IMPACT OF SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF LEARNERS IN PRIMARY SCHOOL EDUCATION IN MOGOTIO DISTRICT, BARINGO COUNTY

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DECLARATION

This research project is my original work and has not been presented for the award of any study programme in any other university.

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DEDICATION

This research project is dedicated to all my parents; my father, Wesley Kokwee Kimosop, mother, Margaret Toiyoi Kokwee and her co-wife, Sarah Kimooi Kokwee, all of whom molded me to what I am today.
ACKNOWLEDGEMENTS

I wish to first and foremost thank God for his enduring and everlasting love, which has given me wisdom and strength this far. Most sincere thanks go to my beloved wife and friend, Cynthia Jerop Kokwee and adorable sons, Eddy Kiplabat Kokwee, Elly Belion Kokwee and Jubilee Kimtai Kokwee who were able to endure the burden and struggle together with me. Their moral and financial support and understanding cannot be over emphasized.

I wish to express my appreciation to my supervisors: Prof. J. G. Okech and Prof. G.W. Bunyi for their guidance, encouragement and wise suggestions that helped me during the write up of this research project.

Special thanks go to my wife, Cynthia once again for typing and proof reading my work. Finally, I would like to extend my utmost gratitude to my colleague students for each and every support offered. May God bless all of them.
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<td>Arid and Semi Arid Land</td>
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<td>CBO</td>
<td>Community Based Organization</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>FANTA</td>
<td>Food and Nutrition Technical Assistance</td>
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<td>FAO</td>
<td>Food and Agriculture Organization</td>
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<td>GFEI</td>
<td>Global Food for Education Initiative</td>
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<td>HT1</td>
<td>Head Teacher 1</td>
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<td>Head Teacher 2</td>
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<td>Head Teacher 3</td>
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<td>GK/GoK</td>
<td>Government of Kenya</td>
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<td>KCPE</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>PEM</td>
<td>Protein Energy Malnutrition</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<td>PVO</td>
<td>Private Volunteer Organization</td>
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<td>SES</td>
<td>Social Economic Status</td>
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<td>SFP</td>
<td>School Feeding Programme</td>
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<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>USDA</td>
<td>United States Development Agency</td>
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<td>World Food Programme</td>
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ABSTRACT

The purpose of the study was to find out the impact of school feeding programme on participation of learners in primary school education in Mogotio District-Baringo County. The specific objectives of the study were: to investigate the extent to which school feeding program affect enrolment of learners in primary school education, to establish the effect of school feeding programme on attendance of learners in primary school education, to find out whether school feeding programme affect retention of learners in primary school education and to establish the extent to which school feeding programmes influence performance of learners in primary school education in Mogotio District-Baringo County. The findings of this study may be of use to the various primary schools for it would assist them understand better the issues related to school feeding programmes. This would see school managers in the various centres provide learners with balanced feeding programs and create awareness to parents on its importance to proper learning and holistic development of their children. The study would also go a long way to helping the government in making relevant policy to safeguard the wellbeing of primary school learners by providing well balanced feeding programs to these centres as well as budgetary allocation to the same. The study adopted an exploratory approach using a descriptive survey design to obtain information that will be used to describe the existing phenomena. The study was done in 10 primary schools in Mogotio Division. The unit of analysis constituted of 70 respondents (Head teacher/ Heads of school feeding program, Teachers, parent representatives and pupils). Purposive random sampling was used in this case whereby all the 70 respondents were picked to fill the questionnaire. A research questionnaire was used. In this approach, the instrument was designed in such a way that there were two parts. Subject’s scores from one part were correlated with scores from the second part to test the reliability. Descriptive statistics analysis was used whereby the SPSS (Statistical Package for Social Sciences) programme is used. Tables and graphs were used to present data as was found appropriate. On enrolment, study concludes that feeding programme in the centre enhance enrolment to a very great extent. The study further concludes that the primary schools sampled by the research study had enrolment of between 21- 30 pupils and over 30 pupils per school and that enrolment of most schools was done early every year. The study concludes feeding programs enhance attendance levels in the centres to a very great extent that there were cases of children who miss school because of the feeding program in place and that children miss school because of sickness, family affairs, lack of school uniform and food at home, poor performances which make them shy away, lack of parental support and guidance as well as poor characteristics developed by students. On improved learning, School feeding program increase pupils participation in class assignment duties and discussion, there are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance, the healthy pupils in the centre are always active and perform well in the exam and a feeding program is important than other factors towards the improved performance. On retention, the study concludes that there were transfer cases in the centre and that most parents take their children to private schools citing many reasons which range from poor performance in public early childhood education centres, poor teaching methods, lack of skilled staff in public centres, and to a little extent due to poor feeding habits in the local primary schools.
CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

In the developing world, 200 million children under five years of age are malnourished (Brown, 1999). Accordingly, most of these children live in abject poverty, have not had enough to eat since birth and will never complete primary school. Consequently, their future will undoubtedly be as bleak as their past leading to intergenerational transmission of poverty. National economies of such countries will develop very slowly and in difficulty. In Kenya, approximately 3.3 million people including school children are currently starving, and this has qualified as a national disaster (Bosire, 2004).

Mogotio District has a poverty incidence of 68% and a Poverty Gap of 17% according to Mulugeta (2003). According to him, poverty incidence is the share of total population whose consumption is below the poverty line. The Poverty Gap is a measure of how much poorer people are in relation to the poverty line. The editor further defines poverty line as the cost of a basket of food that allows minimum nutritional requirements to be met, set at 2,250 cal/ adult equivalent/day, in addition to the cost of meeting basic non-food needs. In Kenya, poverty line is Ksh. 1,239 for rural settings and Ksh. 2,648 for urban settings. This situation is aptly Brown's (1999) cited in MoEST Annual report (2003) scenario and thus requires immediate intervention, particularly for the education of children.

Throughout the world, governments have used food subsidies to improve the welfare of needy populations. In Kenya, a nutrition survey conducted in 1968 recommended the launch of School Feeding Programme to be uniform all over the country,
regardless of food habits (Pieters, Moel Van Sleenberger and Van der Hoeven, 1977). This was effected in 1973 whereby 84g of beans, 28g of maize with 7 g of supro (barley flour, yeast and dried skimmed milk) were served to each pupil during lunch break. Kamunge (1988) reported that the government financed the School milk and feeding programmes, which were launched in 1978. It spent Ksh. 35 million for milk programme, which grew to Ksh.609, 051,320 by 1987/1988 fiscal year. In the same fiscal year, Ksh.49, 326,960 was spent on the Feeding Programme for primary school.

FASonline (2003) posted on its website, that during the July 2000 G-8 summit in Okinawa, the American Government committed resources worth US$ 300million to establish School feeding programmes in developing countries, particularly those that had made commitment to providing universal education for their children. This is one of the goals of the Dakar World Education Forum of April 2000. This is because even where education is free costs such as uniform and shoes, which are still shouldered by parents, are in sharp competition with costs for food, health and other non-schooling basic needs for the meagre domestic resources. For the food insecure child, going to school takes a second priority. A hungry child can't concentrate. Hungry children are unlikely to stay in school, however free it may be.

The Kenyan Government, in 2003 re-introduced free primary education as a way of encouraging parents to send their children to school. The enthusiasm that greeted this policy has faded particularly in arid regions because of the stark reality of hunger back at home (MoEST Annual report, 2003). The World Food Programme indicated that it cannot always ensure that it will have the resources to provide consistent food supplies for the children it feeds worldwide (WFP, 2002).
The government recently introduced School Feeding Programme home grown in Mogotio District in schools that had been left out by the WFP Project, as an intervention for improving effective schooling in view of the inconsistent and unreliable rains especially after the pulling out of School Feeding Programme, WFP due to increase in the number of dependants. The government cautioned that the programme would be discontinued when the situation improves. Pupils' participation in school seemed to be clearly affected by the availability or non-availability of food at home or at school. Out of the five divisions of Mogotio District, the programme only covered three divisions i.e. Kisanana, Mogotio and Emining. Due to the hardships experienced in the district, the government made an effort and introduced SFP in all schools in the three divisions as a way of enhancing education access and academic performance among learners. A need to provide empirical evidence of the benefits of the programme in the face of the likely termination or discontinuation of the programme was seen to be necessary. The study sought to investigate the situation in the district so as to establish if there was any relationship between SFP on one hand and enrolment, attendance, retention and academic achievements on the other hand.

1.2 Statement of Problem

The importance of school feeding programmes cannot be overlooked at all costs. Millennium Development Goal 2 calls for increased primary school enrolment and reductions in the gender gap in school enrolment. School feeding programs have been an important and prominent part of education policy development in recent decades, and have been implemented widely in developing countries and for low-income populations in developed countries. It is anticipated that the school feeding can improve educational participation (enrolment, attendance, and age at school entry), achievement and cognition (test scores, grade progression), nutritional status (height
and weight-for-age and micronutrient status) (Allen, 2001 & Levinger, 1986) and also encourage students to stay in school longer as well as performance/ improved learning.

Research by Bennett (2003) showed that children who are nutritionally fit are more likely to have the energy, stamina and self esteem that enhance their ability to learn. There are many factors that have contributed to poor nutrition such as poverty, big families, broken families, and lack of feeding program among others. Poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even temporary hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Children who are hungry have more difficulty concentrating and performing complex tasks, even if otherwise well nourished. Research and program experience shows that improving nutrition and health can lead to better performance, fewer repeated grades and reduced drop out (Chopra, 2004).

The level of participation in the primary schools in Mogotio District has not been standardized. At the same time, in majority of the primary schools, parents still contribute maize and sugar which is used for the preparation of snack and morning porridge which is a prove that the school feeding program has not been effective in the region. Utmost, the school feeding program is organized within the school by parents but this is always dependent on whether there is a higher or lower participation of learners.

Locally, there are few studies related to school feeding programmes effect on participation of learners in schools. For example, Nkinyangi (1980) did a study on
socio-economic determinants of repetition and early school withdrawal at the primary school level and their implication for educational Planning in Kenya. Another study by Waruinge (2005) on randomized controlled trial of Kenyan preschoolers demonstrated that children receiving breakfast scored 8.5% higher in school participation than a control group. This study therefore sought to find out the impact of school feeding programme on participation of learners in primary school education in Mogotio District-Baringo County.

1.3 Purpose of Study

The purpose of the study was to find out the impact of school feeding programme on participation of learners in primary school education in Mogotio District-Baringo County.

1.4 Objectives of the Study

The study sought to address the following objectives:

i. To investigate the extent to which school feeding program affect enrolment of learners in primary school education in Mogotio District-Baringo County

ii. To establish the effect of school feeding program on attendance of learners in primary school education in Mogotio District-Baringo County

iii. To find out whether school feeding programmes affect retention of learners in primary school education in Mogotio District-Baringo County

iv. To examine the extent to which school feeding programmes influence performance of learners in primary school education in Mogotio District-Baringo County
1.5 Research Questions

The study therefore sought to address the following research questions:

i. How does the school feeding program influence enrolment of learners in primary school education in Mogotio District-Baringo County?

ii. How does school feeding program affect attendance of learners in primary school education in Mogotio District-Baringo County?

iii. To what extent does school feeding program affect retention of learners in primary school education in Mogotio District-Baringo County?

iv. To what extent does a school feeding program affect performance of learners in primary school education in Mogotio District-Baringo County?

