

**EFFECTS OF SCHOOL FEEDING PROGRAM ON ACCESS AND RETENTION
AMONG SCHOOL PUPILS IN NOMADIC FAMILIES IN WAJIR DISTRICT,
KENYA**

BY

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DEDICATION

To the Almighty Allah who gave me the strength to complete my course, to my beloved mother Gedia Ahmed who took the first bold step to enroll me in school and to my late father.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquire Immune - Deficiency Syndrome
ASAL	-	Arid and Semi Arid Lands
DEO	-	District Education Officer
EFA	-	Education for All
FAO	-	Food and Agriculture Organization
FGD	-	Focus Group Discussions
FPE	-	Free Primary Education
GOK	-	Government of Kenya
HIV	-	Human Immune – deficiency Virus
MDG	-	Millennium Development Goals
MOE	-	Ministry of Education
SFP	-	School Feeding Program.
UNDP	-	United Nations Development Program
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNICEF	-	United Nations Children Funds
UPE	-	Universal Primary Education
WHO	-	World Health Organization
WFP	-	World Food Program

ABSTRACT

Despite the government introduction of school feeding program in 1980 and free primary education in 2003 in its quest to provide basic education to all school going age children, the access and retention rates in nomadic schools are still very low, compared to other settled communities in Kenya. It was due to this that the researcher set to investigate the influence of school feeding program on access and retention among primary school children in nomadic families in central division of Wajir district. The specific objectives of the study were (i) to assess the ratio of food supplied and the requirements of the school from 2005 -2010,(ii) to identify the extent to which the food supplied is optimally used, (iii) to relate the school feeding Program with pupils' access to education in primary schools in ASAL areas and (iv) to seek views of respondents on possible intervention measures to enhance access and retention in schools using SFP in ASAL primary school. The study used survey design which was conducted in central division of Wajir district, North Eastern province. The target population was 10,452 pupils of which 3,996 are girls and 6,456 are boys as well as 265 teachers. The study also targeted the District Education Officer and District School Feeding Program officer stationed in the division. Simple random sampling procedure was used. The total sample size for the selected study constituted three hundred and sixty two respondents (362). The study used a questionnaire (administered to the head teacher and teachers), interview schedule (for the district education officer and the district school feeding program coordinators) and focus group discussion (administered to the pupils/learners). The SPSS program for MS Windows was used to analyze questionnaires. The study used frequencies and percentages because they easily communicated the research findings to majority of the readers. Descriptive statistics were used to analyze data quantitatively. On the ratio of food supplied and the requirements of the schools from 2005 -2010, the study found that the supply channeled to schools was enough to sustain the targeted population. Each child was entitled to receiving a ratio of the commodity, numbers stipulated according to the World Food Program. The study found that the supply channeled to schools was enough to sustain the targeted population based on world food program's policy. The majority of the pupils tended to come to school due to provision of food although the long distance from home to school was a major setback. The teachers indicated that SFP service could be improved by increasing quantity food, the pupils thought that the school feeding program at their school could be improved by increasing the quantity and quality of food, the pupils and their parents / guardians wanted the school feeding program to continue. The study concludes that the main cause was lack of knowledge on the value of education, while others include lack of food and enough teachers in the schools. The study also states that the school feeding program has been used optimally and therefore should continue. The study further found out that there is a relationship between the schools feeding Program with pupils' access to education in primary schools in ASAL areas. The other finding was that there are inappropriate infrastructural facilities in schools which should be provided. A better economic way to cater for the needs of the nomads should be introduced to decrease poverty. More boarding schools should be introduced built in the area to avoid disturbances of the pupils while they move from one place to another.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The purpose of this study was to establish the effects of school feeding program on access and retention among school pupils in nomadic families in central division, Wajir District. This chapter was an overview of the background to the study, statement of the problem, purpose of the study, objectives and research questions that guided the study, limitations, delimitations, assumptions, theoretical framework, conceptual framework and definitions of operational terms.

1.2 Background to the Study

Education plays a pivotal role in both individual and societal development. For any education system to succeed, societal needs must be prioritized. The World Bank (1999) affirmed that; when you give people a hand out or a tool, they live a little better. When you give them education they will change the world. This summarizes the important role education plays in human development. School feeding program involves providing meals in schools. Serving food at school not only fights hunger among the world's poorest children, it also helps them get into school, providing them with an important key to a better future – an education (internet).

