

Effect of Organization Strategy on Implementation of Pre-Primary School Education in Kisumu County, Kenya

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Abstract

The purpose of this study was to assess the effect of organization strategy on implementation of pre-primary education in Kisumu County, Kenya. Specifically the study assessed the effect of organization structure, leadership style, organization culture, and resource allocation on implementation of pre-primary education in Kisumu County, Kenya. The study employed explanatory survey design. From a target population of 658 early childhood development education schools, a sample of 249 was selected for the study as is determined by Yamane and selected using stratified sampling techniques. The study used primary data collected through semi-structured self-administered questionnaire. The questionnaire was tested for reliability and validity using cronbach's alpha and a reliability index of 0.81 was obtained. This study was guided by three theories; resource based view theory, McKinsey's model and dynamic capacity theory. Quantitative data was analyzed using descriptive and multiple regression which was instrumental in establishing the significance of independent variable (organization strategy) on dependent variable (implementation of pre-primary education). This study report would be important in the increase of knowledge and understanding on the effect of organization strategy on implementation of pre-primary education. It is also hoped that the officers concerned with implementation at Kisumu County and other counties in Kenya, would be able to understand specifically how organization structure, leadership style, organization culture, and resource allocation affect performance of their County Governments. They would be able to effectively manage implementation as they would understand the role of each variable in Implementation of Pre-Primary Education. It would also enable them to solve current problems and assist improve the implementation processes. Policy makers both in County and National Governments would develop policies that guide project implementation in order to ensure high chances of implementation success of pre-primary education. Academically, this study is expected to contribute to knowledge expansion in the field of strategic implementation. It would also stimulate further studies in related academic areas. The study concluded that organisation structure (p value< 0.05), leadership Style (p value< 0.05), organization culture (p value< 0.05) and resource allocation (p value< 0.05), had significant effect on implementation of pre-primary education in Kisumu County, Kenya. The finding revealed that organization strategy ($r=0.735$; p value< 0.05) was statistically significant on implementation of pre-primary education in in Kisumu County, Kenya. The study recommended that School Managements should ensure right organization structure in place that will support implementation of pre-primary education in Kisumu County, Kenya. Further, school management should ensure proper leadership to spearhead implementation of pre-primary school education in Kisumu County, Kenya. Also, the school management should develop a healthy organization culture on implementation of pre-primary education in Kisumu County, Kenya. Finally, the school management should ensure adequate resource allocation for implementation of pre-primary education in Kisumu County, Kenya.

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1. Introduction

Pre-primary school instruction is a significant part of fundamental training that gives a sound establishment to essential training and identity advancement which can have a significant effect in the child's future (Kabiru & Njenga, 2011). It is a program for children aged between 3-6 years and is offered by bearing different names such as Kindergarten, nursery school, day care centres, academy, Montessori, pre-primary or preschool classes and pre unit (Riak, Kiragu, Nyukuri, & Rono, 2012). Given that they are all placed under the management of the county governments, their implementation may succeed or fail depending on organization strategy.

Every child has the right to free and compulsory early childhood education in a public education centre. Each county government shall, in promoting the right to early childhood education, provide free and compulsory early childhood education in public education centres within the county. Provide the necessary infrastructure and funds necessary for the development of education centres and for the administration of early childhood education within the county (Kenya Gazette Supplement No. 115 (Senate Bills No. 26).

According to the Kisumu County Annual Development Plan (Financial Year 2018/2019), a number of ECDS had either stalled or construction had not commenced. These included stalled construction of ECDE classrooms at Kuoyo, Thurdibuoro, Akado, Ruke, Kibwana, Kondele, Ondiek, and Lela among others. A study, carried out by Kisumu County Education Network, reported that other challenges faced by the young learners include lack of adequate learning and teaching materials, especially books for use at an early age, and absence of a standard curriculum (StandardDigital, 2019). The report also showed that ECDE programmes are further affected by lack of interest from parents, poor leadership, mismanagement and poor investment priorities in early child care, and lack of sleeping facilities. These issues that seem to be related to poor implementation of strategies aimed at establishing pre-primary school education in Kisumu County, Kenya. Empirical studies that support this are a study by Kiilu (2012) that found that recruitment of ECD teachers, supervision of ECD teachers and facilities provision positively and significantly predicted implementation of pre-primary education. A study by Onyango (2015) also found that several factors affect proper implementation of ECDE curriculum in ECDE centers. The factors include; lack of essential teaching and learning materials in some centers such as ECDE syllabus and teachers' guide, inadequate provision of teaching and learning materials in ECDE centers such as pupils' text books/writing slates, inappropriate teaching and learning materials in the centers such as wall charts, maps and pictures. The proposed study therefore intends to explore effect of organization strategy on implementation of pre-primary school education in Kisumu County, Kenya. Specifically how organization structure, leadership style, organization culture, and resource allocation, which are fundamental elements in organization strategy affect the implementation of pre-primary school education in Kisumu County, Kenya.