1.6 Significance of the Study

The findings of this study may be of use to the managers in the various primary schools in Mogotio District-Baringo County for it would assist them understand better the issues related to school feeding programmes. This would see school managers in the various schools seek strategies towards the improvement of a balanced feeding program and create awareness to parents on its importance to proper learning and holistic development of their children.

The study would also help the policy makers in making relevant policies to safeguard the wellbeing of learners by providing well balanced feeding programs to these centres as well as budgetary allocation to the same.

Finally, the study would also benefit other researchers and academicians who would be interested in carrying out research in the same area for it will lay a foundation.
1.7 Assumptions of the Study

The study was based on the following assumptions:

1. That all the respondents would cooperate and provide reliable responses.

2. The quality of educational facilities like books, desks, classrooms and qualifications of teachers did not change for the better during the period under study as this would otherwise make some differences in the schooling attributes.

3. The economic background of most of the pupils was generally similar across the board.

4. All the children would access the programme

1.8 Limitations of the Study

The following were the limitations of the study:

The study would have covered all the schools in the expanded SFP but due to the dispersed nature of the schools, time and financial constraints, only a few sampled schools were covered.

In some of the schools there was poor record keeping and taking of the attendance registers. In the schools, some pupils had been forced to repeat classes which may generally have impacted negatively in the real relationship between the parameters in question.

It was not possible to cover the opinions of the entire population (pupils, teachers, administrators and other stakeholders) in the district of study.
1.9 Delimitations of the Study

The study was confined to the investigation of the relationship between food provision through the SFP on the one hand and enrolment, attendance and achievement on the other, among sampled pupils in Mogotio District primary schools. The period under study was between March and July 2011. This study was not concerned with establishing causality or quantifying the effect of SFP. This study was neither concerned with project administration nor financing for evaluation logistics among the stakeholders. The core business of this study was to establish the relationship between the SFP and the schooling attributes.

1.10 Theoretical Framework

The study used Horace Mann’s (1848) Classical Liberal Theory of equal opportunity and Social Darwinism theory which assert that a person is born with a given capacity, which to a large extent is inherited and cannot be substantially changed. Thus education system should be designed to remove barriers of any nature in (economic, gender and geographic) that prevent bright students from lower economic background from taking advantage of inborn talents, which accelerate them their social promotion. Liberal progressivists like Horace Mann termed it as “the great equalizer” main instrument which enhance life chances in those born into humble circumstances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual merit and social background.

The social Darwinism theory emphasized that every citizen should be given through education and the social status to which he or she entitles him or her to inherited aptitude (Organization for Economic Cooperation and Development, 1975).
Schematically, the social Darwinism theory observes that provision of formal equity of access of education by putting everybody on the “scratch” guaranteed that the ensuring ran is a just one. It can document who deserves the coin (Money) because his or her achievements are determined by inherited capabilities and his/her will to use them and not by arbitrary conditions like economic status. By providing food to children through the SFP in some schools in ASAL by the government, it was hoped that the handicaps that are inherited in being poor would be removed. The classical Liberal Theory states that social mobility will be promoted by equal opportunity of education. The root of this theory can be traced to writers such as Rousseau (1712 - 1778) who claimed that “natural” statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. In developing countries where inequalities of educational provisions are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of education opportunities. Inequality of participation means that the benefits of education are dis-proportionately enjoyed by the upper income families whose children are far more likely to complete the primary school cycle and enroll in secondary school and subsequently higher education (Psacharopoulous and Woodhall, 1985). Increased drop out, absenteeism and repetition occasioned by financial inability of poor families to sustain their children in schools undoubtedly affect the internal efficiency of public schools. Therefore, for the equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education would, in the long run, worsen the status of the poor and the vulnerable groups (Njeru and Orodho, 2003). For example the introduction of SFP in public primary school in the 1980s by the government raised the total primary school enrolment, improved retention rate and performance among other factors. Before the
introduction of the SFP, many school-age going children were locked out of primary school. This theory therefore was found relevant for this study because poverty discriminates poor families who cannot afford to keep their children in school, hence not going to school at all or withdrawing prematurely. This impacts negatively on education of children especially those in ASAL areas.

1.11 Conceptual Framework

In this study the conceptual framework was based on the influence of feeding school feeding program on learners participation reflected through enrolment, retention, attendance as well as improved learning/ performance. Feeding program is the independent variable, while learners' participation was the dependent variable as shown below;

![Conceptual Framework Diagram]

**Figure 1.1: Conceptual Framework**
The independent variable is the food as provided through the SFP. The aspects investigated in this variable were: The quantity of food served; whether pupils enjoyed the food; consistency of food provision; perceptions towards food as a form of aid viz a viz other forms of aid.

The dependent variables were the variables that would be affected by the food. These included:

(i) Pupil enrolment. The food provided would attract students to school. The aspects being investigated were:- Absolute numbers, the trend of enrolment; reasons for enrolling in a particular school; pupil travel distance; span between neighboring school and presence or absence of SFP in neighboring school. The indicators would be absolute numbers and rate of enrolment.

(ii) Pupil academic achievement: - With food provided at school, theoretically, the students were expected to be receptive to learning; hence academic achievement would be another dependent variable.

The aspects being investigated were: - Absolute academic performance, pupil participation in class, and stakeholders' perception towards food aid viz a viz academic oriented aid. Test and examination scores would be used as indicators.

(iii) Pupils' attendance: The food provided daily was expected to encourage pupils to attend school regularly unless other non-food domestic issues or health befell the pupil. The aspects investigated were: - Absolute attendance numbers; absenteeism trends and reasons for absenteeism. The indicator for this dependent variable would be absenteeism trends. The moderating variables were the variables which influenced the dependent variables alongside the independent variables.
Pupil retention: Well fed school children and holding other variables at constant would mean that they would like to stay in the school doing their studies, parents will not ask for unplanned transfers due to a child missing lunch or breakfast, hence, retention levels will be optimal at all times.

1.12 Definitions of Terms as used in the Study

The following are the operational terms as used in the study:

**Effective Schooling:** Refers to the condition where the school is operating at a desired level in terms of pupil population, regularity of attendance and optimal results in examinations and test achievement.

**Enrolment:** Refers to the total number of pupils who have registered in a primary school education in a given school year.

**Homegrown School Feeding Programme:** Refers to a local mechanism of providing food to school children in which the government provides funds to schools in semi-arid areas. The schools tender for supply of the food.

**Learners’ participation:** Refers to active involvement of learners in school activities.

**Retention:** Refers to remaining at school throughout the learning period.

**School Attendance Rate:** Refers to the average daily attendance for 50 pre-selected days. Pre-selected would not be continuous to a weekend, holiday or vacation day.

**School Feeding Programme (S.F.P):** Refers to any programme of providing meals to the pupils that is organized by the schools with government and donor assistance.

**Snacks:** Refers to a light meal provided to learners especially at break-time
Students' Academic Performance: Refers to a mark of achievement or indicator in term of scores and grades that the learner gets in a subject. It is also the ability to perform essential school related tasks as evidenced by scores on end term zonal examinations.
2.1 Introduction

In this section, literature related to school feeding programme was reviewed. This chapter is an expose of the body of knowledge gathered by earlier studies and programmatic sessions on SFP elsewhere. The purpose of this section is to facilitate comparison of findings of this study with those in the literature body so as to recommend appropriately. The main areas presented in this study are; school feeding programme, sustainability of the SFP, types of the SFP, and the empirical review of previous studies. Finally, the chapter closes with section the summary which gives a brief description of the situation at Mogotio District in relation to other studies.

2.2 School Feeding Programme, a Historical Perspective

Some people in every country experience hunger and malnutrition for a variety of reasons, including poverty (Brown, 1999). Food and nutrition assistance programmes such as Food camps, school breakfast and lunch are available in the United States of America to persons with low income. Some developing countries have infant feeding and school lunch programmes. Most developing countries, however cannot afford such programmes (Brown, 1999; Levinger, 1996).

Del Rosso and Marek (1996) noted that children with Protein - Energy Malnutrition (PEM), an insufficient intake of protein and energy are at risk of impaired learning capacity and poor school performance. The authors emphasize that hungry children have more difficulty concentrating and performing complex tasks. Peeper (1991) notes that the present system of the provision of meals for children attending school who are “not able to take full advantage” of their education because of lack of food is
not a new form of poor relief nor a new addition to scholarstic responsibilities. The
author continues that in 1894, the London School Board appointed a committee to
ascertain the number of children attending school insufficiently fed, and report there
on with such suggestions for providing any other remedy. The select committee on
Education (Provision of Meals) Act 1906 dates, [to local education authorities] in sec.
1:....to take such steps as they think fit for the provision of meals for children in
attendance at any public elementary school in their area.” In 1980, Local Education
Authorities in the UK were required to provide free meals for children from families
receiving supplementary benefits (June et al, 1992).

In the US, food aid has its roots in the disposal of surplus food in the post - World
War I. Public law 480 (PL 480) was passed in 1954 to distribute this surplus to parts
of the world still suffering from post war shortage. In the 1960s, PL 480 shifted to a
humanitarian focus dependant on congressionally appropriated funds. In 1955,
USAID developed a broad policy related to PL 480 funding but it was unclear how
school feeding programme would fit in, then nearly the standalone school feeding
programme were discontinued, citing little evidence of impact on other nutrition or
education. SFP was left to PVO and NGO. It's the policy of USAID to fund SFP if
they are part of larger national education reform (FANTA project, 2002).

In Germany, Victor Hugo, an exiled member of the Paris National Guard financed out
of his pocket, hot meals at a local school in 1865. This became so popular that by the
end of the century Social Democrats introduced into the Reichstag a bill authorizing
school feeding in Chancery Germany city (FAO Nutrition studies No.10, 1953). Berg
(1973) has documented classical SFPs most of which were initially sponsored by
private charitable groups, directed specifically to the poorer children and often
concerned only with milk contribution. As the programme evolved, governments began to take over their sponsorship.

Such programme include: -

a) A Buddhist priest in Japan initiated as a private venture, school feeding in 1889 with food furnished as alms. It was not until 1932 amidst economic depression, that it became nationally funded.

b) The Netherlands in 1900, in the first national legal recognition of a government's responsibility authorized local governments to make meals available at schools for youngsters unable ‘through lack of food to attend school regularly.’

c) Madras Islamic Quranic schools, in India provided feeding as long ago as 1925. This became gate wide programme in the secular education system in the late 1950s.

2.3 The School Feeding Program in Kenya

The MOEST existing school feeding programme structure is responsible for the implementation and coordination of the programme at all levels. The overall management of this programme at district level is the responsibility of the DEOs. For the successful implementation of this programme, the DEO’s will work closely with the school feeding programme section at MOEST headquarters and communities at local level. This increased the number of new students by 1.3 million and brought Kenya closer to the Millennium Development Goal of complete primary education for all children and achievement of gender parity. School feeding enhances free primary education by providing a meal at school. Children from food insecure households do not have to miss school to search for food. There is also evidence that school feeding programs attract more underprivileged girls to school, though gender ratios remain
below parity in all schools. And although progress is being made, there continues to be significant regional disparities in access to education and school enrolment (Allen, 2001).

