

Involvement of the County Government in Human Resource Management towards the Provision of ECDE Services: A Case Of Kakamega County: Kenya

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ABSTRACT

One Educational scholar once admonished us to make little sacrifices in the early years of the child because it pays great dividends in adulthood. This is because Early Childhood Development Education (ECDE) lays a stable foundation for every child's life and future dreams. Early years determine a child's responsibility, intellectual capabilities and personal abilities. Many states globally plus the Kenya government have equally recognized the importance of Early Childhood Development as one of the most important levers for not only accelerating the attainment of Education for All (EFA) and the Millennium Development Goals but also the Social Development Goals (SDGs). However, the Early Childhood Education function was devolved in line with the new Kenyan constitution promulgated in 2010. The rest of the levels such as; primary, secondary and other tertiary institutions remained under the management of the central Government. This study therefore, sought to establish the involvement of the County Government in the human resource management towards the provision of Early Childhood Education services in Kakamega county; Kenya. The objectives that governed the study were; To examine the role of the county government in supervision of ECDE services and human resource development in the provision of services in ECDE centers. The study was guided by the "General system Theory" propounded by Ludwig Van Bertalanffy. Both qualitative and quantitative research methods were used in the study. The research designs used were descriptive survey and Ex -post facto. Target population was 820 public ECDE centers. The sample was 72 Early Childhood Centers. Data was collected using observation checklists, questionnaires, and the interview schedules. Pilot study was carried out in two schools in Vihiga County. Data collected was coded and analyzed using SPSS and findings given in means, averages and diagrams. The findings of the study revealed that there was little supervision of the ECDE centers though supervisors were employed by the county government in each public ECDE center and sub-county respectively. The county government had also employed and deployed teachers to each public ECDE centre. To realize its supervisory role, the County Government should ensure there is proper supervision and coordination of ECDE centers on regular basis besides ensuring that personnel concerned with ECDE affairs have better terms of service.

Key words: HUMAN RESOURCE, ECDE SERVICES, COUNTY GOVERNMENT, SUPERVISION

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I. INTRODUCTION

Early Childhood Education Development provides a basis for learning and helps children to develop skills, knowledge, personal competence and confidence together with a sense of social responsibility. Every child should have access to good quality ECD Education (Hirst, Sojo and Cavagh, 2011). A Good learning environment should enable children; open up in many areas which leads to holistic development. Pre-school teachers can bear witness that teaching becomes easier and enjoyable when there are adequate human resources, teaching/learning resources and enough infrastructure. According to Moya and Wanyama (2012) a child receives a good foundation in life through the promotion of quality care, nurturing and safe environment. Fredrick Froebel (1963) argued that giving ECDE learners' access to education of poor quality is tantamount to no education at all. Education therefore aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gains and sustainable livelihood. Secondly, development of quality human resource is central to the attainment of national goals for industrial development. Likewise, Education is necessary for the development and protection of Democratic institutions and Human Rights. National Early Childhood

Development policy Framework, (2006). The early years, therefore, forms the foundation for the life of an individual. These deliberations have been corroborated by recent research on brain development which emphasizes that the first six years of life are extremely important because the environmental experiences during this period are significantly influencing one's life. The experiences of this period are known to enhance or inhibit realization of one's potential in life (Ladhani, 2009). Also; the 'critical windows of opportunity' are open during this period. These are periods when children are able to learn and acquire certain knowledge, skills and attitudes with minimal effort. Therefore, Parents, teachers and other care givers need to make proper use of this period in order to maximize children's holistic development and potential in life. (Kabiru, 2007). The early years mark a period when children's brain is most malleable and also highly impressionable. The environmental influences, especially care, nurture and stimulation have the greatest impact on the brain development. It is also a period when it's easy to mold characters of children through social norms, values and control of their emotions. National Early Childhood Development Policy Framework, (2006). Due to the proven importance of the early years from research, countries of the world would reap substantial benefits with increased investment in programs for children. Hence the need for county government to invest in this program. Some of the benefits of such investment include; Early Identification and Intervention. Opportunities for early identification and intervention of vulnerable children, especially those with special needs, ensure that these children maximize their potential and contribute according to their talents. Secondly, there shall be enhanced enrolment in primary schools on equal grounds. The aim is to have 100% participation in the ECD to ensure adequate foundation for education. Presently there is low access to preschools; 40% nationally. Early Childhood Development Policy Framework, (2006). Also, there will be increased productivity, Parents will be supported adequately so that they are able to raise children who are healthy and who will grow up to be productive and contribute effectively to their families, communities and to the nation.