1.1 Statement of the Problem

With the promulgation of the new constitution 2010; the pre-primary training facilities for child care were put under county governments of Kenya (GOK, 2012). These include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education and childcare facilities. However, according to the Kisumu County Annual Development Plan (Financial Year 2018/2019), a number of ECDS had either stalled or construction had not commenced. These included stalled construction of ECDE classrooms at Kuoyo, Thurdibuoro, Akado, Ruke, Kibwana, Kondele, Ondiek, and Lela among others. A study, carried out by Kisumu County Education Network, also reported that other challenges faced by ECDs include lack of adequate learning and teaching materials, especially books for use at an early age, and absence of a standard curriculum (StandardDigital, 2019). These challenges are pointers to poor implementation of pre-primary education in Kisumu County.

From the previous empirical studies, it has been noted that there exists conceptual, contextual and methodology gaps as none of the studies conducted specifically addressed the effect of organization strategy on implementation of pre-primary education in Kisumu County. For instance, studies conducted by Galgalo (2015) focused on challenges of implementation, Maina (2016) focused on culture which is only an aspect of what the proposed study considers, Lemarleni et al (2017) resource allocation, and Mapetere, et al., (2012) leadership style. The studies were done on different sectors, banking sector (Akbar and Yashar, 2012; Goromonzi, 2016), Lemarleni, Ochieng, Gakobo, and Mwaura (2017) Kenya police service, Njuguna and Kagumu (2016) Anglican Church of Kenya, Kirinyaga Diocese. Hence the proposed study aims at filling the gaps by establishing the effect of organization strategy on implementation of pre-primary education in Kisumu County, Kenya.

1.2 Research Questions

The study was guided by the following research questions:

- i. To what extent does organization structure affect implementation of pre-primary school education in Kisumu County, Kenya?
- ii. To what extent does leadership style affect implementation of pre-primary school education in Kisumu County, Kenya?
- iii. To what extent does organization culture affect implementation of pre-primary school education in Kisumu County, Kenya?
- iv. To what extent does resource allocation affect implementation of pre-primary school education in Kisumu County, Kenya?

1.3 Research Hypotheses

The study sought to test the following alternative hypotheses:

H_{a1}. Organization structure has significant effect on implementation of pre-primary school education in Kisumu County, Kenya.

H_{a2}. Leadership style has significant effect on implementation of pre-primary school education in Kisumu County, Kenya.

H_{a3}. Organization culture has significant effect on implementation of pre-primary school education in Kisumu County, Kenya Government

H_{a4}. Resource allocation has significant effect on implementation of pre-primary school education in Kisumu County, Kenya

2. Research Method

2.1 Review of Theories

This study was guided by three theories; McKinsey' s (1982) model, Dynamic capacity theory by Teece (1990), and Sequential Thinking Theory by Hrebiniak and Joyce (2006).

2.1.1 McKinsey' s (1982) Model

McKinsey' s (1982) model describes the seven factors critical for effective strategy execution. The 7-S model identifies the seven factors as strategy, structure, systems, staff, skills, style/culture, and shared values. Strategy is designed to transform the firm from the present position to the new position described by objectives, subject to constraints of the capabilities or the potential (Kaplan, 2005). The 7-S model posits that organizations are successful when they achieve an integrated harmony among three "hard" "S's" of strategy, structure, and systems, and four "soft" "S's" of skills, staff, style, and super-ordinate goals (now referred to as shared values) (Kaplan, 2005). The hard components are the strategy, structure and systems which are normally feasible and easy to identify in an organization as they are normally well documented and seen in the form of tangible objects or reports such as strategy statements, corporate plans, organizational charts and other documents. The model is relevant in the case of implementation as it supports the variables that are used in the study which are organization structure, leadership style, organization culture, and resource allocation. They form the basis of the proposed study.

