

# **Influence of the the board of management practices on quality service delivery in early childhood development and education centres in Loima sub county,Turkana county,Kenya**

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## **Abstract**

Efficient delivery of Early Childhood Development and Education (ECDE) services in learning centres was vital for fostering holistic child development and establishing a strong educational foundation. In Kenya, the Board of Management (BOM) played a key role in supervising the operations of ECDE centres. However, in Loima Sub-County, Turkana County, there was limited research-based evidence on how BOM practices affected the quality-of-service delivery in public ECDE centres. This study sought to investigate the influence of BOM practices on service quality in ECDE centres. Specifically, the study aimed to examine the influence of school governance by the BOM, evaluate financial management practices, analyse the role of monitoring and evaluation, and explore how stakeholder engagement influenced quality service delivery. The study was guided by two theoretical frameworks: The Principal-Agent Theory (Jensen & Meckling, 1976) and the Systems Theory (Ludwig von Bertalanffy, 1968). A mixed-methods approach, integrating both quantitative and qualitative techniques, was employed, while a descriptive survey design guided the data collection process. Questionnaires and interview guides served as the main instruments for data collection. The target population comprised 58 ECDE teachers, 115 BOM members, and 2 Ward Education Officers. Based on Krejcie and Morgan's (1970) Sample Size Determination Table, the study sampled 51 ECDE teachers, 90 BOM members, and 2 Ward Education Officers. Quantitative data were analysed using descriptive and inferential statistics, whereas qualitative data underwent thematic analysis. The study achieved a 91.6% response rate and found that all four BOM practices significantly influenced quality service delivery in ECDE centres. School governance had the strongest positive correlation ( $r = 0.534$ ,  $p < 0.01$ ) and was the most significant predictor ( $B = 0.234$ ,  $p < 0.000$ ), followed by stakeholder engagement ( $B = 0.226$ ,  $p < 0.000$ ), financial management ( $B = 0.218$ ,  $p < 0.000$ ), and monitoring and evaluation ( $B = 0.198$ ,  $p = 0.001$ ). The combined model explained 55.1% of the variance in quality service delivery ( $R^2 = 0.551$ ,  $F = 156.834$ ,  $p < 0.001$ ). However, significant gaps were identified, including inadequate BOM training, limited financial transparency, weak systematic monitoring frameworks, and socio-economic barriers to stakeholder engagement. Quality service delivery indicators such as availability of learning materials ( $M = 3.05$ ), conducive learning environments ( $M = 3.18$ ), and health and nutrition support ( $M = 2.96$ ) were rated low, highlighting critical resource constraints. The study concluded that sustainable quality improvement in ECDE service delivery in Loima Sub-County requires a coordinated, multi-practice approach in which school governance, financial management, monitoring and evaluation, and stakeholder engagement function as mutually reinforcing interventions. The study recommended that county governments develop systematic training programmes for BOM members, establish clear financial management guidelines and accountability mechanisms, create structured monitoring and evaluation frameworks, and strengthen stakeholder engagement strategies adapted to local socio-economic and cultural contexts. The findings provide valuable insights to educational policymakers, county governments, and other ECDE stakeholders seeking to enhance the quality of service delivery in marginalized pastoralist settings. The study was conducted in strict adherence to ethical research standards.

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