For instance, in Nairobi’s slums, more than 70% of school age children are not enrolled in school, as compared to the national average of 8%. In addition to promoting universal primary education, Kenya’s SFP seeks to target 23 socio-economically disadvantaged and nutritionally vulnerable children in pre-primary and primary schools in select districts. Specific objectives and expected benefits also include improving the attention span and learning capabilities of children, improving school facilities, supporting school-based micro-enterprises, and providing a significant contribution to the nutrient intakes of schoolchildren. However, these goals will not be met without adequate facilities, food access, resources, and training (MOEST, 2003).

The WFP and the Kenyan Ministry of Education (Government of Kenya) have targeted 1.2 million children in roughly 4,000 schools (approximately 1/6th of children enrolled in primary school) and have expanded school feeding activities in food-insecure areas. According to the Session Paper on Policy Framework for Education (2005), a national school feeding program has not been fully implemented in Kenya, although it was approved by Parliament. The policy highlights the need for school meals, calls for the expansion of the program, and encourages communities to provide mid-day meals to needy children (MOEST, 2003). According to the Economical Survey (2009), the Government of the Republic of Kenya (GOK) recognizes the importance in FPE as one of the most important levers for accelerating the attainment of Education for All and the Millennium Development Goals. This is to enhance access, equity and quality of services for
children aged 4-5 years, especially those from arid and semi arid areas and poor households. According to the survey, enrolment in primary schools has increased significantly over the past decade; whereas there were 1.59 million children enrolled in primary schools in 2003, the number rose to 1.72 million in 2008. Although the number of children enrolled in primary schools has been increasing, on average they represent only 50.1 percent of the eligible population. This progressive data is shown on the table:

Table 2.1: Pupil Enrolment in primary schools, 2003-08

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLS</td>
<td>785,655</td>
<td>804,304</td>
<td>812,347</td>
<td>805,891</td>
<td>814,930</td>
<td>834,925</td>
</tr>
<tr>
<td>BOYS</td>
<td>816,577</td>
<td>823,417</td>
<td>830,828</td>
<td>866,445</td>
<td>876,163</td>
<td>885,320</td>
</tr>
</tbody>
</table>

(Source: Economic Survey, 2009)

SFP in the country targeted primary schools in ASAL areas. The partnership between WFP and GoK set a target to feed an annual average of 270,000 pupils in the arid zones. A mid day meal is given to the pupils under this programme. Currently nine districts (Turkana, Marsabit, Mandera, Garisa, Wajir, Tana River, Samburu, Moyale and Isiolo) are covered up to 100%. A total of 11 districts in semi arid zones (Baringo, Koibatek, Laikipia, Mbere, Narok, Pokot, Kilifi, Kwale, Mwingi and Lamu) are covered in pockets, through the homegrown SFP. The estimated beneficiaries are 346,394 pupils (ETC East Africa, May 2000).
The institutional framework for the implementation of the programme has several parties. These include:

WFP - A partner organization to MoEST. It solicits food donations worldwide and gives it to GoK.

MoEST - Is the government agency and conducts field supervisory visits, allocation and distribution of food to the districts.

MoF - Coordinates financing of donor supported programmes and programme preparation, negotiations and signing of agreements.

DEO - Acts as a link between MoEST headquarters and schools. The DSFPO review and distribute food items to schools, organize meetings with school committees, communities and schools in areas seriously affected by drought, famine and other adverse weather conditions.

Schools - Are the destination and feeding centers. They are supposed to mobilize the community to contribute to school feeding (MoEST, 1985). The planning of SFP is centralized and is done at MoEST headquarters. A department for SFP exists and is responsible for the planning and logistical arrangements in transporting food from Mombasa go downs to their respective districts. District food allocation is estimated based on enrolment and attendance data. The ETC East Africa (May 2000) findings reveal that food located at the headquarters differ with the amounts requested. This discrepancy is occasioned by the use of an established enrolment rate, while districts put requests based on attendance.

Food delivery to schools is organized in stages. The food is transported from Mombasa to the districts. SFP team at the MoEST headquarters organizes
transportation. At the district the food is received and stored at the DEO stores. Weigh bills signed by the DEO show the evidence of receipt of food. From these stores the food is transported to schools. The schools incur these costs (MoEST, 1985). The findings of the WFP Project 2502 Expansion 3 reveal that in some cases, there is a discrepancy between food allocated to the district and actual amount of food received.

MoEST acknowledges poor hygiene is one of the most common problems in SFP. It provides, checklists on hygiene, storage, serving the meal, firewood, cooking jikos and the kitchen. The guidelines also require the schools to have a garden to teach the pupils basics of food production (MoEST, July 1984). The same guidelines also indicate the amount of ration needed by one child as: (a) Maize - 150g, (b) Beans 40g and (c) Vegetable oils 20g. The guidelines further advocate for the use of a 2kg Kimbo tin as an instrument for weighing where weighing machines are not available.

2.4. Sustainability of the School Feeding Program

The issue of sustainability of SFP is a concern of UN-World Food Programme, the schools, communities and the government. Due to the dwindling resources, the World Food Programme has in many for an expressed its intention to withdraw the programme (WFP, 2001). In Cote d'Ivoire, for a school to qualify for WFP support, parents must organise an association and then build a kitchen and a storeroom. The Parents Teachers Association (PTA) then hires cooks or parents cook in turn and manage the food stock. The parents also provide fresh vegetables and other ingredients to enrich the food (WFP, 2001).

In Kenya, the current phase of the programme emphasis sustainability of the programme. Schools are encouraged to initiate income generating projects. The UN-WFP creates partnership between the schools, the parents, teachers and local officials.
According to the WFP School Feeding Programme (2001), parents associations have proven to be key to community participation. As a general rule, the essential services required for school feeding such as cooks, kitchens, stores among others should be covered by the communities either through providing services itself or contributing cash to pay for the services.

During a School Feeding Programme management workshop held at Izaak Walton Hotel in Embu between 30\textsuperscript{th} July to 2\textsuperscript{nd} August 2002, the Director of Education in her opening speech noted that the current phase of this project laid great emphasis on the sustainability of the School Feeding Programme. In this regard, the World Food Programme and the Ministry of Education, Science and Technology have initiated sustainability strategies for School Feeding Programme based on mobilisation of communities and local resources. Communities will be expected to take over gradually the feeding programme currently supported by the World Food Programme. This demands greater participation by school committees, district and divisional level committees in planning and implementing the project. The Director further noted that there is urgent need to reanimate participatory implementation nature of sustaining the School Feeding Programme. Despite the many efforts that have been put in place, the sustainability process of School Feeding Programme is still faced with many challenges and constraints. Schools and communities are still not in a position to initiate micro-projects that would sustain School Feeding Programme (Ranivnder, 2007).

2.5 Controversy around School Feeding Programmes

The School Feeding Programme, like any other public policy has not been without controversy, especially amongst nutrition experts. The advocates of SFP contend that
this programme keep classes for children alive and healthy. With enough checks for selection, preparation and distribution, the food reaches the prescribed mouths. Levinger (1986) notes that, food is a means to offset some or all the costs of attending school as well as a child's foregone learning.

Foreign aid is a compromise between the "have" and "have not" countries of the world, a crossroad between what donor-nations are willing or able to give and what recipient; nations actually want (Merleine and Adrian 1991; Del Rosso and Marek 1996). They claim that the programmes lead to better education system and hence national development. The programme improves school attendance and makes students more attentive and receptive to learning. (Meryer and Weitzman, 1989; King, 1990) In the old Orange Free State, absenteeism fell from 9.5% to 6.9% in three years following introduction of a feeding programme while the suspension of a lunch programme in Puerto Rico led a marked reduction in attendance (Berg 1973). The critics of SFP hold to the view that conventional school feeding programmes have been nutritionally counterproductive. Klinken (1985) noted that the use of non-indigenous foods and little attention to assisting the mothers' education in their own foods undermines the natural progress of the community. Berg (1973) has documented several hues and cries against SFPs. These include:-

Even though the food comes free, the costs of administration storage, transport etc are huge, for instance the Education Ministry in Zambia raised the question of how many schools could have been built with the money invested in the programme.

Foreign assistance for feeding programmes discouraged local manufacture of low cost foods. For instance Finland permitted school lunch programmes but each school had to have a school garden.
Such programmes relieve the local governments of their responsibility to confront the
needs of the people resulting in psychological, nutritional and political dependence.
Belgium objected to this concept on the ground that it intruded on the role of parents.
Black markets in donated food found their use in religious proselyte concerns.

From these arguments and counter arguments the two camps seem to be parallel. The
pros and cons of school feeding programmes need to be closely examined if costs and
benefits are to determine the way forward.

2.6 Past Studies on School Feeding Programmes

A community's educational and economic status is closely linked to its health status.
Poor nutrition and health among school children contribute to the inefficiency of the
education system. Children in poor health start school later in life or not at all. Even
missing meals or food for a short duration, common among children who are not fed
before going to school, can have adverse effects on learning.

The Koech Report (1999) reported that some schools in ASAL regions with SFP
attracted more pupils. Further, such schools delayed opening because food supplies
had not yet arrived. In Jamaica providing breakfast to primary school pupils
significantly increased their attendance and arithmetic scores. The study found that
children who benefited most were those who were wasted, stunted or previously
malnourished (Simon and McGregor, 1986). Before the start of a school breakfast
programme in disadvantaged primary school pupils in the US, children scored
significantly lower on achievement tests than their counterparts who had breakfast.
Once in the programme however the test scores of the children participating in the
programme improved significantly than those of non-participants. The attendance of
participating children also improved (Meyer, Sampson and Weitzman 1989).
Studies in Benin, Burkina Faso and Togo of the determinants of achievement found that a school meal was related to children performance on year-end tests. In Benin, children in schools with canteens scored 5 points higher on second class tests than did children in schools without canteens (Jarouse and Mingat, 1991).

King (1990) asserts that in the Dominican Republic up to 25% of children dropped out of school during a period without SFP and the effect was greatest in rural areas and for girls. In North Eastern Brazil the school achievement of malnourished children was 20% behind that of children with normal nutrition status. Those with poor vision due to nutrients deficiencies were 27% behind. Both groups of impaired students experienced below average school promotion and similar average dropout rates (Harbison and Hanushek, 1992).

2.7 Types of School Feeding Programmes

Food for Education programmes has been implemented in two basic forms: - Children are fed in school (School Feeding Programme) and families are given food if their children attend school (Food for schooling Programmes). Both programmes combine educational opportunity with food-based incentives and use food as an incentive for parents to send their children to school.