2.1.2 Dynamic Capabilities Theory

Dynamic capabilities theory by Teece (1990) is built upon the resource based theory however; resource based essentially is a static theory since it does not explain the evolution over time of the resources and capabilities that form the basis of competitive advantage. However, dynamic capabilities theory views the firm' s ability to integrate, build, and reconfigure internal and external competences to address rapidly changing environments. The theory stresses the importance of firm' s ability to adapt their strategies and implementation strategies to respond to external opportunities; to scan the market, monitor customers and competitors and allocate resources to marketing activities; and to respond to changing market conditions in a speedy manner, evaluating whether firm' s management systems lead the firm to respond quickly to changes in the market and evolve rapidly in response to shifts in its business priorities (Gibson & Birkinshaw, 2004). The main difference between the resource-based theory of the firm and dynamic capabilities view is the fact that the latter focuses more on the issue of competitive survival rather than achievement of sustainable competitive advantage. This focus appears to be closer to contemporary business realities, the latter being more "high-velocity" than the case in previous decades (Ibid).

2.1.3 Sequential Thinking Theory

Hrebiniak (2006) and Joyce (2009) suggest that implementation is not only an important and difficult process but also a complex field of research. Most often than not, it is regarded as miscellaneous, interdisciplinary and particularly concerned with the integration of management disciplines. The proponents of this theory provide a step-by-step analysis that is relevant to the rational development of the implementation process by fragmenting them into smaller and manageable parts. In an extensive analysis of firms exhibiting and

sustaining an unusual high-performance and firms able to achieve such a state in the short run, they identified four key factors influencing high performance. These are, Direction: developing a clear strategic direction; Efficiency: establishing a fast and effective organization; Adaptability: developing an adaptive culture; and Focus: Shifting from focus on customer and cost reduction to the broad picture. According to Hrebiniak and Joyce (2006), the people in charge of implementation need both a sequential and a simultaneous thinking. This particularly applies to key decisions.

2.2 Research design

The research design was explanatory survey which is a valuable means of understanding what is happening; to seek new insights; to ask questions and to assess phenomenon in a new light.(Yin, 2009). In an explanatory study, the researcher uses theories or hypotheses to represent the forces that caused a certain phenomenon to occur. The design is therefore suitable in studying the effect of organization strategy on implementation of pre-primary school education in Kisumu County, Kenya. Quantitative analytical techniques are then used to draw inferences from this data regarding existing relationships.

2.3 Target Population

Target population of 658 public ECDE schools in Kisumu County will be targeted for the study. The ECDE schools are distributed as follows; 34 Kisumu Central Sub County, 49 Kisumu East Sub County, 81 Kisumu West Sub County, 107 Nyando, 146 Nyakach Sub County, 108 Seme Sub County, and 133 Muhoroni Sub County.

2.4 Description of Research Instruments

The study instrument was questionnaire covering all the study parameters. The questionnaire covered four sections. Section A covered background information on the school. Section B, C, D and E consisted of questions pertaining to the research objectives. The responses were rated using a likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and 1(no extent) to 5 (very large extent). Questionnaire has advantages of low cost reduction in biasing error, greater anonymity, considered answers and consultations and finally accessibility to a wide geographical contact at minimal cost (Nachmias & Nachmias, 2005). The researcher pre-tested questionnaire.

2.5 Description of the Sample and Sampling Procedures

A sample of 249 respondents will be used for the study. The sample will be determined using Yamane formula (Yamane, 1967), as shown below.

$$n = \frac{N}{1+N(e^2)} \text{Where,}$$

$$249 = \frac{658}{1+658(0.05^2)} \text{Where,}$$

n=Sample Size

N=Population,

1=Constant

e- error margin = 0.05,

e is the level of precision.

Purposive sampling technique was used to pick respondents for the study. (Mugenda and Mugenda, 2004) referred purposive sampling as a technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Respondents are therefore hand-picked because they are informative or they possess the required characteristics. A total of 55 respondents were selected for this study. Sample design is summarized in table 1

Table 1: Sample Design.