Also investing in early years helps in reduction of poverty in that quality early childhood development experiences contribute to more productive human resources; children are exposed to such experiences, have better success in school and hence they grow up to get better paying jobs when they enter job market. Such adults have higher living standards, Early Childhood development Policy Framework, (2006)

Kenyan Government has demonstrated commitment to the wellbeing of young children by signing various global policy frameworks. These includes: 1989 UNCRC, the 1990 African

Charter on the Rights of the child and also the 2000 Millennium Development Goals MDGs. In addition, Kenya also participated and endorsed the deliberations of 1990 Jomtien World Conference on Education for All (EFA) and the 2000 World Education Forum [Dakar, Senegal]. The Jomtien and Dakar conferences underscored the importance of ECD programs in improving the holistic development of children. The government has further translated all of these International initiatives into National targets to be implemented.

In particular, the government has demonstrated concerns for improving the well-being of young children by enacting the 2001 Children Act which has managed to amalgamate all the laws of children in one document. The Act is now a legal instrument that not only protects children but also advocates for their rights.

The needs of children are complex and diverse, and involve catering for all areas of development including physical, mental, social, emotional, moral and spiritual. For children to realize their full potential in life they require healthcare that is quality, good nutrition, early stimulation, protection, and care and training services. No one partner can adequately provide all these services effectively to safeguard rights and meet the needs of young children. Consequently, the government of Kenya has emphasized the importance of partnership in safeguarding the rights. Lack of sufficient funds and well-wishers becomes a major challenge in the ECDE sector. The centers lack adequate teaching learning materials, proper infrastructure and poor remunerations for the human resources including teachers under BOM and cooks.

This document therefore, depicts an extensive overarching framework that will encompass a study on personnel management role of the county government in the provision of ECDE services. A case of Kakamega County, Kenya. Devolution of ECDE in Kenya was brought into existence through the promulgation of the constitution in 2010. The country was thus divided into divisions (counties). Through Devolution, government exists at two levels and relate on basis of consultation and cooperation. The objectives of Devolution are varied but include the promotion of democratic and accountable exercise of power, fostering national unity by recognizing diversity and giving powers of self-governance to the people. Constitution of Kenya; (2010) chapter 4, 53(1a), states that Education is a National Function for the management of pre-primary Education and childcare facilities which was allocated to counties. This provides an opportunity to examine the sector in the face of devolution and try to understand the implications that arise out of the same Vis a Vis the previous dispensation. As a coalition lobbying for the implementation of Education For All (EFA), this study therefore aims at examining the personnel management role of County government in the provision of ECDE services. A case of Kakamega County, Kenya.

Objectives of the study were:

- i) Examine the role of county government in supervising ECDE services.
- ii) Investigate the functions of the county government in providing and developing human manpower in Kakamega County.
- iii) Establish impediments to human resource management in implementing the changes

Role of county government in Supervision and coordination of ECDE services

Supervision is a process by which one worker is given responsibility by the organization to work with another worker in order to meet certain organizational professional and personal objectives so as to promote positive outcomes for service users. Morrison,(2005). The objectives of supervision include competent and accountable performance, continuing professional development, personal support and linking the individual to the organization.

Relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take in a variety of settings and circumstances. Staff must be supported to express any concerns they might have for children's welfare. Practitioners must also be willing to challenge their own practice and the practice of others. Well-structured and regular supervision procedures will enable this to happen.