Food for education programmes provide immediate sustenance for the hungry and empower future generations by educating today's children (www.catholicrelief.org). The WFP Annual Report (2002) states that SFPs throughout the world have successfully attracted children to school and retained them by offering what they would not get elsewhere. The primary objective of a school-feeding programme is to alleviate short-term hunger, enabling children to learn. School based feeding Programmes have proven affective in encouraging enrolment, increasing attention
span and improving attendance in school. School feeding takes 'the hunger of the child at school only. However, the report further noted that of fundamental importance are the family members who aren't schooling, adolescent girls, pregnant and lactating women whose nutrition directly affects the health of their offspring or malnourished pre-school children. Food for schooling was designed to develop long-term human capacity by making the transfer of resource to a household contingent upon attendance to school by enrolled pupils. This enables poor families to release children from household obligations so they can go to school. Apart from feeding all family members, they can sell the grain for cash to buy other needed goods such as clothing or medicine.

2.8 Empirical Review

2.8.1 Influence of SFPs on Pupils' Enrolment

School feeding programs themselves contribute to enhanced enrolment. Several factors influence the enrollment of students in the primary grades. According to Ranivnder (2007), the importance of the first (primary) years of school and that these years have the largest impact on success later in school and in life. Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment especially among girls.
A small pilot school feeding program in Malawi was evaluated for its effect on enrolment. Over a three month period there was a 5% increase in enrolment compared to control schools over the same period (WFP, 1996). The same study found out that providing food as a take home ration can be an effective incentive for school attendance, but alternative programs, such as cash transfers, may be more cost-effective and simpler to administer. School feeding programs face challenges in reaching the poorest wherever enrolment is less than universal because enrolment rates are always lowest among the poorest (Ahmed and Del Ninno, 2002). In urban Botswana, for example, enrolment is effectively universal and the potential errors of exclusion resulting from children not being in school are hardly a concern (Pollitt, Jacoby & Cueto, 1995). In Bangladesh, IFPRI and the World Bank evaluated the impact of a Government FFE programme (Ahmed and Del Ninno, 2002) that covered over 2 million children in 2000. The enrolment in FFE programme schools was found to have increased by 35 percent over the two year period between the programme start and after its first year. This increase was driven by a remarkable 44 percent increase in girl’s enrolment and by a 28 percent increase for boys. In non-programme school’s enrolment increased by 2.5 percent (5.4 for girls and 0.1 for boys) during the same period.

2.8.2 Influence of SFPs of Pupils’ Attendance

In Bangladesh a program of school-based food distribution increased attendance rates by 20% versus a 2% decline in non-participating schools (Ahmed and Billah, 2004). Successful schools begin by engaging pupils and making sure they come to school regularly. Attendance in FFE assisted schools was found to be 12 points higher than in non-assisted schools (70 percent compared to 58 percent respectively). Drop-out rates were also found to be 9 points lower in FFE assisted schools than in non-assisted
schools (6 percent compared to 15 percent respectively). That may seem obvious. What's less obvious is that the consequences of low attendance are serious for all children and for the community, not just the students who miss school. The attendance rate tells you the average percentage of students attending school each day in the given year.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. A 2008 study conducted by the Rodel Community Scholars at Arizona State University that tracked students from kindergarten through high school found that dropout patterns were linked with poor attendance, beginning in kindergarten. According to the National Centre for Student Engagement, schools are most effective in achieving high attendance rates when parents, school leaders and community members work together to focus on reducing absences and truancy, and keeping kids in schools (Ranivnder, 2007).

As a child learns to read and acquires basic math skills, it is important that he practice those new skills daily. Regular attendance promotes new learning. Regular school attendance is crucial to the development and education of children. There is a large impact on the student, the school and the community when a student does not attend school regularly. Because of this impact, in most states there are laws requiring a child to attend school until he is eighteen. Students who are not in class are more likely to commit crimes, costing the community time and money. Students learn to become good citizens through lessons at school and mentoring by adults.
an in-school snack with micronutrient fortification (iron, iodine, and vitamin A precursor) in primary schools in South Africa resulted in a fall in (diarrhea-related) absenteeism from 79 days to 52 days, an increase in attendance of approximately 15 percent (Stuijvenberg, 1999).

2.8.3 Influence of SFPs on Pupils' improved Performance

The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in schoolchildren: the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in school children helps them to perform better in school. A US study conducted in 1998, showed the benefits of providing breakfast to disadvantaged primary school students. Before the start of a school breakfast program, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once in the program, however, the test scores of the children participating in the program improved more than the scores of non-participants (Nokes, van den Bosch and Bundy, 1998).

In a study conducted by (Pollitt, Jacoby and Cueto, 1995), 23 malnourished and 29 well-nourished 9 to 11 year old boys were studied to assess the effects of breakfast on cognitive performance. Each boy served as his own control in a manner comparable to the Jamaica study cited above. Breakfast was a nutritionally fortified beverage and a baked grain product fortified with iron, similar to the meal provided in the government-sponsored school breakfast program. A series of cognitive tests were administered in an experimental setting. Speed in performing a short-term memory
test and discrimination of geometric patterns were improved under the breakfast condition in both groups. The effect was more pronounced in the nutritionally disadvantaged children (Pollitt, Jacoby and Cueto, 1995).

Short-term hunger, common in children who do not eat before going to school, results in difficulty concentrating and performing complex tasks, even if the child is otherwise well nourished. Students in school feeding programs have the potential for improved educational attainment, as evidenced by results of several randomized controlled trials. In a study done in Jamaica it was revealed that providing breakfast to primary school students significantly increased arithmetic scores. The children who benefited most were those who were wasted, stunted, or previously malnourished (Grantham-McGregor, 1989).

Deficiencies of iron and iodine are among the most harmful types of malnutrition with regard to cognition. Iron deficiency renders children listless, inattentive and uninterested in learning. The research literature suggests a causal link between iron deficiency anemia and less than optimal behavior for learning (Nokes, van den Bosch and Bundy, 1998). Poor performance on a wide range of achievement tests among iron deficient children in school has been consistently documented. Remediation of iron deficiency through supplementation has eliminated the differences in school performance and IQ scores between schoolchildren previously deficient in iron and those without iron deficiencies (Seshadri & Gopaldas, 1989).

In the case of iodine, most studies have focused on the differences in test performance between children who lived in communities with and without endemic goiter. The results show differences in favor of the non-goiter areas. In Sicily, for example, the proportion of children with below-normal cognitive scores was 3% in areas with
sufficient iodine, 18.5% in areas where iodine was inadequate, and 19.3% where iodine was inadequate and cretinism was endemic (Vaisman, Voet, Akivis and Vakil, 1996). Studies in Indonesia and Spain have documented similar effects on children in areas with insufficient iodine (Bleichrodt, 1987). Having brought more children into school, the challenge is then for children to learn; school feeding programs can also contribute to this, (Bennett, 2003). Poor health and poor nutrition among school-age children diminish their cognitive performance either through physiological changes or by reducing their ability to participate in learning experiences, or both.

2.8.4 Influence of SFPs on Retention

It seems reasonable to assume that students who commit themselves to completing their education will be more motivated and perform at higher levels of achievement. Some schools seem more successful than others in retaining students through to completion of the required years. An effective school feeding program is known to influence students' participation in compulsory schooling and completion (Williams, 1987). Ainley, Batten, and Miller (1984) concluded that students' feelings of success and general satisfaction with school resources such as a good feeding program influenced their intention to remain at school. The effects of school feeding program on students' continuation in schooling and beyond have not been as carefully researched. Schools that provide a relevant curriculum and a supportive SFP would be expected to have higher retention rates. However, students' family background also contributes to their commitment to secondary education. Ainley and Sheret (1992) found that by middle years, pupils have educational plans about the level to which they intend to continue at high school.
The educational objectives of the WFP's school feeding programme are well defined and associated with clear indicators. Schools which manage to effectively run their program well are guaranteed of keeping children in school. Giving three meals per every school day reduces school transfers since every parent is comfortable with their children's participation in school (Bennett, 2003).

2.9 Summary of the Reviewed Literature

Mogotio district is among many other districts in Kenya characterized by low rainfall which is usually unreliable and poorly distributed throughout the year. Drought conditions are prevalent in three divisions of the district i.e. Mogotio, Kisanana and Emening. This is one major factor that normally contributes to low retention rates of primary school children as sought by the researcher.

This study has reviewed the literature on the influence of school feeding programmes on participation of learners in primary school education as reported by major authors (Ahmed and Del Ninno, 2002; Ranivnder, 2007). The study considered the influence on school enrolment, attendance, and retention as well as on learning outcomes/performance. The researcher acknowledges that there are other influences such as nutrition health hence creating a research gap to evaluate the extent to which they are influenced. At the same time, the fact that the researcher concentrated on SFP in primary school education in Mogotio District-Baringo County means that further research should be carried out to find out whether the effects are the same in other counties in Kenya.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research methodology that will guide the study. It therefore includes an outline of what the researcher will do from writing the research questions and objectives to the data analysis and interpretation of findings. The various sections in this chapter included; research design, target population, sampling frame, instruments of data collection, validity and reliability procedures for data collection and; data analysis and reporting.

3.2 Design and Locale of Study

The study adopted an exploratory approach using a descriptive survey design. Jaeger defines survey as a study that seeks to explore, describe and establish any relationship. Descriptive and survey designs are used in preliminary and explanatory studies (Luck and Ruben, 1992) to allow researchers gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about the aspects of education that interest policy makers and educators. By involving a broad category of stakeholders, the proposed study fits within the cross-sectional sub-types of descriptive survey study designs. This design is regarded as the most suitable since it seeks to study the situation after the introduction of the SFP, which is regarded as the treatment. The SFP is a government programme and not researcher’s. Comparison therefore, is on the basis of presumed causative factor, food- introduced through SFP. Enrolment, attendance and achievement records for six years after introduction of SFP were compared. The locale of the study was Mogotio.
District in Kenya. The selection of the locale of the study was based on the fact that Mogotio is an ASAL District with short unreliable rains which impact generally negatively on the schooling attributes under study.