Education is viewed as a social good because it creates opportunities and provides people with choices. It is therefore true to say, education is an end in itself and a means to an end because it helps achieve economic personal development and investment in education is considered an essential pre – condition to economic growth, United states, Japan and Korea are clear examples of what education can do. Despite lacking in natural resources, Japan and Denmark had developed rapidly economically owing to a high basic platform of education (Bishop, 1989).

It is believed that population movements and crowded living conditions have enhanced their spread of infection diseases and therefore rudimentary health education programs

can make dramatic improvement on mortality rates. The United Nations Children Funds (UNICEF) estimates that a 10% point increase in girl's primary enrolment can be expected to decrease infant mortality by 4.1 deaths per a thousand and similar rise in girls' secondary education.

Amartya Sen (1989 p 769) identifies five ways in which education contributes to the freedom of a person. These are; intrinsic importance – being educated is a valuable achievement in itself and the opportunity to have it can be of direct importance to a person's effective freedom. Second, instrumental personal role – a person's education can help him or her do many other things. For instance it can be important in getting a job and more generally for making use of economic opportunities, the resulting expansion in income and economic means can in turn add to a person's freedom to achieve function that he/ she values. Third, instrumental social roles – greater literacy and basic education can facilitate public discussions of social needs and encourages informed collective demands, for example health care and social security. Fourth, instrumental process role – the process of schooling can have benefits even a side from it's explicitly end objective that is, it brings young people in touch with others and therefore broadens their horizons towards the perceptions of life. Fifth, empowerment and distribution role – greater literacy and education and achievements of disadvantaged groups can increase their availability to resist oppression, to organization, politically and get a fairer deal.

It is also worth noting that education enables social mobility where people are helped to escape from discrimination based on social status and enabled to move up the social ladder. It helps in socializing children into understanding and accepting views different from their own.

Finally its also clear that education enables societies avoid negative aspects of life. For example, free and compulsory primary education reduces child labour and being literate adds value to a person's life which can be instrumental in the pursuit of development at personal, family and community level (UNESCO, 2005).

Around the world more than 400 million school– aged children suffer from hunger. The majority of these children – most of them girls – do not attend school. Where school meals are provided, access and retention rates increase significantly, particularly for girls. Students also stay in school longer. Academic performance improves as well; students with full stomach concentrate better and comprehend material more quickly (coins for kids program, 2004 internet).

United Nations Development Program (2007) affirms that, there are five energizers of human resource development. These are: education, health and nutrition, the environment, employment, political and economic freedom. They are all interlinked and interdependent; but according to Hallack (1990) education is the basis for them all. This is reiterated by World Bank, (2002a) that Education is the single most important key to development and poverty alleviation.

Efforts at the international level to achieving education for all have been undertaken. The Jomtein Conference on education for all (EFA) which was held in Thailand in 1990 committed governments around the world to making EFA a reality by the year 2000 .In the Dakar meeting in 2000, it was clear that these objectives had not been achieved hence, delegates reaffirmed their commitment and agreed on a new target year of 2015.

Education for All (EFA) and literacy for life – Global monitoring report, UNESCO (2005), notes that by being literate you add value to a person’s life which can be instrumental in the pursuit of development at personal level, family level and community level. A child deprived right to quality primary education is deprived not only as a child, but also handicapped for life. Unless given access to educational opportunities as a youth or an adult, they will remain coordinated with poverty.

Article 13 and 14 of Dakar declaration on education require each state party that has not been able to secure compulsory primary education free of charge to work out and adopt a detailed plan of action for the progressive implementation of compulsory primary education free of charge for all. This has been and is the recent struggle by international communities to persuade countries to observe the provision of basic human needs.

It is posited by World Bank (1990) that the existing educational systems in many developing countries have not met their objectives. The systems have not provided all school – age children the opportunity to attend school. They have jeopardized national efforts to build a human base for development.

In Kenya school milk was introduced to all primary schools in 1979. Due to economic hardships the country was undergoing, the program was short – lived. Fortunately, in 1980, WFP started SFP under project 2502 in the ASAL areas, which was run as project 2502/ EXP 1. Currently the WFP runs the program in Arid and semi – Arid lands (ASALs) under project EMOP 6203 (Mugiri, 1995; MOE, 2002). SFP minimizes hunger and improves nutrition and education. To a hungry child, going to school is not as important as having enough food to eat.