The early year's foundation stage places an obligation on all providers to focus on the safety and welfare of the children through the introduction of staff supervision process. Michael Freestone, (2012). Effective supervision provides support, coaching and training for the practitioners and promotes the interests of children. Supervision should monitor and support opportunities for staff development to discuss any issues particularly concerning children development or wellbeing.

Supervision aims at regular and continuous monitoring of activities to ensure that the goals and objectives are met. K.I.E, (1995) Supervision of ECDE curriculum is done by the Directorate of Quality Assurance and Standards in collaboration with county governments and supervisors who have a special responsibility of supervising the ECDE curriculum such as pre-school head-teachers. It is important to supervise in order to gather information from children, caregivers, parents, communities and general ECDE environment. Supervision can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in Early Child Hood Education. Changes that result from supervisory activities help change and strengthen Pre-school programs. Supervision is a continuous activity of monitoring activities of pre-school activities to ensure proper management and implementation of the curriculum. As a result of this, holistic development of the learners is realized, motivates and enriches personal and professional growth.

Likewise, supervision helps to ensure that children's needs are met, checks if the objectives of the programs are achieved, enables efficient implementation of the curriculum, enhances maintenance of standards, and identifies strengths and achievements realized. K.I.E,(1995). Supervision also involves assessing physical structures such as classrooms, latrines, out-door and in-door equipment and materials for the suitability of learning and child growth and development. It should be aimed at ensuring the total development of children and how they interact with each other. The pre-school section of the M.O.E Directorate of Quality Assurance and Standards is responsible for maintaining and improving standards in all pre-schools. The QASOs has a responsibility and authority to go and inspect any school at any time without issuing a notice and report their findings to the Director Quality Assurance and Standards M.O.E.S.T, (2000).

In order to maintain standards in education in the ECDE institutions, the Director of Quality standards should; assess the ECDE center's both public and private for the purpose of registration, assess the pre-school teachers undergoing trainings and in service courses, in service all personnel working in the pre-schools, ensure the implementation of the curriculum for children through regular visits in the institution, liaise with other service deliverers of Quality services, organize follow up actions in quality assessments and reports. R.O.K (2006)

Challenges that affect quality assurance sector includes inadequate legal provision, inadequate capacity for school level supervision, shortage of adequate curriculum support materials, lack of enough requisite skills, lack of national systems of teacher INSET accreditation, lack of the capacity to assess learners with special needs among others, MOEST(2012).

France's inspection system whose background goes back even further to the French Revolution has been copied by other colonies. Antony and Gabriel (1987), note that Algeria for instance retains much of French inspection practice. In most countries therefore the foremost task of inspection is not to surprise schools support services which include school visits to be undertaken. In Burundi, the M.O.E requires the director to make 150 visits per year and file written reports with the school inspection on what has been observed. However in Japan, it remains the task of the local inspection to supervise teachers Watson (1994). The disappointing performance of many external supervision exercises has led to the emphasis on the school quality monitoring devise.

School supervision is necessary because many basic problems can be solved properly and monitored at the school levels. Occasional visits by the inspectors can't prevent problems and gradual deteriorating of the schools. Daily functions decentralization of control to school level also involves a change in approach to quality

improvements. There is a shift in many countries from a quality control to quality assurance strategy. There is a growing conviction that teachers should be encouraged to gauge for themselves the quality of services which they have to deliver. Clifford,(1998).

The mandate of the inspection system is to ensure policy implementation regarding effective instructional procedures and wholesome learning environment. The inspectorate therefore becomes a link between central education authority and the system in its mandate irrespective of name, changes and different administrative perspective, (MOEST, 2005). The Inspectorate is entitled to evaluate quality standards in such a manner that schools are challenged to provide higher standards of quality than those considered merely satisfactory, Daniel, (1998).

