the responses where 23 (22.5%) of the respondents disagreeing and 79 (77.5%) of the respondents agreeing. This could be the reason why most of the teachers in ECDE centres have made some effort to ensure that they pursue education at various levels. From the documentation found at the ECDCs, it was discovered that the teachers had varied qualifications from degree holders to certificates and some of them are now pursuing masters in ECDE.

Further, the statement was posed to establish whether the teachers of ECDE had a positive attitude towards the ECDE programme or not. The responses were 9(8.8%) disagreed, 23 (22.5%) were neutral, 39 (38.2%) agreed and 31 (30.4%) strongly agreed. These responses had a mean score of 3.69 and a standard deviation of 0.507. It is very clear from these results that the teachers of ECDE had a very positive attitude towards the programme. This was proven through the observation made during the visits to respective ECDCs. Most of the ECDE teachers carried on classes up to as late as in the evening despite the small amount of money they are given as salary. The document analysis revealed that, the teachers had all the required documents and were readily available to learners in accordance to laid-down procedures.

More still, the statement in agreement that teachers of ECDE use diverse methods of teaching in their daily instructions had the findings 2 (2%) disagreed, 10 (9.8%), 29 (28.4%) and 61(59.8%) strongly agreed with a mean score of 4.08 and a standard deviation of 0.713. This is evident enough that teachers are trained and hence they are capable of using varied methods in teaching. From the sample schools that were used none of the ECDE teachers were untrained. This implied that this caliber of teachers of ECDE in Bungoma County was competent, qualified and comparable to anybody teaching in ECDE. The detail of this result is shown in Figure 4.4



The study sought to establish persons in charge of the ECDE Centre in schools. From the set of questionnaire administered to the head teachers, the study results revealed that 30.4% of the respondents admitted that head teachers were in charge of ECDCs, 20.6% said the deputy head teacher headed the ECDCs and 49% asserted that ECDE teachers were in charge with a mean score of 2.19 and a standard deviation of 0.876. On the other, the results from the focused interview carried out in the 27 sample schools also revealed that the ECDE teachers were in charge of the ECDCs. 5 groups said the head teachers were in charge of the ECDCs, 5 other groups said the deputy head teachers were in charge, 15 groups said the ECDE teachers were in charge of the ECDCs while 2 groups said it was a combined responsibility of all the stakeholders. From these results, there is a similarity between the two groups. It seems that most ECDE centres are headed by teachers of ECDE. It is hence true to say that, majority of the ECDE teachers were in charge of the ECDE centres in schools.

The statement that the centre had trained and qualified non-teaching staff had 34 (33.3%) disagreeing, 32 (31.4%) neither nor agreeing, 28 (27.5%) agreeing and 9 (7.8%) strongly agreeing. The responses had a mean score of 3.10 and a standard deviation of 0.960. The analysis given above showed that, most ECDCs in Bungoma County had unqualified non-teaching staff. This could be because of the poor funding status of the ECDE centres as revealed from the results on sources of resource support in ECDE centres. They cannot manage paying the trained and qualified non-teaching staff. It could be possible that trained and qualified non-teaching staffs are based in private schools. These centres receive appropriate funding from the sponsors. It is also possible that those ECDE centres with qualified non-teaching staff are well managed by efficient and competent managers.

The statement that sought to know whether the non-teaching staffs had a positive attitude towards the ECDE program and the learners elicited the following responses. 7 (6.9%) disagreed, 29 (28.4%) of the respondents neither disagreed nor agreed, 40 (39.2%) agreed and 26 (25.5%) of the respondents strongly agreed. This translated to a mean score of 3.83 and a standard deviation of 0.891. Majority of the non-teaching staff respondents have a good relationship with ECDE learners. This therefore showed that the non-teaching staffs were in support of the ECDE education. They are part of the favourable environment that learners needed to learn well. This was seen in how the non-teaching staff interacted with the children. They were very friendly and thus it created a very warm environment for learning. This kind of environment also heightened performance, which in turn facilitated transition from ECDCs to standard one.