3.3 Target Population of Study

According to Ngechu (2004) a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. Busha (1980) defines a population as any set of persons or objects that possesses at least one common characteristic. The study was done in 10 primary schools, 4 primary schools in Mogotio Division, 3 in Kisanana Division and 3 in Emining Division of Mogotio District, Baringo County. These areas were chosen on the basis that they were areas hard hit by drought occasioned by little unreliable rainfall, which led to a decline in primary school pupils' participation in school. Data was collected from the school managers, teachers, parent representatives and the pupils so as to solicit enough information on the influence of school feeding programme on participation of learners in primary schools in Mogotio District. The breakdown of target population was as follows; 10 school managers, 20 teachers (2 teachers from each of the 10 primary schools), 20 parents' representatives (2 from each school), 20 pupils (2 from each school). The total target population was 70 possible respondents.
### Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Categories</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Head teacher/ Head of school feeding program</td>
<td>10</td>
</tr>
<tr>
<td>2. Teachers</td>
<td>20</td>
</tr>
<tr>
<td>3. Parents representatives</td>
<td>20</td>
</tr>
<tr>
<td>4. Pupils</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

(Source; Author, 2014)

### 3.4 Sample and Sampling Procedure

The study covered primary schools covered by SFP in the District. The divisions not covered by the programme were not studied i.e. Sirwa, Kimngorum and Cheberen Divisions. Among the Divisions covered, only representatives of schools (ten) were selected using purposive random sampling for purposes of this study as recommended by Ross (1991). In each of the 10 schools, pupils from representative classes of classes 5-7 were used as subjects. The researcher selected the actual respondents using the lottery method of simple random sampling. The choice of Classes V- VII as the target class is purposive in that these pupils were regarded as able to comprehend the level of language used in the data collection instruments. The standard VIII pupils were however not used because they were deemed very busy reading and revising for their forth coming examinations. The sample size, through census, remained at 70 respondents.
3.5 Research Instruments

This study used a questionnaire as the only data collection tools. The questionnaire consisted of several items of which the respondent was expected to react in choosing appropriate answers. This data collection tools enabled the researcher to obtain more authentic information on factors influencing performance of learners in the school beyond the limited questionnaire since respondents tend to give more and adequate information besides enabling the researcher have the advantage of comparing both the answers given and the body language hence assist the researcher to determine the authenticity of the information. The questionnaire was divided in two major parts. Section one of the requested the respondents to indicate their demographic information, section two contained both closed and open ended questions and requested on the respondents views on impact of SFP on attendance levels, enrolment, retention and academic performance. A likert scale was used to guide the respondents. The researcher used friendly teachers to guide the pupils in answering the research questions.

3.5.1 Pilot Testing of the instrument

The pilot study was done to determine whether there would be ambiguities in any of the items in the questionnaire. Any ambiguities in spelling, use of difficult terms and questions found difficult to the respondents were fixed to improve the status of the research data collection tool.

3.5.2 Validity of the Instrument

According to Mugenda and Mugenda (1999) validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. This study adopted content validity which refers to
whether an instrument measures what it was intended to measure accurately or the
degree to which a test measures a concept it is designed to measure accurately
(Coolican, 1996; Orodho 2004). To ensure validity of the instruments, the researchers
sought guidance from the supervisors who are experts in the area of study while
framing the questionnaires. The supervisors or lecturers in the departments were
considered to be experts in research and reliably guided the researcher to develop
valid instruments.

3.5.3 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent
results after repeated trials (Donald, 2006). This research study used the test-retest
method which involves administering the same scale or measure to the same group of
respondents at two separate times. This is after a time lapse of one or more weeks. A
pilot study was conducted in 6 schools in the district of which the results were not be
included in the main sample. A correlation coefficient of above 0.76 was obtained
hence deemed the instrument as reliable.

3.6 Data Collection Procedure

Permission to conduct the research was sought from the District Commissioner (DC),
Mogotio after presenting him with an introductory letter from the District Education
Officer (DEO), Mogotio. Thereafter the researcher organized visits to the sampled
schools to do the respondents selection, administered the questionnaires personally
and collected them the same day. The researcher then conducted interviews with the
head teachers two weeks later. All the participants were assured of confidentiality.
3.7 Data Analysis

This included analysis of data to summarize the essential features and relationships of data in order to generalise from the analysis to determine patterns of behaviour and particular outcomes. The data collected from the field was assessed and comparison made so as to select the most accurate and quality information from the feedback given by various respondents. Descriptive statistics analysis was employed whereby the SPSS (Statistical Package for Social Sciences) programme is used. One of the questionnaires was used to code in the variables after which data entry process followed whereby the various responses form the field were fed into the program. Data was grouped into frequency distribution to indicate variable values and number of occurrences in terms of frequency. Frequency distribution table was used to summarize the data from respondents. Pie Charts and graphs were also used to present the data collected for ease of understanding and analysis. In addition, the researcher conducted a multiple regression analysis so as to determine the impact of school feeding program on participation of learners in primary education. The regression equation that guided the study was \( Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \):

Whereby \( Y = \text{School Feeding Programme (SFP)} \)

\( X_1 = \text{Pupil Enrolment} \)

\( X_2 = \text{Attendance} \)

\( X_3 = \text{Academic Performance} \)

\( X_4 = \text{Retention} \)

\( \beta_0, \beta_1, \beta_2, \beta_3, \text{ and } \beta_4 \) are the regression equation coefficients for each of the variables discussed.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the influence of school feeding programmes on participation of learners in primary schools in Mogotio District-Baringo County. The data was collected exclusively by use of a questionnaire as the data collection instrument. The questionnaire was designed in line with the objectives of the study. Likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five or four point Likert scales.

4.2 Response Rate

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Distributed</th>
<th>Non- respondent</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>parents’ representatives</td>
<td>20</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Pupils</td>
<td>20</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>61</td>
<td>87%</td>
</tr>
</tbody>
</table>

The response rates are as distributed in the table above and also in the figure below; Out of the total sample size, 10 school head teachers, 20 teachers and 12 parents’ representatives, 19 pupils filled and returned the questionnaire. This therefore gave a 100% response rate for the school head teachers, 100% response rate for the teachers, 60% response rate for the parents’ representatives and 95% for the pupils. The overall response rate was therefore 87% which is adequate.
4.3 Respondents’ Profile

4.3.1 Gender of Respondents

Table 4.2: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>33</td>
<td>54</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>N=61</td>
<td>100</td>
</tr>
</tbody>
</table>

The study sought to establish the gender of the respondents who participated in the study. According to the study findings as presented in the table above, majority of the respondents reached by the researcher were male as shown by 54% while the rest were female as shown by 46% respectively.

4.3.2 Marital Status of Respondents

Table 4.3: Marital Status (Exclusive of Pupils)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>35</td>
<td>83</td>
</tr>
<tr>
<td>Single</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>N=42</td>
<td>100</td>
</tr>
</tbody>
</table>

The study required the respondents to indicate their marital status. On this question, the study established that majority of the respondents were married as presented in the table above by 83% while the rest were not married as shown by 17% respectively.
### 4.3.3 Age of Respondents (Head teachers, Parent representatives and Teachers)

#### Table 4.4: Age Bracket of (head teachers, Parent Representatives and Teachers)

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25yrs</td>
<td>11</td>
<td>26.3</td>
</tr>
<tr>
<td>36-45yrs</td>
<td>15</td>
<td>36.8</td>
</tr>
<tr>
<td>46-50yrs</td>
<td>11</td>
<td>26.3</td>
</tr>
<tr>
<td>above55</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>N=42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also established that 37% of the school heads were aged between 36-45 years as shown by 37% while the rest were aged between 18-25 years (26%), 46-50 years (26%) and above 55 years as shown by 11% respectively. On the same question, majority of the teachers in the primary schools sampled were aged between 36-46 years (43%), 26-35 years (29%), 18-25 years (10%) and 46-55 years respectively.

### 4.3.4 Religion of the Respondents

#### Table 4.5: Religion of the Respondents

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>51</td>
<td>84</td>
</tr>
<tr>
<td>Islam</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td><strong>N=61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study sought to establish the religion of the respondents sampled. On this question, majority of the respondents as presented by 84% in the table above were Christians while the rest were Islam.
4.3.5 Highest Level of Education of Respondents

Table 4.6: Highest Level of Education of the Respondents

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Secondary</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>College</td>
<td>28</td>
<td>66</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>N=42</td>
<td>100</td>
</tr>
</tbody>
</table>

On the highest level of education of the respondents, the study found out that majority of the respondents had reached college (66%), primary (13%), secondary level (13%) and university level as shown by 8% respectively.

4.3.6 Duration of being a Head Teacher in Primary School

Table 4.7: Duration of being a Head Teacher in Primary School

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>1-3yrs</td>
<td>2</td>
<td>21.1</td>
</tr>
<tr>
<td>3-6yrs</td>
<td>6</td>
<td>57.9</td>
</tr>
<tr>
<td>6-10yrs</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>10-15 years</td>
<td>1</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>N=10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study sought to establish the duration of the respondents as primary school head teachers. According to the results presented in the table above, majority of the respondents had taught for a duration of between 6-10 years (58%), 1-3 years (21%), 10-15 years (11%), 6-10 years (5.3%) and less than one year as shown by 5.3 respectively. On the same question, the study found out that majority of the respondents had taught in their respective primary schools for duration 6-10 years.
(48%), 3-6 years (38%), 1-3 years, less than a year and 10-35 years as shown by 5% respectively. This information is as presented in the figure below.

Figure 4.1: Duration of being a Teacher

4.3.7 Whether Children Take Meal at School

Table 4.8: Whether Children Take Meal at School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On the whether children take meals at school, the study established that most of the children took meals in the school as shown by 56% whereas others did not take their meals in their schools as shown by 44% respectively.

4.3.8 Contribution of Meals at the School

Table 4.9: Contribution of Meals at the School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Parents</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td>Donor</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Government and parents</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The study sought to find out the source of meals in the school. On this question, majority of the respondents indicated that parents contributed most towards donating meals in the schools as shown by 69%, the government (15%) as well as other donors (3%) respectively. The information is also presented in the figure below;

![Graph showing contribution of meals at the school](image)

**Figure 4.2: Contribution of Meals at the School**

### 4.3.9 Number of Meals Per Day

#### Table 4.10: Number of Meals Per Day

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One meal</td>
<td>3</td>
</tr>
<tr>
<td>Two meals</td>
<td>15</td>
</tr>
<tr>
<td>Three meal</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=19</strong></td>
</tr>
</tbody>
</table>

The school head teachers were required by the study to indicate the number of meals that children take in one school day. According to the study findings, majority of the respondents as presented by 79% indicated that children took 2 meals per day, one meal (16%), and three meals 5% respectively. This information is also presented in the figure below;
4.4 Influence of School Feeding Program on Pupil's Enrolment

The conceptualization of the study as far as enrolment is concerned was that the SFP would attract new pupils and help to retain in school those who were already enrolled.

According to the MoEST, enrolment is the total number of pupils in class lists at the end of every month. The scope time-wise was the period from 3rd May 2003 to 30th September 2008. Table 1 gives the average enrolment figures for both primary and pre-primary sections of the sampled schools during the study period.

Table 4.11: Sample Average Pupil Enrolments; by Year and School

<table>
<thead>
<tr>
<th>School</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mogotio</td>
<td>322</td>
<td>399</td>
<td>404</td>
<td>445</td>
<td>443</td>
<td>472</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>392</td>
<td>468</td>
<td>480</td>
<td>489</td>
<td>490</td>
<td>505</td>
</tr>
<tr>
<td>Emining</td>
<td>212</td>
<td>294</td>
<td>303</td>
<td>294</td>
<td>287</td>
<td>321</td>
</tr>
<tr>
<td>Kisanana</td>
<td>235</td>
<td>359</td>
<td>355</td>
<td>362</td>
<td>379</td>
<td>403</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1161</td>
<td>1520</td>
<td>1542</td>
<td>1590</td>
<td>1599</td>
<td>1701</td>
</tr>
</tbody>
</table>

(Source: Research Data, 2014)
From Table 4.11, it's evident that enrolment numbers had been increasing. In 2003 when the SFP was introduced, the only four schools which managed to give details had an average pupil enrolment of 1161. This kept increasing every year until the end of the year under study, in 2004 they were 1520, in 2005 they were 1542, and in 2006 they were 1590. In 2007 and 2008, the average enrolments were 1599 and 1701 respectively. This represented an increase of 3.092% between 2003 (before SFP) and 2004 (2nd year into the SFP). The notable percentage increase 46.5% between the year before SFP introduction and the last year after SFP introduction. This suggests that the introduction of the SFP attracted most the children who were out of school.