Sub County	Target population	Sample size	Proportionate Percentage (%)
Kisumu Central	34	13	5%
Kisumu East	49	19	8%
Kisumu West	81	31	12%
Nyando	107	40	16%
Nyakach	146	55	22%
Seme	108	41	16%
Muhoroni	133	50	20%
Total	658	249	100%

Source: County Government of Kisumu (2019)

The sample size of 249 is distributed proportionately as shown in Table 3.2. The sample consisted of ECDEs distributed as follows; 13 Kisumu Central Sub County, 19 Kisumu East Sub County, 31 Kisumu West Sub County, 40 Nyando, 55 Nyakach Sub County, 41 Seme Sub County, and 50 Muhoroni Sub County.

2.6 Description of Data Analysis Procedures

After completing the field survey, the collected data was edited for accuracy, uniformity, consistency and completeness, organized, summarized, coded and tabulated before final analysis. Quantitative data was analyzed using descriptive and multiple regression which was instrumental in establishing the significant effect of the independent variable (organization strategy) on dependent variable (Implementation of Pre-Primary Education).

3. Results and Analysis

The researcher distributed 249 structured questionnaires out of which 220 were received from the field which translated to a response rate of 88.4 percent. (Mugenda & Mugenda, 2008), insists that a response rate of 50.0% is acceptable in a survey research. Therefore the response rate met the criterion hence the response rate was appropriate for this study.

3.1 Organization Structure

The first study question was: to what extent does Organization Structure affect Implementation of Pre-Primary School Education in Kisumu County, Kenya?. The hypothesis that was to address this question was: H_{a1} : Organization Structure has significant effect on Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Table 2: Descriptive statistics results on Organization Structure.

Constructs	N	Mean	Std. Deviation
There is clear and flowing communication with stakeholders	220	3.82	0.938
Project planning and control is done at the devolved units.	220	4.23	0.803
There is clear chains of command and reporting structure, assigning responsibility of specific tasks and processes to specific individuals or groups and managing of the process.	220	3.97	0.886
Implementation of functions at the county government is done in a specialized manner.	220	3.82	0.898
Overall mean score	220	3.96	0.881

Source: Survey Data (2019)

Table 2 revealed that the respondents agreed that: showed that respondents agreed that: There was clear and flowing communication with stakeholders (Mean = 3.82; Std. deviation = 0.938), Project planning and control was done at the devolved units. (Mean = 4.23; Std. deviation = 0.803), There was clear chains of command and reporting structure, assigning responsibility of specific tasks and processes to specific individuals or groups and managing of the process (Mean = 3.97; Std. deviation = 0.886) and Implementation of functions at the county government was done in a specialized manner (Mean = 3.82; Std. deviation = 0.898). The overall score showed that respondents agreed that organization structure had effect on implementation of pre-primary school education in Kisumu County, Kenya (Mean = 3.96; std. deviation = 0.881).

The result in table 3 shows that p value was less than 0.05. Therefore, the null hypothesis was rejected. This implied that organization structure had significant effect on implementation of pre-primary school education in Kisumu County, Kenya.

Table 3: Organisation structure and implementation of pre-primary school education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.913	1	5.913	22.700	.000b
	Residual	56.786	218	.260		
	Total	5.913	1	5.913	22.700	.000b

a. Dependent Variable: implementation

3.2 Leadership style

The second research question was “To what extent does leadership style affect Implementation of Pre-Primary School Education in Kisumu County, Kenya?” The research hypothesis that accompanied this question was: “ H_{a2} : Leadership style has significant effect on implementation of pre-primary school education in Kisumu County, Kenya.

Table 4: Descriptive statistics results of Leadership Styles.

Statement	N	Mean	Std. Deviation
Leaders ensure people' s participation and commitment to the new strategy	220	3.99	1.058
Implementation is the responsibility of middle and lower level managers	220	4.00	0.868
Leadership at Kisumu County is transformational	220	3.90	0.863
Democratic principles are adopted in implementation	220	3.62	0.870
Overall Score	220	3.88	0.915

Source: Survey Data (2019)

Table 4 revealed that respondents agreed that: Leaders ensure people' s participation and commitment to the new strategy (Mean = 3.99; Std. deviation = 1.058), Implementation is the responsibility of middle and lower level managers (Mean = 4.00; Std. deviation = 0.868), Leadership at Kisumu County is transformational (Mean = 3.90; Std. deviation = 0.863) and democratic principles are adopted in implementation (Mean = 3.62; Std. deviation = .870). The mean score of the study was 3.88 indicating that respondents agreed that leadership had effect on implementation of pre-primary school education. Leadership at Kisumu County is transformational (Mean = 3.90; Std. deviation = 0.863) and democratic principles are adopted in implementation (Mean = 3.62; Std. deviation = .870). The mean score of the study was 3.88 indicating that respondents agreed that leadership had effect on implementation of pre-primary school education.