In Kenya, since independent the government has addressed the challenges facing the provision of quality education through commissions, committees and task forces. The Ominde commission found out that there was need to separate the roles of supervisors and inspectors for the achievement of educational goals. The commission observed that a good system of supervision was important to any school system and particularly important when a large portion of teachers were without adequate training or educational standing. UNESCO, MOEST, and OECD, (2005). Through interaction with schools, the department collects data and information and informs the ministry on the trends and achievements in the education institutions within Kenya. The department was in the past called the department of quality assurance and standards. So as to carry out their duty the staff should have good academic qualifications, specialized skills and well staff establishment program. This enhances them to keep pace with the changes in the education sector. The directorate should recruit inspectors in ECDE with bachelor's qualifications in early child hood education studies, MOEST, (2007).

Following the official placement of ECDE under MOE in 1980, ECDE section in the directorate was to deal with all administrative matters including coordination of local and external partners, provision of policy guidelines for pre-school programmes and grants for trainers. Inspectorate section on the other hand was to deal with maintenance of professional standards, inspection and supervision of schools, assessment of teachers undergoing training and administration of ECDE teacher's exams. NACECE was launched in 1984 at KIE. It became an implementation organ for ECDE programs which included coordinating of training of pre-school teachers and trainers, development and dissemination of ECDE curriculum MOEST, (1988). NACECE works in conjunction with DICECE to ensure training and awareness programs are given to families.

Supervision is an important aspect of ECDE curriculum implementation. It aims at regular and continuous monitoring of activities to ensure that goals and objectives of curriculum are met, KIE, (1985). Supervision of ECDE is done by the Directorate of Quality Assurance and Standards in collaboration with DICECE trainers and supervisors who have a special relationship of supervising the ECDE curriculum.

Similar studies on supervision and coordination of ECDE services were conducted by Morrison (2005) with the sub objective of how to enhance supervision in the ECDE centers. The current study tries to unveil what supervision in ECDE is all about and the roles played by each stake holder in promoting effective supervision in pre-schools.

Human resource development in the ECDE centers

Adequacy of teaching learning resources determines the success or failure of education system. A method of determining the extent of teacher's adequacy is through student-teacher ratio which is the number of student assigned to teachers for teaching. Student teacher ratio shows a teacher's workload at a particular level of education. It also helps in determining the number of teaching man-power needed for a projected student's enrollment. Therefore, it could be used to determine whether teachers are over-utilized or under-utilized. Atolabi (2005)

In an educational perspective, human resource refers to the number of teachers and other support staff who assist in the process of teaching and learning. They include; cooks, security personnel, laboratory assistants, secretaries among others. There should be optimum use of the available human resource especially teachers if good results are to be achieved. Republic of Kenya (R.O.K, 2005).

The utilization of human resource in education brings about fruitful learning outcomes since resources stimulate learning as well as motivating them. According to SACMEQ (2003), survey revealed that few schools provided libraries or reading corners to enhance acquisition of environmental literature, UNESCO (2007).

Therefore the first stage of human resource management refers to staff attraction and the second one is the achievement of skills, updating and promotion of staff by education. So in the organization the development of human resource by education as inseparable process that creates ability and talent, increase knowledge, change attitude and ultimately influence on behavior and performance has an important role in the development of the organization. William James, (2005) at Harvard University in a research concluded that the staff of an organization uses 20-30% of their ability to learn. His research showed that if the staff is trained and deserve to be encouraged would show 80-90% of their ability. Therefore, human resource management has an important

role in the different levels of the organization. This includes introduction of skills acquisition, updating and promotion of effective teaching skills for teachers.

The results of the research according to Soltani, (2006) showed that trained employees have more knowledge and they embrace change and innovation. They have job satisfaction and are more confidence. Also Shebani (2007), showed the role of job training improves strength and ability to analyze issues, solve problems and create interest in education and increase the ability in employment. Also job training caused staff for legal accountability to supervise, use innovation and the new methods.

Ahmadi (2007), and Konaprokroply (2007) discussed the role and importance of human relationship, communication skills or behavior in effective teaching. Measures of effective teaching in higher education includes; skill in using a variety of teaching methods, student teacher relationship, evaluating, feedback and using designed lesson, organization and having high expectation of learners.