Table 4.12: Enrolment of Children in Every Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 pupils</td>
<td>8</td>
<td>13.1</td>
</tr>
<tr>
<td>11-20</td>
<td>11</td>
<td>18.0</td>
</tr>
<tr>
<td>21-30</td>
<td>23</td>
<td>37.7</td>
</tr>
<tr>
<td>More than 30 Pupils</td>
<td>19</td>
<td>31.1</td>
</tr>
<tr>
<td>Total</td>
<td>N=61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study sought to establish the enrolment levels of children in the class. According to the study findings as presented in the table above, majority of the respondents indicated that their classrooms had an enrolment of between 21-30 pupils presented by 38%, more than 30 pupils (31%), 11-20 years (18%) and 1-10 years as shown by 13% respectively. This information is also as presented below:
Respondents were required by the study to indicate the extent the feeding programme in the centre enhance enrolment. On this question, majority of the respondents said that feeding programme in the centre enhance enrolment to a very great extent as shown by 46%, moderate extent (23%), great extent (16%) and little extent respectively.

On the question on when enrolment is carried out, the study established that enrolment of most schools is done early every year as shown by 41%, late every year as shown by 39%, always (15%) and mid-year as shown by 5% respectively. This information is also as presented in the figure below;
Table 4.15: Extent of agreement with the statements on feeding program effect on school enrolment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the parents enquire about the meals provided to make a decision of whether to enroll the children in the centre</td>
<td>2.63</td>
<td>.89508</td>
</tr>
<tr>
<td>There has no change on enrolment levels despite the presence of feeding programme</td>
<td>2.79</td>
<td>1.18223</td>
</tr>
<tr>
<td>I find my pupils in class every time they take a meal in the school</td>
<td>1.89</td>
<td>1.14962</td>
</tr>
<tr>
<td>Most of the parents are always willing to bring their children in the centre where dietary meal are provided</td>
<td>1.84</td>
<td>.958</td>
</tr>
</tbody>
</table>

The study also sought to establish the extent of agreement with the statements on feeding program effect on school enrolment. According to the study findings, majority of the respondents indicated that most of the parents are always willing to bring their children in the centre where dietary meal are provided and that teachers always find pupils in class every time they take a meal in the school as shown by the mean scores of 1.84 and 1.89 respectively. Other respondents fairly agreed that Most of the parents enquire about the meals provided to make a decision of whether to enroll the children in the centre and that there has no change on enrolment levels
despite the presence of feeding programme as shown by the mean scores of 2.63 and 2.79 respectively.

4.5 Influence of Feeding Programmes on School Attendance

Table 4.16: Whether there are Cases of Children who Miss School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59</td>
<td>96.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>N=61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study was to establish whether there are children who miss school. The results obtained indicated that 97% of the total respondents said that there were cases of children who miss school while 3% that there were no cases of children who miss school respectively. This information is also presented in the figure below;

![Figure 4.6 Cases of Children who Miss School](image)

4.5.1 Reasons Why Most Children Miss School

On the question on reasons why most children miss school, most of the respondents said that children miss school because of sickness, family affairs, lack of school
uniform and food at home, poor performances which make them shy away, lack of parental support and guidance as well as poor characteristics developed by students.

Table 4.17: Rating on Attendance Level in the School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>30</td>
<td>49.2</td>
</tr>
<tr>
<td>Good</td>
<td>24</td>
<td>39.3</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Not Good at all</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=61</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study sought to establish the respondents rating on attendance level in the schools. According to the results as indicated in the table above, majority of the respondents were of the view that attendance was very good as presented by 49%, good (39%), fairly good (7%) and not good at all as shown by 5% respectively. The information is also as shown in the figure below;

![Figure 4.7: Rating on Attendance Level in the School](image-url)
Table 4.18: Extent to which Feeding Program Enhance Retention in the Centre

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>36</td>
</tr>
<tr>
<td>Great extent</td>
<td>24</td>
</tr>
<tr>
<td>Little extent</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=61</strong></td>
</tr>
</tbody>
</table>

The researcher was to find out from the respondents sampled the extent to which feeding programs enhanced retention in the centre. According to the results presented in the table above, the study found out that feeding programs enhance retention in the centres to a very great extent (59%), great extent (39%), and little extent presented by 2% respectively.

4.6 Influence of School Feeding Program on Improved Learning

Table 4.19: Level of agreement on the statements related to SFPs Effect on Improved Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School feeding program increase pupils participation in class assignment duties and discussion</td>
<td>1.4286</td>
<td>.50709</td>
</tr>
<tr>
<td>There are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance</td>
<td>2.2857</td>
<td>1.14642</td>
</tr>
<tr>
<td>The healthy pupils in the centre are always active and perform well in the exam</td>
<td>1.6190</td>
<td>.92066</td>
</tr>
<tr>
<td>A feeding program is important than other factors towards the performance of pupils in the centre</td>
<td>1.5714</td>
<td>.74642</td>
</tr>
</tbody>
</table>

The research was to establish the level of agreement on the statements related to SFPs effect on improved learning. According to the study findings as presented in the table above that; School feeding program increase pupils participation in class assignment
duties and discussion, there are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance, the healthy pupils in the centre are always active and perform well in the exam and a feeding program is important than other factors towards the performance of pupils in the centre presented by the mean scores of 1.4286, 2.2857, 1.6190 and 1.5714 respectively.

### 4.7 Influence of School Feeding Program on Retention of Pupils

#### Table 4.20: Whether there are Cases of Transfers in the Centre

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>57.4</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>42.6</td>
</tr>
<tr>
<td>Total</td>
<td>N=61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study was to establish whether there were transfer cases in the centre. According to the study findings presented in the table above by 57.4%, majority of the respondents said that there were transfer cases in the centre. Other respondents said that there were no transfer cases in the centre as shown by 43%. The information on whether there were transfer cases in the centre is also presented in the figure below;

![Figure 4.8: Whether there are Cases of Transfers in the Centre](image-url)
The study was to establish whether there were cases of children transfer in the school because of poor feeding. Majority of the respondents also indicated that most parents take their children to private schools citing many reasons which range from poor performance in public primary schools in the region, poor teaching methods, lack of skilled staff in public centres, and to a little extent due to poor feeding habits in the primary schools in the region.

The researcher was to establish whether there are strategies parents have put in place to retain children in school in each learning days in the centre. On this question, most of the respondents said that parents have taken the role of provision of quality food in the primary schools in the region. Some parents also indicated that they organize committees in the centres whose main role is to ensure effectiveness and cleanliness on the types of foods prepared. Other respondents indicated that the school management committee prepared a strategic plan which gives guidelines on school feeding programme requirements which attract and enhance retention in the primary schools.

Table 4.21: Extent to which the Feeding Program in the School enhance Pupils' Retention

<table>
<thead>
<tr>
<th>Extent to which the Feeding Program in the School enhance Pupils' Retention</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Great extent</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Little extent</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total N=21</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The study sought to find out the extent to which the feeding programs in the school enhance retention. On this question, 48% of the total respondents indicated that the feeding program in the school enhance retention of pupils to a very great extent, great
extent (38%), little extent (14%) as shown in the table above respectively. The information on extent of pupil’s retention is as shown below;

![Graph showing extent of pupil's retention](image)

**Figure 4.9: Extent to which the Feeding Program in the School Enhance Pupils’ Retention**

### 4.8 Inferential Statistic Analysis

**Table 4.22: Correlation Analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0.365</td>
<td>0.133</td>
<td>0.126</td>
<td>0.564</td>
</tr>
<tr>
<td>Academic performance</td>
<td>0.257</td>
<td>0.066</td>
<td>0.055</td>
<td>0.697</td>
</tr>
<tr>
<td>Enrolment</td>
<td>0.140</td>
<td>0.020</td>
<td>0.013</td>
<td>0.714</td>
</tr>
<tr>
<td>Retention</td>
<td>0.275</td>
<td>0.076</td>
<td>0.074</td>
<td>0.8201</td>
</tr>
</tbody>
</table>

(Source: Research Data, 2014)

The above table 4.12 presents the correlation and the coefficient of determination between school feeding programme (dependent variable) and the independent variables (Attendance, academic performance, enrolment and retention). From the findings, the study found that there was a positive but weak relationship between the dependent variable and the independent variables.
Of all the four independent variables, attendance had the highest relationship with the SFPs of 0.133 followed by academic performance with a value of 0.076, then enrolment with 0.066, while retention came fourth with a correlation value of 0.020.

In addition, the study conducted a multiple regression analysis so as to determine the relationship between attendance, academic performance, enrolment and retention and the school feeding program (SFP).

Table 4.23: Coefficient of Determination (R²)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.842(a)</td>
<td>.594</td>
<td>.472</td>
<td>.46</td>
</tr>
</tbody>
</table>

(Source: Research Data, 2014)

**Predictors: (Constant):** Attendance, academic performance, enrolment and retention.

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable—school feeding program (SFP) that is explained by all the four independent variables (attendance, academic performance, enrolment and retention).

The four independent variables that were studied, explain only 47.2% of the factors affecting school feeding program in the school as represented by the adjusted R². This therefore means that the four independent variables contribute about 47.2% to school feeding program (SFP) in the institution, while other factors not studied in this research contribute 52.8% of school feeding program (SFP) in the institution.
Therefore, further research should be conducted to investigate the other factors (52.8%) that school feeding program (SFP) in primary school education.

Table 4.24: Regression Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.47</td>
<td>.549</td>
<td>2.67</td>
<td>.009</td>
</tr>
<tr>
<td>Attendance</td>
<td>0.57</td>
<td>.177</td>
<td>.411</td>
<td>3.23</td>
</tr>
<tr>
<td>Academic performance</td>
<td>0.20</td>
<td>.160</td>
<td>.182</td>
<td>1.23</td>
</tr>
<tr>
<td>Enrolment</td>
<td>0.03</td>
<td>.152</td>
<td>.019</td>
<td>.175</td>
</tr>
<tr>
<td>Retention</td>
<td>0.43</td>
<td>.232</td>
<td>.196</td>
<td>1.871</td>
</tr>
</tbody>
</table>

(Source: Research Data, 2014)

The figures in the above table 1.14 were generated through the use of SPSS data analysis and established the following regression equation;

\[ Y = 1.47 + 0.57X_1 + 0.20X_2 + 0.03X_3 + 0.43X_4 \]

The study found that when attendance, academic performance, enrolment and retention were kept constant at zero effectiveness of the school feeding will be at 1.47. A unit increase in attendance will be enhanced by a unit increase on effectiveness of the SFP by a factor of 0.57; a unit increase in academic performance will be enhanced by a unit increase on effectiveness of the SFP by a factor of 0.20, while a unit increase in enrolment will be enhanced a unit increase on effectiveness of the SFP by a factor of 0.3. Further a unit increase in retention will be enhanced by an increase on the effectiveness of the SFP by a factor of 0.43.