The research further sought to analyse the statement that non-teaching staffs play a very big role in the education of the pupils at the ECDE Centres. The results were 20 (19.6%) strongly disagreed, 8 (7.8%) disagreed, 2 (2%) had a neutral stand, 13 (12.7%) agreed and 59(57.8%) strongly agreed. This had a mean score of 3.81 and a standard deviation of 1.633. This is a statement whose results are contradicting to some extent. On the one hand, most respondents agreed that non-teaching staff are useful but on the other hand, a good number of the respondents strongly disagreed. It is clear that not all respondents agree with the fact that non-teaching staff play an important role in the education of pupils. These results make one have a mixed perception about the non-teaching staff.

The statement in disagreement that the school had caretaker that is baby sitters had a mean score of 2.32 and a standard deviation of 1.127. The responses were 37 (36.3%) strongly disagreed, 11(10.8%), disagreed, 38 (37.3%) had a neutral stand and 16 (15.7) agreed. This shows that majority of the schools had no baby sitters. The statement that the school had enough

accounts clerks had 21 (20.6%) of the respondents strongly disagreed, 36 (35.3%) gave neutral responses, 24 (23.5%) agreed and 21 (20.6) strongly agreed. This translated to a mean score of 3.24 and a standard deviation of 1.358. This shows that majority of the schools had no accounts clerks raising eyebrows about accountability of funds collected. The statement in disagreement was that the school had enough security guards. 52(51%) of the respondent strongly disagreed, 19 (18%) were neutral, 24 (23%) agreed and 7(6.9%) of the respondents strongly agreed. This had a mean score of 2.35 and a standard deviation of 1.467 leading to suspicion about how secure the ECDCs are. From the observations made during the visits to respective schools, it was clear that majority of the schools had no guards. Worse still, some of the ECDE centres had no gate, no fence and had no single protection to the centres. The centres had allowed people to pass through it without any restriction. This posed a serious security challenge to the centres and the entire school fraternity.

Final statement in disagreement was that, the school had a qualified nurse based in the school. After analysis was done, the findings were, 21 (20.6%) strongly disagreed, 38 (37.3%) disagreed, 24 (23.5%) gave a neutral response 10(9.8%) agreed and 9 (8.8%) strongly agreed. This had a mean score of 2.49 and a standard deviation of 1.134. This means that majority of the ECDCs had no qualified nurse except for a few private ECDCs that could afford their pay. However, the study results on non-teaching staff indicated that they had specialized training in first aid and occupational safety and health procedures from the St. John Ambulance. When the opinion that there exists a very good rapport between the teachers and non-teaching staff was analysed, the findings were 25 (24.5%) disagreed, 65 (63.7%) agreed and 12 (11.8%) had with a mean score of 3.38 and a standard deviation of 1.400.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the presentation of data collected based on the effects of human resource capacity to implementation of ECDE policy in Bungoma County, Kenya, the following conclusions were arrived at. The study established that the ECDCs had sufficient, qualified, and trained teachers of ECDE. Further, it established that, the ECDE centres have knowledgeable and experienced head teachers. The results showed that the head teachers of the schools in which the ECDE centres are established neither had both good and bad leadership and management skills. The schools did not also have adequate non-teaching staff. Concerning the mode of instruction in the ECDE centres, it was established that teachers used varied methods for instruction in their various classes. Based on the attitude of the head teachers, the teachers of ECDE, and non-teaching staff, it was learned that they all had a positive attitude towards the ECDE programme. However it can also be concluded that majority of the non-teaching staff were not qualified. Most of them had no credentials to prove the position they held in the ECDCs. It was also discovered that the centres had no baby sitters, the accounts clerk, security officers and nurses based in the ECDE centres despite the fact that they are very essential. The rapport between the teachers and non-teaching staff was found to be good.

The study recommended that refresher courses on leadership and management should be organised to enhance the leadership skills that the head teachers have, Both the national and county should come up with a framework that will enhance employment of the ECDE teachers just like their colleagues at the Primary, Secondary and Tertiary levels, More ECDE teachers should be employed to enhance the technology and learning at ECDE centres, Teachers should be well remunerated to enhance their ability to effectively handle the high pupil-teacher ratio

situation and be able to offer quality services and ECDCs should employ trained and qualified non-teaching staff like baby sitters watchmen among others.

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