Providing food in schools boosts access, encourages regular attendance and enhances general learning and performance. WFPs school feeding program works towards achieving Millennium Development Goals (MDGs). The program addresses the goals of reducing hunger by half and achieving gender parity in education by 2015 (WFP, 2005). School feeding programs also help to expand the reach of a number of other important activities including de-worming campaigns and HIV/AIDS education. This helps to provide lifelong and the only opportunity some children will ever have for lifting themselves out of situations of extreme hopelessness and poverty (coins for kids program, 2004).

Although primary school access in absolute terms has been increasing, the gross enrolment rates for both boys and girls have been declining from 101.8 percent in 1990 to 86.1 percent in 1999. Only 47 percent of the students complete their primary education even after the ministry of education spent 57 percent of its recurrent expenditure on primary education (Republic of Kenya, Ministry of Education, 2000) .Statistics from the National Development plan, Kenya (1997 – 2001, p 137) states that; “ of the students entering standard one, only 77 percent of the boys and 80 percent of the girls reach

standard four, while only 55 percent of the boys and 35 percent of the girls enter standard eight”.

Access into primary education in Kenya, as illustrated in table 1.1 has been characterized by regional disparities, which have their roots in the economic mode of colonial development, the location of missionary activity and the pattern of self – help activity (UNESCO 1980).

Table 1.1: Primary School Gross Enrolment Percentages by Province (1998)

	Coast	Central	Eastern	Nairobi	R.Valley	Western	Nyanza	NEP	National
Boys	79.6	96.3	91.7	61.6	87.7	102.6	93.9	32.0	89.4
Girls	66.9	100.1	96.1	52.8	85.6	104.2	91.9	16.8	88.2
Average	73.3	98.2	93.8	56.9	86.7	103.4	92.9	24.8	88.8

Source: Republic of Kenya (1997 – 2001)

Wajir District had the first elementary school in 1948, while the other two districts, Garissa and Mandera had only ‘Dugsi’ (Korani) schools. In 1953, the only intermediate school was established in Wajir and had an enrolment of 115 boys by 1957. This was the time when elementary schools were being started in Garissa and Mandera. But after 53 years, Wajir district has the lowest enrolment rate in the primary education (Ministry of Education Statistics, 2000).

The low literacy rates shown in the table 1.2 clearly indicate that the other districts have overtaken Wajir. Those who cannot read and write form the majority in Wajir district population as shown in the table.

Table 1.2: Literacy Rates by District in North Eastern Province (2000)

District	Male Percentage	Female Percentage	Average Percentage
Garissa	36.70	14.87	26.12
Mandera	50.84	14.63	33.41
Wajir	44.66	12.30	29.04

Source: Republic of Kenya (2000)

Studies show that the regions of Kenya with low literacy and general education levels also happen to be the regions where poverty and morbidity are rampant due to the depressed standard of living (UNICEF, 1989). UNICEF (1987) survey ranking the districts by comparing the district population against the actual enrolment established that Wajir was the last in Kenya followed by Garissa then Mandera district respectively (UNICEF, 1989). This background of low literacy rates of 12.30 percents for girls and 44.66 percent for boys is made worse by the high illiteracy rate of 80.2 percent of girls of school going age (10 – 14 years) which is the highest when compared to the other districts of North Eastern Province such as Garissa and Mandera, which had 77.79 percent and 79.82 percent respectively (Republic of Kenya, Wajir District Development plan 1997). Wajir district started with 2,465 boys and 1,438 girls in standard one in 1992, but ends up with the lowest number of students in standard eight. It has the highest dropout rate of 73.1 percent for boys and 81.7 percent for girls (Wajir District Development Plan, 1997).

1.3 Problem Statement

The major objectives of introducing school feeding program (SFP) were to increase enrolment, improve learning performance and level of participation and concentration in the schools (MOE, 2002). Studies show that SFP had an impact on enrolment, nutritional status and academic achievement of school children. Despite this, the enrolment rate of school age children in the nomadic communities is still very low compared to other settled communities in Kenya. It is due to this that the research project intends to find out the effect of school feeding program on access and retention among primary school children in nomadic communities in Wajir District central division.