This shows that school feeding program has positive relationship with attendance, academic performance, enrolment and retention. At 5% level of significance and 95%
level of confidence, enrolment had a 0.047 level of significance; improved academic performance showed a 0.023 level of significant, retention of pupils had a significant level of 0.019; while attendance showed a 0.002 level of significance hence the most significant factor that the effectiveness of the school feeding program impact on.
CHAPTER FIVE

DISCUSSION OF MAIN FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of main finding, conclusions and recommendations as well as on recommendations for further studies as discussed under the research objectives which were; to investigate the extent to which school feeding program affect enrolment of learners in primary schools in Mogotio District-Baringo County, to establish the effect of school feeding program on attendance of learners in primary schools in Mogotio District, Baringo County, to find out whether school feeding programmes affect retention of learners in primary schools in Mogotio District, Baringo County and to examine the extent to which school feeding programmes influence performance in primary schools in Mogotio District-Baringo County.

5.2 Discussion of Main Findings

This study found out that most of the children took meals in the school and that majority of the respondents indicated that parents contributed most towards donating meals in the schools as shown by 69%. Majority of the respondents as presented by 79% indicated that children took two (2) meals per day and that the feeding program in most of the centres were effective (34%).

5.2.1 SFPs and Enrollment

The study found out that majority of the respondents indicated that their classrooms had an enrollment of between 21- 30 pupils as presented by 38% and more than 30 pupils (31%) and that majority of the respondents said that feeding programme in the centre enhance enrolment to a very great extent as shown by 46%. The study also
found out that enrollment of most schools is done early every year. Finally, as regards to enrollment, majority of the respondents indicated that most of the parents are always willing to bring their children in the centre where dietary meal are provided and that teachers always find pupils in class every time they take a meal in the school as shown by the mean scores of 1.84 and 1.89 respectively. Other respondents fairly agreed that most of the parents enquire about the meals provided to make a decision about whether to enroll the children in the centre and that there has been no change on enrolment levels despite the presence of feeding programme as shown by the mean scores of 2.63 and 2.79 respectively.

5.2.2 Impact of School Feeding Programmes on Attendance

The results obtained indicated that 97% of the total respondents said that there were cases of children who miss school. The study established that children miss school because of sickness, family affairs, lack of school uniform and food at home, poor performances which make them shy away, lack of parental support and guidance as well as poor characteristics developed by students. Majority of the respondents were of the view that attendance was very good as presented by 49% and that feeding programs enhance attendance levels in the centres to a very great extent (59%).

5.2.3 Impact of School Feeding Program on Improved Learning

According to the study findings as presented in the table above that; School feeding program increase pupils participation in class assignment duties and discussion, there are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance, the healthy pupils in the centre are always active and perform well in the exam and a feeding program is important than other
factors towards the performance of pupils in the centre presented by the mean scores of 1.4286, 2.2857, 1.6190 and 1.5714 respectively.

5.2.4 Impact of School Feeding Program on Retention of Pupils

The study found out that majority of the respondents said that there were transfer cases in the centre. Majority of the respondents also indicated that most parents take their children to private schools citing many reasons which range from poor performance in public early childhood education centres, poor teaching methods, lack of skilled staff in public centres, and to a little extent due to poor feeding habits in primary schools in Mogotio District-Baringo County.

5.3 Conclusions

5.3.1 Enrollment

On enrolment, study concludes that feeding programme in the centre enhance enrolment to a very great extent. The study further concludes that the primary schools sampled had enrolment of between 21- 30 pupils and over 30 pupils per school and that enrolment of most schools is done early every year. The study also concludes that most of the parents are always willing to bring their children in the centre where dietary meal are provided and that teachers always find pupils in class every time they take a meal in the school.

5.3.2 Attendance

The study concludes that feeding programs enhance attendance levels in the centres to a very great extent that there were cases of children who miss school because of the feeding program in place and that children miss school because of sickness, family affairs, lack of school uniform and food at home, poor performances which make
them shy away, lack of parental support and guidance as well as poor characteristics developed by students.

5.3.3 Improved Learning/Academic Performance

On improved learning, School feeding program increase pupils participation in class assignment duties and discussion, there are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance, the healthy pupils in the centre are always active and perform well in the exam and a feeding program is important than other factors towards the improved performance.

5.3.4 Retention

On retention, the study concludes that there were transfer cases in the centre and that most parents take their children to private schools citing many reasons which range from poor performance in public early childhood education centres, poor teaching methods, lack of skilled staff in public centres, and to a little extent due to poor feeding habits in the local primary schools centres.

From the regression analysis the following regression equation was formulated;

\[ Y = 1.465 + 0.100 X_1 + 0.182X_2 + 0.411X_3 + 0.019X_4 \]

5.4 Recommendations of the Study

1. The study recommends the continuation of the high spirit with the parents towards contribution of food in the school to continue since this has a positive effect on enrolment. The school management may also come up with more and more strategies related expanding the school to cater for a high capacity of children.
2. On attendance, the study recommends that the school management make sure that all the factors influencing school attendance be identified so as to reduce transfer cases as was established in the study. The school management should therefore effect on improving the school feeding program which has been noted to have an adverse effect on enhancing school attendance.

3. On improved learning, the study recommends that a strong feeding program be encouraged since this enhances learning of pupils. The comfort ability created when a child is not hungry in class brings about motivation to read and learn without engaging in other dangerous activities which negatively influence achievement levels of the child in class. The study recommends that high nutritional reach foods be prepared for the children so as to enhance performance.

4. On retention, the study recommends that schools sampled and others not included be aware that an effective school feeding always attracts and ensures that children remain in school up to the highest level. This would go a long way to ensuring that transfer cases are reduced categorically.

5.5 Suggestions for Further Studies

1. This study recommends that further study be done on the effect of school feeding programs on participation of learner’s in early childhood education in other regions in Kenya besides Mogotio District.

2. Future studies should also aim at finding out whether school feeding programs have the same effect on participation of learners in early childhood education.
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www.fantaproject.org.
APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PUPILS

The research instrument that will be used for collection of data will be entitled:

“A Questionnaire on influence of School Feeding Programme on the Participation of Learners in primary schools in Mogotio District.

SECTION A. PERSONAL INFORMATION

[ ] Tick or fill in the appropriate response[s]

1. Indicate Your Gender: Male [ ] Female [ ]

2. Marital status Married [ ] Single [ ]

3. Indicate age bracket
   - 18-25 [ ]
   - 26-35 [ ]
   - 36-45 [ ]
   - 46-50 [ ]
   - Above 55 [ ]

4. Your Religion/ Faith; Christianity [ ] Islamic [ ]

   Others ____________________________

5. What is your highest level of education?
   (a) Primary [ ]
   (b) Secondary [ ]
   (c) College [ ]
   (d) University [ ]

6. For what duration have you been a teacher?
   - Less than 1 yr [ ]
   - 1-3 yrs [ ]
   - 3-6 yrs [ ]
   - 6 – 10 yrs [ ]
   - 10-15 yrs [ ]
   - More than 15 yrs old [ ]

7. Do children take meals at school?
   Yes [ ] No [ ]

8. Who provides/ donates for the meals in the centre?
   Government [ ]
5. How effective is the feeding program in your centre?
   Very Effective [ ]
   Effective [ ]
   Fairly Effective [ ]
   Not Effective [ ]

SECTION B; INFORMATION ON INFLUENCE OF SFPs ON PARTICIPATION OF LEARNERS

SFPs AND ENROLLMENT

6. How many children are there in your class?
   0 to 10 pupils [ ]
   11-20 pupils [ ]
   21-30 pupils [ ]
   More than 30 pupils [ ]

7. To what extent does the feeding program in the school enhance enrolment?
   Very great extent [ ]
   Great extent [ ]
   Moderate [ ]
   Little extent [ ]
   No extent at all [ ]

8. Give reasons for your answer in no. 10 above

9. When does the enrolment take place in centre?
   Early Every year [ ]
   Late every year [ ]
   Mid year [ ]
   Always [ ]
10. To what extent do you agree with the following statements on feeding program effectiveness on school enrolment? Rate on a scale where; 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been notable increase of number of children in the last few years due to the presence of the feeding program in our centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the parents enquire about the meals provided to make a decision on whether to enrol the children in the centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There has been no change on enrolment levels despite the presence of the feeding program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The children are happy in school every time they take meals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the parents are always willing to bring their children in the centre where dietary meals are provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SFPs AND ATTENDANCE

11. Are there children who miss school in the class your class?
   Yes [ ]  No [ ]

12. What reasons do they give on return?

   ............................................................................................................................

13. How do you rate the attendance levels in your class?
   Very Good [ ]
   Good [ ]
   Fairly good [ ]
   Not good at all [ ]

14. To what extent does the feeding program enhance attendance in the class of you and other pupils in your class?
   Very great extent [ ]
   Great extent [ ]
   Moderate [ ]
   Little extent [ ]
   No extent at all [ ]
SFPS AND IMPROVED LEARNING

15. What is your level of agreement on the following statements related to SFPs effect on improved learning? 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School feeding program increases my participation in class assignments, duties and discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are only a few meals provided during a day hence I do not fully participate in class work leading to low performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The healthy pupils my school are always active and perform well in the exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A feeding program is important than other factors towards the performance of pupils in the centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ...........................................................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SFPS AND RETENTION

16. Are there cases of children transfers in the centre?
   Yes [ ]   No [ ]

17. If yes, how many children were transferred from your class because of poor school feeding in the centre?

18. Are there things your parents do to make u remain in school? Kindly mention some.

19. To what extent does the feeding program enhance your retention in the school?
   Very great extent [ ]
   Great extent [ ]
   Moderate [ ]
   Little extent [ ]
   No extent at all [ ]

THANK YOU
APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHER

The research instrument that will be used for collection of data will be entitled:

"A Questionnaire on influence of School Feeding Programme on the Participation of Learners in primary schools in Mogotio District.

SECTION A. PERSONAL INFORMATION

[ ] Tick or fill in the appropriate response[s]

1. Indicate Your Gender: Male [ ] Female [ ]

2. Marital status Married [ ] Single [ ]

3. Indicate age bracket
   - 18-25 [ ]
   - 26-35 [ ]
   - 36-45 [ ]
   - 46-50 [ ]
   - Above 55 [ ]

4. Your Religion/Faith; Christianity [ ] Islamic [ ]
   Others ____________________________

5. What is your highest level of education?
   (a) Primary [ ]
   (b) Secondary [ ]
   (c) College [ ]
   (d) University [ ]

6. For what duration have you been a H/Teacher?
   - Less than 1 yr [ ]
   - 1-3 yrs [ ]
   - 3-6 yrs [ ]
   - 6-10 yrs [ ]
   - 10-15 yrs [ ]
   - More than 15 yrs old [ ]

7. Do children take meals at school?
   Yes [ ] No [ ]

8. If yes, how many meals are there per every school day?
   One Meal [ ] Two Meals [ ]
   Three Meals [ ] More than 3 meals [ ]
9. What are the contents in the various meals in the school? Indicate, e.g. beans etc.