Typical work duties in pre-schools includes; coordinating and implement lesson plans, oversee staff, maintain records and ensure a safe and supportive classroom environment, serve as lead class room teacher, supervise, train and evaluate immediate classroom teaching staff, serve as a role model and guide support staff, plan and implement daily activities, interact with children and encourage their involvement in activities, maintain a safe environment, confer with parents to explain pre-school programmes, communicate to the administration and keep classroom staff of program goals, Pennsylvania university (2016)

Pre-school and child care directors or administrators are responsible for the day to day operations of the pre-schools and child care centers. They manage the financial health of their centers in addition to the upkeep of facilities. This management position requires that directors supervise teachers and other members of staff. They also must address parents and bring to their attention matters affecting the institution.

To become a pre-school director the bureau of labour statistics says that most states require at least a high school diploma or bachelor's degrees. Duties of a pre-school childcare centre director are many and essential. They include; supervise pre-school teachers and child care workers, hire and train new staff members, provide training and professional development opportunities for the staff, establish policies and communicate them to the staff and parents, development of educational programmes and standards and assist the staff in communicating with parents about the childcare center. Irene Bag show,(2007).

Family childcare providers care for the children in the pre-schools like in their own homes during traditional working hours. They need to ensure that their homes and all the staff they employ meet the regulations for family childcare providers. In addition, family care providers perform tasks related to running their business. Nannies work in the homes of the children they care for and the parents that employ them. Most often they work full time for one family. Irene Bag show,(2007)

Services offered in child-care centers includes; high quality child care and early learning, advice on parenting; local child care options and access to specialist services for families like speech therapy health eating advice or help with managing many, help with finding work or training opportunities using link to local job centers plus offices and training providers. Others includes; seeing a dentist, dietician or physiotherapists, visit the no smoking clinic, get faster access to expert advice, support and short term breaks if a school has learning difficulties or disability and improve their English language, Irene Bagshow, (2007).

In the United States of America, high quality early care and education ECE provides a critical foundation for young children success in school and in life. Yet less than 2/3 pre-school age (3-6) are enrolled in centre based ECE programs (American Institute for Research 2016). Moreover, children from low income families are much less likely to receive Formal Early Care and education than their counterparts in more affluent families. The following are prevalent challenges facing ECE in USA according to E.Long form (2014): Parents and communities are not fully engaged as partners in the ECE system, Centers are not run around good learning environment and has no effective well thought out curriculum. There is insufficient funding to the ECE centers thus not making ECE a budget priority, Pre- school education has not been made mandatory to all children aged 3-4 years, There are no clear policies about teacher's qualifications and pay, and lastly the running and management of preschools is not clearly defined in terms of who should run them.

Early childhood is crucial time for the development of children's mental functions. This development includes ; emergence of language, motor skills, psychosocial, cognitive and learning abilities are known to be greatly influenced by exogenous factors including the educational environment to which a child a child is exposed during the first 6-8 years (Bowman and Burns 2007)

The government of USA is reluctant to commit large sums of money to ECD seeing it as a luxury or a task to be addressed after achieving universal primary education (Karolyn 2005-2006). This shows that there is insufficient funding to the ECD sector and hence affecting the running of activities.

Another important challenge facing early childhood education movement is to determine how basic schools should be run (EarlJarret 2014) This is a critical issue as the environment provided for children from conception to age 6 affect for the rest of their lives. Early childhood education is delivered through community

operated basic schools, infant departments in primary and all age schools as well as kindergartens operated by preparatory schools most pre –schools attend community operated basic schools.

In Canada, there are disputes over fiscal decentralization and transfers. Policy issues cut across the levels of government calling for new forms of inter government cooperation. The following are contemporary challenges facing devolution of ECDE services in Canada according to (E. Long form 2014):Pre -school education has not been made mandatory to all children aged 4-4 years. There is insufficient funding to the ECE centre therefore not making ECE a budget priority. Parent and communities are not fairly involved in the ECE affairs and also there are no clear policies about teachers.