1.4 Purpose of the Study

The major objectives of introducing school feeding program (SFP) were to increase enrolment, improve learning performance and level of participation and concentration in the schools (MOE, 2002). Studies show that SFP had an impact on enrolment, nutritional status and academic achievement of school children. Despite this, the enrolment rate of school age children in the nomadic communities is still very low compared to other settled communities in Kenya. It was due to this that the research project intended to find

out the effect of school feeding program on access and retention among primary school children in nomadic communities in Wajir district central division.

1.5 Objectives of the Study

The following were the specific objectives of the study:

1. To assess the ratio of food supplied and the requirements of the school from 2005-2010.
2. To identify the extent to which the food supplied is optimally used in order to enable access and retention in primary schools.
3. Relate the school feeding Program with pupils' access to education in primary schools in ASAL areas.
4. To seek views of respondents on possible intervention measures to enhance access and retention in schools using SFP in ASAL primary school.

1.6 Research Questions

The following research questions were investigated:

- i) What amount of food does the school receive in terms of bags per term?
- ii) Is the food supplied cooked according to the ratio provided by World Food Program?
- iii) What factors motivate learners to access education in schools?
- iv) What suggestions can be given to help facilitate the success of SFP in enhancing access and retention in primary schools?

1.7 Significance of the Study

With the government's high emphasis on education, a study showing the effects of School Feeding Program on access and retention among primary school children in nomadic communities would be valuable in decreasing the high rate of academic wastage (early dropout and poor school attendance). This would also be valuable to determine the extent to which school feeding program improves access and retention. Therefore the study would provide useful lessons for improving the program and giving guidance to other programs. It's also hoped that the findings would form part of the relevant educational data for use.

1.8 Assumptions

The study had the following assumptions that:

1. There is an adequate supply of school feeding program throughout the school term.
2. School feeding program helps retain and improve access in the primary schools.
3. School feeding program enhances access and retention in primary schools.

1.9 Limitations of the Study

The following was the limitations of the proposed study:

This research study limited itself to only one ASAL district that is Wajir district. For one to have a more conclusive result all the ASAL districts should have been studied. However this was not possible as at now, due to financial and time constraint.

1.9.1 Delimitations

This study was further limited to one division (central division) in the sampled district. In the division ten schools were sampled out of the twenty seven schools. The selected ten schools responded to the crucial questions that call for the investigation of the effect of school feeding on enrolment of primary school children among nomadic families.

1.10 Theoretical Framework

Human capital theory

The study is based on human capital theory as stated by Schultz (1961), it is not possible to have the fruit of modern agriculture and the abundance of modern industry without making large investments in human beings. If a country expects to develop and reduce poverty, then it has to invest in the people through providing education for all. Investment on human resource should not be limited to knowledge alone. When basic nutritional needs are met, it makes investment in education longer-lived and more rewarding. The provision of food, in the form of SFP as a way of encouraging investment in education is to invest in the young generation.

Schultz (1961) developed the idea that education was for consumption purpose as well as increased capacity of labour, to produce material goals. Hence schooling is a dependent variable to SFP, which is an independent variable, schooling, is an investment in human

