

Organization Strategies on Efficacy in the Administration of Finances in Public Early Childhood Development Education Centers in Kenya.

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Abstract

Early Childhood Development Education (ECDE) refers to the education that children receive during the early stage of their childhood. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. This study was designed to examine the effects of organizational strategies on efficacy in the administration of finances in public ECDE centers in Kenya. The study target population was 1728 ECDE teachers, 422 Head teachers and 422 School Management Committee (SMC) chairpersons in Uasin-Gishu in Kenya. The sample size for this study was based on a sample size determination formula by Krejcie and Morgan. Schools were stratified to their quotas. A sample size of 224 ECDE teachers, 55 Head teachers and 55SMC chairpersons responded to the questionnaires. The data obtained was analyzed using frequencies, percentages, means and Pearson Product Moment Correlation Coefficient. The study findings indicate that there was no budget preparation in pre-schools based on schools' vision. The study found a significant correlation between planning strategies and financial management efficacies. It also emerged that signatories to the pre-school accounts had questionable integrity. It is recommended that ministry of education should establish that communication mechanisms be put in place to lobby for financial support of ECDE programs from different stakeholders. It is hoped that the findings of this study will be of great importance to policy makers on understanding the best strategies that if implemented would promote efficacies in the administration of ECDE funds

Key words: ECDE, communication, organization, efficacy, administration

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