Table 5 revealed that the p value was less than 0.05; therefore, the study rejected the null hypothesis. Thus, the study concluded that leadership style had significant effect on implementation of pre-primary school education in Kisumu County, Kenya. This finding implied that the leadership style could boost implementation of pre-primary school education in Kisumu County, Kenya.

Table 5: Leadership style and Implementation of pre-primary school education.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.684	1	8.684	35.047	.000b
Residual	54.015	218	.248		
Total	62.699	219			

a. Dependent Variable: implementation

b. Predictors: (Constant), leadership style

3.3 Organizational Culture

Third research question was “ To what extent does Organization Culture affect Implementation of Pre-Primary School Education in Kisumu County, Kenya?”. The study hypothesis for this question was: “ H₃: Organization culture has significant effect on Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Table 6: Descriptive statistics results of Organizational Culture.

Statement	N	Mean	Std. Deviation
The county management encourages teamwork, consensus and participation	220	3.99	1.058
The leaders of the organization are generally considered to be coordinators, organizers, or efficiency experts.	220	3.74	0.948
The organization is a very formalized and structured place. Organizational procedures are followed at all times.	220	3.62	0.870
Overall score	220	3.78	0.959

Source: Survey Data (2019)

The findings of the study in table 6 showed that respondents agreed that: The County Management encourages teamwork, consensus and participation (Mean = 3.99; Std. deviation = 1.058), the leaders of the organization are generally considered to be coordinators, organizers, or efficiency experts (Mean = 3.74; Std. deviation = .948) and the organization is a very formalized and structured place. Organizational procedures are followed at all times (Mean = 3.62; Std. deviation = .870). Further, the overall score (Mean = 3.78; std. deviation = 0.959) indicated that respondents agreed that organization culture had a significant effect on implementation of pre-primary school education.

The finding in table 7 indicated that p value was less than 0.05, hence the null hypothesis was rejected. The study concluded that organization culture had significant effect on implementation of pre-primary school education in Kisumu County, Kenya Government.

Table 7: Organization culture and implementation of pre-primary school education.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.793	1	25.793	152.361	.000b
	Residual	36.905	218	.169		
	Total	62.699	219			

a. Dependent Variable: implementation

b. Predictors: (Constant), organization culture

3.4 Resource Allocation

Finally, the last research question was “ To what extent does Resource Allocation affect Implementation of Pre-Primary School Education in Kisumu County, Kenya?. The fourth research hypothesis was: H_{a4} : Resource allocation has significant effect on Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Table 8: Descriptive statistics results of Resource Allocation.

Statement	N	Mean	Std. Deviation
Resources allocated for ECDE development are adequate	220	3.62	0.870
Measures are in place to ensure that available resources are utilized effectively in realization of strategy	220	3.74	0.948
Financial, human, and equipment resources are provided by the county government.	220	3.71	0.935
Overall score	220	3.69	0.918

Source: Survey Data (2019)

Table 8 showed that the respondents agreed that: Resources allocated for ECDE development are adequate (Mean = 3.62; std. deviation = 0.870), Measures are in place to ensure that available resources are utilized effectively in realization of strategy (Mean = 3.74; std. deviation = 0.948), and Financial, human, and equipment resources are provided by the county government (Mean = 3.71; std. deviation = 0.935). Overall score (mean = 3.69; std deviation = 0.918) showed that resource allocation had effect on implementation of pre-primary school education.

Table 9 indicated that the p value was less than 0.05. The study rejected null hypothesis. Therefore, the study concluded that resource allocation had significant effect on implementation of pre-primary school education in Kisumu County, Kenya. Lack of relevant resources do hinder implementation of pre-primary school education in Kisumu County, Kenya. It was necessary for school management to provide adequate resources for the effective implementation of pre-primary school education in Kisumu County, Kenya.

Table 9: Resource allocation and implementation of pre-primary school education.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.130	1	31.130	214.968	.000b
	Residual	31.569	218	.145		
	Total	62.699	219			

a. Dependent Variable: implementation

b. Predictors: (Constant), resource allocation

3.5 Organization Strategy

The main objective of the study was to establishing the effect of Organization Strategy on Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Table 10: Descriptive statistics results of Organization Strategy.