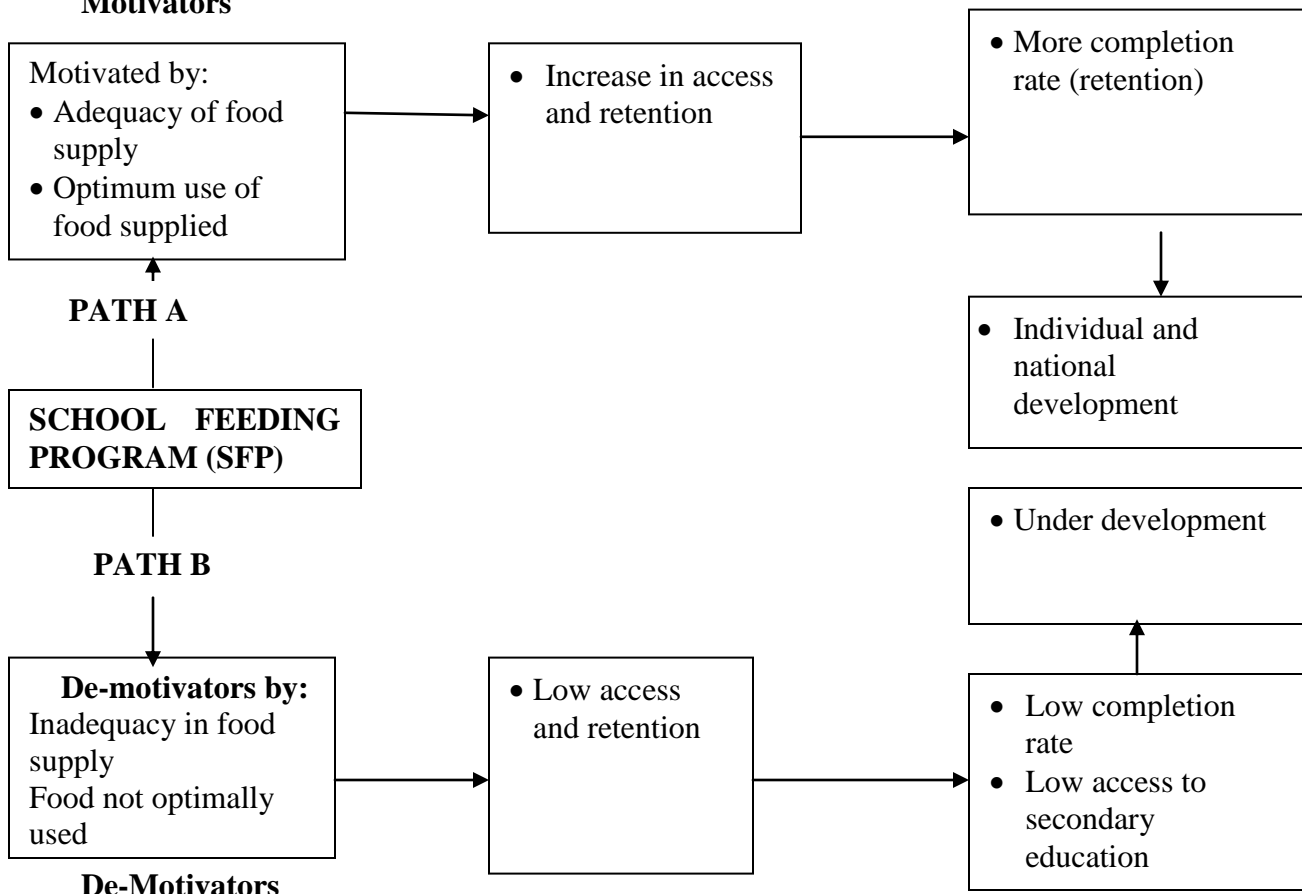
capital. It is an investment with an economic yield in terms of higher product per worker, holding physical capital constant. Education of one's child will spill over some benefits on their neighbour's own family and the community as a whole (Cohn, 1975), the same applies to nutrition. There is need for the government, parents and other development partners to make sure that all the school going age children are enrolled in schools regardless of their economic, social, cultural and backgrounds. This initiative will improve school enrolment and retention leading to higher literacy level in the country.

1.11 Conceptual Framework

It is assumed that the motivators will yield positive results while the de-motivators yield negative results.

Conceptual Framework

Motivators



Source: modified from Orodho (2005)

Motivation is the major force behind human performance. This conceptual framework conceptualizes that, if the (independent variable) school feeding program is supplied in plenty and optimally used access and retention (dependent variable) will be increased. On the contrary, the de-motivators will lead to low access and retention. To be motivated to enroll and complete the primary education cycle, the de-motivating factors on path B should be overcome and the motivating factors on path A should be enforced. It looks very apparent that lack of food in schools will hinder both access and retention. On the other hand, supply of meals to schools will motivate pupils to enroll and complete the education cycle, putting other factors constant.

1.12 Operational Definition of Central Terms

Access: The right to and opportunities available for the pupils to enter and complete their primary education.

Basic education: This encompasses both primary and lower secondary education.

Nomadic: This is a way of life of a group of people who tend to move from place to place frequently looking for pasture and water for their animals.

Retention: The ability of pupils being able to remain and progress in school until they complete their primary education cycle

School Feeding Program: Refers to meals provided in schools for the benefit of the poor and needy children.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature relevant to the topic. It was divided into the following sections: school feeding program: global perspective, school meals in Kenya, UPE in Kenya, socio-cultural background, socio-economic background, school environment and school and nutrition.

