

3. Results and Discussion

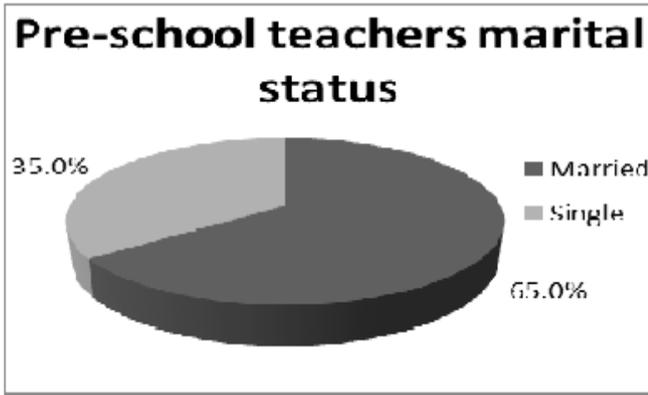


Figure 3.1: Pre-School teachers' marital status

Figure 3.1 shows that 65% were married, 35% were single. The results imply that majority of the respondents were in a marriage family setup. This could point to experienced members whose views are valuable in the case study in terms of effects of principles of cooperative governance in ECE management in Bahati, Nakuru North sub county.

Pre-school teacher's education level

These results are summarized and presented in figure 3.2.

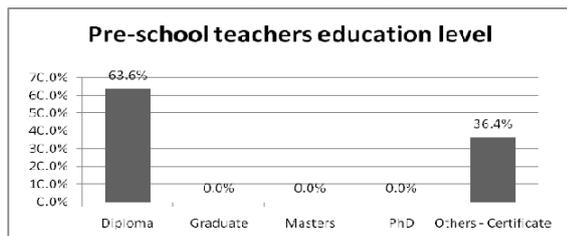


Figure 3.2: Pre-school teacher's education level

Figure 3.2 shows that in terms of the respondents' levels of education, majority had Diploma level of education representing 63.6% of the Pre-School teachers, 36.4% were certificate holders, in this study case there were no respondents with graduate, masters or PhD level of education. The educational background points to the fact that most of the Pre-School teachers are educated up to Diploma level thus at least easily understood the issues raised in the questionnaire concerning the area of study. Given the level of education, the respondents understood the ethics of research and thus were expected to give honest and informative responses which would add to the credibility of the final research findings and report. In order to investigate the establishment of rights and equitable treatment of shareholders in ECE management in the schools in Bahati, Nakuru North sub-county, the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for Very great extent, Great extent, Moderate extent, Little Extent and No extent respectively. These enabled the tabulation and interpretation of the responses from the research instrument.

The main statistics derived are mean, standard deviation and variance. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put

forth on establishment of rights and equitable treatment of shareholders in ECE management in the school. This is well elaborated in the table and narratives which shows the respondents and the statistics.

Table 4.10: Establishment of rights and equitable treatment of shareholders in ECE management in the schools.

Establishment of rights and equitable treatment of shareholders in ECE management	N	Mean	Std.	
			Deviation	Variance
Effective enforcement mechanisms	11	2.8182	1.40130	1.964
Effective legal protection	11	2.7273	1.61808	2.618
Regular meetings	11	1.9091	1.30035	1.691
Prevent conflicts of interest	11	2.9091	1.37510	1.891
Access to information	11	2.2727	1.34840	1.818

Table 4.10 above shows that majority of Pre-School teachers in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 2.9090 whereas a standard deviation of 1.37510 was recorded from the respondents. Another portion with mean of 2.8182 and 2.7273 respectively felt that putting together effective enforcement mechanisms and having effective legal protection in the schools influenced the establishment of rights and equitable treatment of shareholders in ECE management. This is followed by the respondents who were of the view that regular meetings with Pre-School teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 1.9091 and a standard deviation of 1.30035.

School committee's view on establishment of rights and equitable treatment of shareholders in ECE management Table 4.11 above shows that school committees in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 3.2000 whereas a standard deviation of 1.22927 was recorded from the respondents. Another portion with mean of 2.6000 and 2.8000 respectively felt that putting together effective enforcement mechanisms and having effective legal protection in the schools influenced the establishment of rights and equitable treatment of shareholders in ECE management.

This is followed by the majority of respondents who were of the view that regular meetings with head teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 3.6000 and a standard deviation of 1.57762.

Table 4.11: Establishment of rights and equitable treatment of shareholders in ECE management in the schools.

Establishment of rights and equitable treatment of shareholders in ECE management	N	Mean	Std.	
			Deviation	Variance
Effective enforcement mechanisms	10	2.6000	1.26491	1.600
Effective legal protection	10	2.8000	1.31656	1.733
Regular meetings	10	3.6000	1.67762	2.489
Prevent conflicts of interest	10	3.2000	1.22927	1.511
Access to information	10	3.1000	1.52388	2.311

Table 4.11 above shows that school committees in Bahati, Nakuru North sub-county felt that preventing conflicts of interest influenced the establishment of rights and equitable treatment of shareholders with regard to ECE management, recording a mean of 3.2000 whereas a standard deviation of 1.22927 was recorded from the respondents. Another portion with mean of 2.6000 and 2.8000 respectively felt that putting together effective enforcement mechanisms and having effective legal protection in the schools influenced the establishment of rights and equitable treatment of shareholders in ECE management.

This is followed by the majority of respondents who were of the view that regular meetings with head teachers played a key role in the influence of establishment of rights and equitable treatment of shareholders in ECE management, recording a mean of 3.6000 and a standard deviation of 1.57762.

4. Conclusion and recommendations

Responses in line with establishing of rights and equitable treatment of shareholders in ECE management were; establishing enforcement mechanisms for the rules set in order not to favor or lean on individuals or groups. All this greatly impacted how the shareholders viewed the ECE management in terms of its discharge of mandate. On the question of the issues surrounding establishment of rights of stakeholders and equal treatment in ECE management, the study indicates that this has been put in place. The findings may help the institutions concerned with ECE education and management to ensure equity and access to education across the country regardless of tribe, race, religion and socio-economic status.

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