The policy does not acknowledge the importance of the first 3 years of child development or the needs of working parent (Palmi 2007) .Also there is lack of uniformity in implementation of policy by the different provinces and a lack of children with disabilities (under the age of 7 years) being serviced at ECD sites (Department of social development 2009) S.A has wonderful legislation and policies yet the actual implementation and practice of their policies lacks.

There is shortage of staff at government health institution resulting into along waiting period for services and lack of transport for children to reach health facilities (National Department of Health 2007)

In S. Africa, ECD is recognized as critical area for development and various government departments have begun focusing on the specific needs of this age group.

The free health care policy was developed to ensure access to public health services for children less than 6 years of age. All children with disabilities and Lactating mothers (LeattShung –king 2007) education is seen as context in which all education environment supportive of the various barriers to learning in which all learners get equal access to education (Department of Education 2007).

The department of education developed the national strategy on screening, identification, assessment and support (2008).The key focus on early identification of barriers to learning is to ensure typical early childhood development and effective inclusion into society and the document therefore recognizes the importance of public centre, community centre and home based ECD services provides in the provision of information and recording of factors tat may impact on child’s education.

The realization of the need for an integrated plan for ECD and the importance of the inter- sectoral collaboration has led to the development of the national inter-graded plan for early childhood development in SA 2005-2010 (UNICEF 2007) screening which is usually done during early years form an important part of the child wellness regime for all infants The focus on early screening through the road to health card and the education documents focusing on screening can be used as points of departure for beginning integrated implementation (Gauteng 2007)

In Kenya, the crowding in the classes and in the compound results into the issue of poor quality education in the pre-schools. Also, some counties contest the piecemeal transfer of functions that has taken place so far arguing that all powers provided in schedule 4 of the constitution be transferred at once. The reality on the ground is that many county governments lack the capacity to absorb all such powers within a short period. Kenya has few experts to adequately cater for the ECD affairs in the 47 counties.

Revenue allocation is also proving to be a diverse issue. By law, counties are entitled to at least 15% of the total National Revenue collected. There is a feeling that budgetary allocations need to be increased to support ECDE affairs and that the national government is reluctant to do so (Ndirangu Ngunjiri, 2016)

Administrative and bureaucratic culture in the counties affects provision of services in the ECDE hence complicating the entire process. Also, lack of audit reports for structures ,assets and liabilities inherited from former local governments as well as failure to observe the at least a third rule which was designed to ensure adequate representation of gender and other marginalized group in the devolved structures.(Murugu, 2011).

Likewise, the study made by Palmi(2007) about human resource development in South Africa failed to address the qualification of various human resources involved in the ECDE day today running of activities at the school levels. The current study aims at bringing out clearly the qualifications of various persons working in the pre-school sector.

II. SUMMARY OF LITERATURE REVIEWED

The chapter sought to discuss the documented literature in various countries concerning Personnel management role of the county government in the provision of ECDE services; A case of Kakamega county; Kenya under the following sub-topics: The contributions of county government on supervision of ECDE services and the contributions of county government on human resource development. In most of the countries, it was noted that Early Child hood sector had been neglected and it received little attention from the stakeholders.

It is important to note that the literature reviewed had general perspectives of the government’s contributions on the provisions of pre-school educations. The current study will confine itself to investigating the Personnel management role of the county government in the provision of ECDE services; a case of

Kakamega County; Kenya highlighting the findings in three main ECDE categories; urban, peri-urban, and rural set-ups.

III. METHODOLOGY

The research was carried out in Kakamega County in three sub counties namely Butere, Kakamega central and Khwisero. Kakamega County lies between latitude 06, 08 N and 05,07 S and longitude; 33, 60 E and 35,40 E with a population of about 1,789,989 and 839 public ECDE centers. (Kakamega County Education Task Force Report 2014). Kakamega County was among the densely populated counties, was among the first ones to embrace the devolution of early childhood services from central government to the County government and was among the Counties ranked top in good management of Devolution activities. (Kakamega County Task Force Report, 2014)

The study adopted descriptive survey and Ex-post Facto designs. The designs were used to obtain information that described the existing phenomenon by asking individuals about their perceptions on Personnel management role of the County government in the provision of ECDE services. A sample size of 72 was used in the study. The purpose and importance of the study was verbally explained to the respondents before collecting data. The environment was made conducive for the participation by developing rapport between the researcher and the respondents.