2.2 School feeding program: Global perspective

The introduction of school feeding program can be traced back to the mid nineteenth century (19th century) when the Paris guards in France established a fund for providing needy children with the school lunches. Most of the early feeding activities were privately financed, for example, in Japan in 1889, a Buddhist priest initiated it with food as alms and later a nationally funded project was started.

In the Netherlands, in 1900 the local government was authorized to make meals available to schools for youngsters who were unable to attend school regularly due to lack of food (Kimani, 1985).

In the U.S. SFP was started in 1946 under the national school lunch Act (Kanno 1981). International organization such as UNICEF, WFP and FAO have been involved in the SFP showing that school feeding program is a major concern world wide (Kiman, 1985). In the 1990s in the Ethiopian regions of Amhara and Tigray the government started to distribute food to pupils with the help of WFP. This increased enrolment by 50 percent between 1994 and 1995. It has been noted that in many developing countries, SFPs have led to an increase in the number of those enrolled in school (Ngome, 2002). It is therefore vital that SFP be provided in school so as to retain and enroll schools.

2.3 School meals in Kenya

In Kenya school meals were first introduced by a private organization called the National School Feeding Council in 1966. The aim of the council was to provide a supplementary mid – day meal to the school children for some fee. The program was started after a survey was carried out on nutritional status of children by the ministry of Education sponsored by the World Health Organization (WHO) in 1964 (Kimani, 1985).

At the beginning the National Feeding Council was supported by the ministries of Education, health, culture and social services , NGO NCCCK, catholic secretariat and the Maendeleo ya Wanawake. From the time the program was started there was a significant increase in terms of number of schools and the number of children on the program.

The national Development Plan for 1974 – 1978 noted that, SFP be recognized as an efficient network to distribute food to pre – schools and school age children (Kimani, 1985). The introduction of school milk in 1979, increased access to schooling, however the program was short-lived due to the economic situation in the country.

In response to food insecurity in the ASAL districts, the government of Kenya and WFP launched a five – year SFP plan in 1980 under project 2002 which was continued as project 2002 / EXP 1 for a further three years. The objectives of the project were to increase enrolment, retention level of performance and improve performance (MOE 2002)

The interim evaluation summary Report 1 of project Kenya 2002 EXP 1 indicated that enrolment had increased in the schools with SFP (Mugiri, 1995). As a result of this report the SFP was recommended by UNESCO as a model to be followed by poor countries as the road to the goal of education for all (EFA). Currently, SFP targets primary schools in ASAL regions.

2.4 UPE in Kenya

Immediately after gaining independence the government of Kenya had prioritized the fight against ignorance and promoting economic growth. The Ominde commission report of 1965, noted the major setbacks in development as ignorance, poverty and disease, hence set a policy and pace for fighting them (Ominde, 1965). Since then, the education sector had reviews through state funded commission and working parties. These reviews indicate the extent to which the government and development partners have gone in search of policy framework and strategies to make education serve the nation and meet the country's developmental needs. They also depict the government commitment to internationally established frameworks and perspectives for development of education (Abagi, 1997).

The Amman mid – decade review of education for all (1996) reaffirmed the commitment to the resolutions reached at Jomtien in 1990. It was observed that the provision of basic education, especially to girls has remained elusive in many less industrialized countries. This is particularly so in Africa where ethnic tensions and conflicts have displaced many households thus denying children opportunities of going to school.

The UNESCO convention (1990) stipulates that, States must undertake to formulate, develop and apply a national policy which will tend to promote equality of opportunity and treatment and in particular, to make primary education free and compulsory.

One of the major issues of the 20th century has been the relentless struggle by international communities to persuade countries to observe human right and the provision of basic education. In view of the above commitments from the international communities the Kenyan government has recently undertake two important moves meant to foster universal primary education (UPE). First in 2001, it passed the children Act, which acknowledged basic education as an inalienable human right and made it enforceable legally, secondly in 2003, it made the all important decision to offer free primary education (FPE), (Kenyatta University, 2006).