Statement	N	Mean	Std. Deviation
Establishment of infrastructure for ECDE	220	3.71	0.939
Training of ECDE teachers/instructors	220	4.11	0.925
Offering childcare facilities	220	3.74	0.948
Feeding programme	220	4.21	0.980
Overall score	220	3.94	0.948

Source: Survey Data (2019)

Table 10 showed that the respondents agreed that: there was establishment of infrastructure for ECDE (M=3.71; SD=.939), Training of ECDE teachers/instructors (M=4.11; SD=.925), Offering childcare facilities (M=3.74; SD=.948) and Feeding programme (M=4.21; SD=.980). The overall score showed that

organization structure had effect on implementation of pre-primary school education (mean = 3.94; std. deviation = 0.948). The results of the study indicated that Organization Strategy had effect on the Implementation of Pre-Primary School Education in Kisumu County, Kenya

The study carried out a regression analysis to establish the level of significance of organization strategy and implementation of pre-primary school education in Kisumu County, Kenya. The finding was shown in Tables 11,12 and 13.

Table 11: Model summary of Organization Strategy and Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.735a	.540	.531	.36634	2.135

a. Predictors: (Constant), Resource Allocation, Organization Structure, Organization Culture, Leadership Style

b. Dependent Variable: Implementation

Source: Survey Data (2019)

The model summary Table 11 showed that r square was .540, which implied that 54.0 percent of the Implementation of Pre-Primary School Education in Kisumu County, Kenya was affected by Organization Strategy while 46.0 percent was contributed by other factors ($r = .735$; $\text{Sig.} < .05$).

Table 12: ANOVA of Organization strategy and Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	33.844	4	8.461	63.046	.000b
1	Residual	28.854	215	.134		
	Total	62.699	219			

a. Dependent Variable: Implementation

b. Predictors: (Constant), Resource Allocation, Organization Structure, Organization Culture, Leadership Style

Source: Survey Data (2019)

Table 12 showed that the variables are statistically significant since the p value is less than .05. The null hypothesis was rejected because the p value was less than .05. It implied that organizational strategy was significant to the implementation of pre-primary school education.

Table 13: Coefficients of Organization Strategy and Implementation of Pre-Primary School Education in Kisumu County, Kenya.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.423	.235		10.327	.000
	organization structure	-.100	.052	-.093	-1.919	.036
1	leadership style	-.186	.072	-.199	-2.589	.010
	organization culture	.380	.090	.450	4.206	.000
	resource allocation	.325	.055	.464	5.894	.000

a. Dependent Variable: implementation

Source: Survey Data (2019)

Table 13 showed that organization culture was the most predictor followed by organization allocation, leadership style and then organization structure with the B values .380, .325, .186, and .100 respectively. On the other hand, organization culture and resource allocation are most predictors to implementation of pre-primary school education in Kisumu County followed by leadership styles and then organization structure. The finding in Table 13 indicated that for every unit of implementation of pre-primary school education there was a contribution of .450 units of organization culture and .464 units of resource allocation. In addition for unit change of implementation of pre-primary school education there was a contribution of .199 of leadership style and .093 unit of organization structure. In addition, the p values showed that all the predictor variables (organization structure, leadership style, organization culture and resource allocation) were significant to the implementation of pre-primary school education (p values < 0.05).

The study finding was shown in regression model in equation 1:

$$Y = 2.423 - .100X_1 - .186X_2 + .380X_3 + .325X_4 + \varepsilon \dots\dots\dots \text{Equation 1}$$

Y- Implementation of pre-primary education that entails establishing infrastructure, training of ECD teachers, offering childcare facilities, and feeding programme

- X_1 - Organization structure,
 X_2 - leadership style,
 X_3 - Organization culture, and
 X_4 - Resource allocation.
 ε_i -Error term (5%).

4. Conclusion

Based on the findings, the study concluded that organization structure had significant effect on implementation of pre-primary school education in Kisumu County, Kenya. In addition, the leadership style had significant effect on implementation of Pre-Primary School Education in Kisumu County, Kenya. Moreover, the organization culture had significant effect on implementation of Pre-Primary School Education in Kisumu County, Kenya. Further, the study concluded that resource allocation had significant effect on implementation of Pre-Primary School Education in Kisumu County, Kenya. Overall, the study concluded that organization strategy had significant effect on implementation of Pre-Primary School Education in Kisumu County, Kenya.

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