10. Who provides/donates for the meals in the centre?
   - Government [ ]
   - Parents [ ]
   - Donors [ ]
   - Government and parents [ ]
   - Church [ ]

11. How effective is the feeding program in your centre?
   - Very Effective [ ]
   - Effective [ ]
   - Fairly Effective [ ]
   - Not Effective [ ]

SECTION B: INFORMATION ON INFLUENCE OF SFPs ON PARTICIPATION OF LEARNERS

12. What are the enrolment levels in the centre?

13. To what extent do the feeding program in the centre enhance enrolment
   - Very great extent [ ]
   - Great extent [ ]
   - Moderate [ ]
   - Little extent [ ]
   - No extent at all [ ]

14. Give reasons for your answer in no. 10 above

15. When does the enrolment take place in your centre?
   - Early Every year [ ]
   - Late every year [ ]
   - Mid year [ ]
   - Always [ ]
16. To what extent do you agree with the following statements on feeding program effect on school enrolment? Rate on a scale where: 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
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<tr>
<td>I find my pupils happy in class every time they take a meal in the school</td>
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<tr>
<td>Most of the parents are always willing to bring their children in the centre where dietary meals are provided</td>
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<tr>
<td>Other ........................................................................................................................................</td>
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</tbody>
</table>

SFPs AND ATTENDANCE

17. Are there children who miss school

Yes [ ]  No [ ]

18. What reasons do they give on return?

........................................................................................................................................

19. How do you rate the attendance levels in your centre?

   Very Good [ ]
   Good [ ]
   Fairly good [ ]
   Not good at all [ ]

20. To what extent does the feeding program enhance attendance in the centre?

   Very great extent [ ]
   Great extent [ ]
   Moderate [ ]
   Little extent [ ]
   No extent at all [ ]
SFPS AND IMPROVED LEARNING

21. What is your level of agreement on the following statements related to SFPs effect on improved learning? 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

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<tr>
<th>Statement</th>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ...........................................................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SFPS AND RETENTION

22. Are there cases of children transfers in the centre?  
Yes [ ] No [ ]

23. If yes, how many children were transferred from your class because of poor feeding in the centre?

24. Are there strategies in place to retain children in school in each learning days and is the feeding program a priority strategy in the centre? Explain

25. To what extent does the feeding program enhance retention in the centre?
   - Very great extent [ ]
   - Great extent [ ]
   - Moderate [ ]
   - Little extent [ ]
   - No extent at all [ ]

26. What challenges do face on the implementation of the feeding program in your centre? Indicate

THANK YOU.
APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The research instrument that will be used for collection of data will be entitled:

"A Questionnaire on Influence of School Feeding Programs on the Participation of Learners in Primary Schools in Mogotio District.

SECTION A. PERSONAL INFORMATION

[ ] Tick or fill in the appropriate response[s]

1. Indicate Your Gender: Male [ ] Female [ ]

2. Marital status Married [ ] Single [ ]

3. Indicate age bracket
   18-25 [ ]
   26-35 [ ]
   36-45 [ ]
   46-50 [ ]
   Above 55 [ ]

4. Your Religion/ Faith; Christianity [ ] Islamic [ ]
   Others _______________________

5. What is your highest level of education?
   (a) Primary [ ]
   (b) Secondary [ ]
   (c) College [ ]
   (d) University [ ]

6. For what duration have you been a teacher?
   Less than 1 yr [ ]
   1-3 yrs [ ]
   3-6 yrs [ ]
   6-10 yrs [ ]
   10-15 yrs [ ]
   More than 15 yrs old [ ]

6. Do children take meals at school?
   Yes [ ] No [ ]

7. Who provides/ donates for the meals in the centre?
   Government [ ]
   Parents [ ]
   Donors [ ]
8. How effective is the feeding program in your centre?

- Very Effective
- Effective
- Fairly Effective
- Not Effective

SECTION B; INFORMATION ON INFLUENCE OF SFPs ON PARTICIPATION OF LEARNERS

SFPs AND ENROLLMENT

9. How many children are there in your class?

- 0 to 10 pupils
- 11-20 pupils
- 21-30 pupils
- More than 30 pupils

10. To what extent do the feeding program in the centre enhance enrolment?

- Very great extent
- Great extent
- Moderate
- Little extent
- No extent at all

11. Give reasons for your answer in no. 10 above

12. When does the enrolment take place in your centre?

- Early Every year
- Late every year
- Mid year
- Always

13. To what extent do you agree with the following statements on feeding program effect on school enrolment? Rate on a scale where; 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree
There has been notable increase of number of children in the last few years due to the presence of the feeding program in our centre.

Most of the parents enquire about the meals provided to make a decision on whether to enrol the children in the centre.

There has been no change on enrolment levels despite the presence of the feeding program.

I find my pupils happy in class every time they take a meal in the school.

Most of the parents are always willing to bring their children in the centre where dietary meals are provided.

Other .......................... 

14. Please indicate the number of pupils in your class before and after initiation of SFPs.

<table>
<thead>
<tr>
<th>Before SFPs</th>
<th>After SFPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>1- 10</td>
</tr>
<tr>
<td>11- 20</td>
<td>11- 20</td>
</tr>
<tr>
<td>21 – 30</td>
<td>21 – 30</td>
</tr>
<tr>
<td>31 – 40</td>
<td>31 – 40</td>
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<tr>
<td>Over 40</td>
<td>Over 40</td>
</tr>
</tbody>
</table>

**SFPs AND ATTENDANCE**

15. Are there children who miss school

Yes [ ]  No [ ]

16. What reasons do they give on return?

..............................................................................................................................

17. How do you rate the attendance levels in your centre?

Very Good [ ]

Good [ ]

Fairly good [ ]

Not good at all [ ]

18. To what extent does the feeding program enhance attendance in the centre?

Very great extent [ ]
19. Indicate how you agree with the following statements on attendance. Rate on a scale where: 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School feeding program has increased number of pupils attending school each day</td>
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<tr>
<td>Due to SFPs parents are encouraging their students to attend school.</td>
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<tr>
<td>Majority of pupils would be at home were it not for SFP</td>
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<tr>
<td>SFPs provided acts as a form of income savings/benefit as they do not have to spend as much on food, hence able to cater for other services e.g. books</td>
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</table>

THANK YOU
APPENDIX IV: QUESTIONNAIRE FOR PARENT REPRESENTATIVES

The research instrument that will be used for collection of data will be entitled:

"A Questionnaire on influence of School Feeding Programme on the Participation of Learners in primary schools in Mogotio District.

SECTION A. PERSONAL INFORMATION

[ ] Tick or fill in the appropriate response[s]

1. Indicate Your Gender: Male [ ] Female [ ]
2. Marital status Married [ ] Single [ ]
3. Indicate age bracket
   18-25 [ ]
   26-35 [ ]
   36-45 [ ]
   46-50 [ ]
   Above 55 [ ]
4. Your Religion/ Faith; Christianity [ ] Islamic [ ]
   Others ____________________________

5. What is your highest level of education?
   (a) Primary [ ]
   (b) Secondary [ ]
   (c) College [ ]
   (d) University [ ]

6. For what duration have you been a teacher?
   Less than 1 yr [ ]
   1-3 yrs [ ]
   3-6 yrs [ ]
   6 - 10 yrs [ ]
   10-15 yrs [ ]
   More than 15 yrs old [ ]

7. Do children take meals at school?
   Yes [ ] No [ ]

8. Who provides/ donates for the meals in the centre?
   Government [ ]
   Parents [ ]
Donors [ ]
Government and parents [ ]
Church [ ]

9. How effective is the feeding program in your centre?
   Very Effective [ ]
   Effective [ ]
   Fairly Effective [ ]
   Not Effective [ ]

SECTION B; INFORMATION ON INFLUENCE OF SFPs ON PARTICIPATION OF LEARNERS

SFPs AND ENROLLMENT

10. How many children are there in the class(es) you represent?
    0 to 10 pupils [ ]
    11-20 pupils [ ]
    21-30 pupils [ ]
    More than 30 pupils [ ]

11. To what extent does the feeding program in the centre enhance enrolment?
    Very great extent [ ]
    Great extent [ ]
    Moderate [ ]
    Little extent [ ]
    No extent at all [ ]

12. Give reasons for your answer in no. 10 above

   ........................................................................................................
   ........................................................................................................

13. When does the enrolment take place in centre?
    Early Every year [ ]
    Late every year [ ]
    Mid year [ ]
    Always [ ]

82
14. To what extent do you agree with the following statements on feeding program effect on school enrolment? Rate on a scale where; 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been notable increase of number of children in the last few years due to the presence of the feeding program in our centre</td>
<td></td>
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<tr>
<td>Most of the parents enquire about the meals provided to make a decision on whether to enrol the children in the centre</td>
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<tr>
<td>There has been no change on enrolment levels despite the presence of the feeding program</td>
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<tr>
<td>I the children happy in school every time they take meals</td>
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<tr>
<td>Most of the parents are always willing to bring their children in the centre where dietary meals are provided</td>
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<tr>
<td>Other ........................................................................................................</td>
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</tbody>
</table>

**SFPs AND ATTENDANCE**

15. Are there children who miss school in the class you represent?  
Yes [ ] No [ ]

16. What reasons do they give on return?

.................................................................................................................................

17. How do you rate the attendance levels in the class you represent?  
Very Good [ ]  
Good [ ]  
Fairly good [ ]  
Not good at all [ ]

18. To what extent does the feeding program enhance attendance in the class you represent?  
Very great extent [ ]  
Great extent [ ]  
Moderate [ ]  
Little extent [ ]  
No extent at all [ ]
SFPS AND IMPROVED LEARNING

19. What is your level of agreement on the following statements related to SFPs effect on improved learning? 1 strongly agree, 2 agree, 3 fairly agree, 4 disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School feeding program increases pupils participation in class assignments, duties and discussions</td>
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<tr>
<td>There are only a few meals provided during a day hence pupils do not fully participate in class work rendering to low performance</td>
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<tr>
<td>The healthy pupils in centre are always active and perform well in the exams</td>
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<tr>
<td>A feeding program is important than other factors towards the performance of pupils in the centre</td>
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<td></td>
</tr>
<tr>
<td>Other ........................................................................................................</td>
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</tbody>
</table>

SFPS AND RETENTION

20. Are there cases of children transfers in the centre?
   Yes [ ]   No [ ]

21. If yes, how many children were transferred from your class because of poor feeding in the centre?
   ........................................................................................................

22. Are there strategies parents have put in place to retain children in school in each learning days in the centre? Explain
   ........................................................................................................

23. To what extent does the feeding program enhance retention in the centre?
   Very great extent [ ]
   Great extent [ ]
   Moderate [ ]
   Little extent [ ]
   No extent at all [ ]

THANK YOU
APPENDIX V: INSTITUTIONAL SETTING FOR SFP IMPLEMENTATION AND ADMINISTRATION

World Food Programme

Ministry of Education

Ministry of Finance

District Education Office

Zonal Education Office

School
APPENDIX VI: SKETCH MAP OF MOGOTIO DISTRICT