A pilot study was done in two randomly selected ECDE centers in Vihiga County to measure the validity and reliability of the research instruments. Pilot schools were not part of the research sample. Questionnaires of the pilot research were assessed and the weaknesses identified. The instrument was modified accordingly. Split half method was adopted in the study to test the reliability of the personnel management role in the County government in the provision of ECDE services.

The respondents were requested and assisted to fill a pre-structured questionnaires. Documented data about personnel management role of the County government in the provision of ECDE services was obtained from ECDE sub County and County offices, previous related searches and publications about management roles in the ECDE centers. The summarized questions were entered on a spreadsheet Microsoft Excel and then imported into statistical Package for Social Sciences (SPSS). Validation and further cleaning was done before the data were subjected to statistical analysis. Analysis was done using Chi-square test and Pearson's correlations test.

IV. SUMMARY OF RESEARCH FINDINGS

The purpose of this study was to investigate the Personnel management role of the County government in the provision of services. A case of Kakamega county; Kenya. Consequently, two objectives were developed for the study. The summary of the findings is hereby presented in two parts by objectives.

Contributions of the county government on supervision and coordination of ECDE services

The first objective of the study was to determine the contributions of the county government on supervision and coordination of ECDE services. Data on supervision and coordination of ECDE services was collected and analyzed. It emerged that supervision by the county government officials in charge of ECDE was not regular. 62% of the respondents disagreed on matters to do with supervision in their centers. As observed by Michael Freestone (2012), effective supervision provides support, coaching and training for the practitioners and promotes the interests of children. Supervision should aim at regular and continuous monitoring of activities to ensure that the goals and objectives are met.

Equally, it was noted that workshops were rarely being organized involving ECDE teachers and other stake holders like Board of Management (BOM) members. 40% of the respondents agreed that the workshops were being organized to in service teachers in a few centers. Supervision of ECDE centers and organization of workshops are vital for they ensure new ideas being passed on to the teachers and this promotes good care of the young ones. As observed in a journal published by the R.O.K (2012), to maintain standards in education in the ECDE institutions, effective supervision is vital.

Functions of County government in providing and developing human manpower in the ECDE centers in Kakamega County.

The second objective of the study was to examine the functions of the county government in providing and developing human resource development in ECDE centers. It was noted that not all ECDE teachers on every staff were employed by the county government. Some were still being employed by the BOM. Over 67% of the respondents disagreed that not all teachers were employed by the County government. Results of the research according to Soltani, (2006), showed that trained employees have job satisfaction and are more confident in their duties. However, utmost each ECDE center had 2-4 teachers depending on the population of the learners.

Also, it was noted that the county government did not employ any members of non-teaching staff. The cooks for instance were just granted some wages to cater for their services in the ECDE centers. William James, (2005), at Harvard University noted that if the staff is trained and deserve to be encouraged would show 80-90% of their abilities. Therefore, human resource management has an important role in the different levels of the organization.

5.3 Conclusions

The following conclusions were made based on the findings of the study. With reference to the first objective, the study concluded that there was minimal supervision in most ECDE centers.

In the second objective, it was noted that utmost 2 teachers in each public ECDE center were employed by the county government. This was commendable though some were still being employed by the BOMs. Likewise, other human personnel such as the security guards and the cooks were not employed by the county government.

5.4 Recommendations

The following recommendations were made based on the findings of this study;

1. Supervision and coordination of ECDE activities should be made regular. Various field officers should be employed to help in the supervision of ECDE activities in the schools. This will help as far as offering guidance or finding out the short falls in the ECDE centers is concerned.
2. Concerning human resource development, all the teachers teaching in the ECDE centers should be employed by the county government. This shall promote their morale in working and creating good working relationship among the stake-holders. Also, other human personnel working in the ECDE centers such as cooks and security guards should be employed on permanent and pensionable terms.

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