2.5 Socio-cultural Background

Education is seen to interfere with the Quranic education system, the nature of parenthood and Islamic ethical and religious systems (Juma, 1994). There is a conflict between timing for the learning of the Quran which is supposed to be from 6 – 11 years and primary enrolment age of 6 – 14 years. Parents see modern education as a tool for spreading Christianity among Muslim communities. Therefore most of the Somali community would prefer their children to finish learning the Quran before they can be enrolled in a school.

Another issue that impacts negatively on the child's schooling is the parent's lifestyle : chewing and selling of miraa by parents. School children form dens in between home and school leading to absenteeism and poor performance hence could be a cause of high drop out from primary school. Miraa chewing creates dissatisfaction in the home and in some cases leads to divorce hence providing for the wrong environment for learning. Children from such homes will not concentrate on their studies due to exhaustion from performing domestic chores.

This leads to poor performance in school and lack of interest thus dropping out of school. Parents' level of education has a positive and significant impact on the probability of enrolment. The level of mother's formal education exerts strong influence on enrolment in school, (World Bank 1999). There is high adult illiteracy rate and ignorance. Majority of the nomadic communities have limited awareness on the importance and value of formal education and the existing opportunities. It follows that they do not demand formal education for their children because their level of education correlates with demand for education for their children.

In addition, they are also ignorant of the benefits that accrue from investing in formal education with the Muslims, attachment to their religious practices like mixing girls and boys in one class in the upper primary classes or big boys being addressed by female teachers or big girls not wearing 'buibui' and girls playing some type of games leads to high dropout rate.

2.6 Socio – economic Background

Educational experience and outlook of parents is transmitted to their offspring (Juma, 1994). Educated parents enroll their children in school encourage them to study by availing relevant books and ensure completion of their education (Tyler, 1977).

Girls are expected to contribute to child – care and other household chores at as much earlier age than boys. Researchers have noted that girls are taken away from school to help in the home, nurse babies, clean the house fetch firewood and water, cook food and milk cows (Tan, 1985, Juma 1994). Maleche (1972) argues that heavy household duties, long distances Background)

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Parents, particularly favour boys' education because they depend on their adult sons for old age insurance. Investment in sons' education is seen as security in old age (Psachoropoulos and Woodhall, 1985). They also rely on their daughters labour before marriage.

In Wajir livestock keeping is the major economic activity and this could be a reason for the low access and retention rates in primary education in Wajir district. It is clearly

stated in the Northern Frontier Provinces' annual reports of 1931 – 1933 that livestock means everything to the pastoralist people and that all else is subsidiary to it. The overdependence on livestock and the nomadic lifestyle overburdens children whose labour is of paramount importance for such tasks as herding the stock, taking the animals to the watering points among other things.

Child labour is a predominant factor which hinders primary school environment especially in poor families (UNICEF, 1989). Children's labour is often critical to the income or survival of the household of poor families in Wajir district. Odada and Odhiambo (1989, p 7) states that; ... many parents who have limited response only choose to invest in boys or have the children stay at home to provide the needed labour or sell things from road side stalls". This contravenes the children's rights as stated that; every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with the Childs education" (Children's Bill, 2001, p 153).

2.7 School Environment

The pastoralist communities of Kenya who are preoccupied with the search for pasture and water for livestock need a conducive school environment. According to UNICEF study carried out in six focus districts (Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu) in 1998, the proximity and access to primary school is predetermining factor to enrolment and retention. In ASAL areas, distance between schools and homes is far and the educational delivery systems are often in compatible with the life – style of the nomadic people.

Distance between the school and home affects girls more than boys because parents are afraid of letting their daughters walk alone and she may be kept out of school unless there is someone, preferably an older brother to accompany her to school. In Ghana and Egypt studies have found that long distance to primary school deters girls' enrolment but not boys (Hertz, 1991).

The school curriculum also overloads the children due to the many subjects. This is even worse for the girls who have a lot of household chores to the extent that they can not finish their homework. This is followed by punishment from the teacher, which makes girls develop negative attitude towards school and eventually dropout of school.

Poor supervision and indiscipline in schools has pushed many pupils to engage in frustrating activities such as smoking, drinking of chang'aa, chewing of miraa among others. It was observed that teachers pass time in the staffroom chatting, gossiping or simply wasting time while classes remained untaught and the syllabus remained uncovered, (UNICEF, 1998). The low performance of student eventually means that the education does not fetch enough benefits as an investment. Parents get demoralized and see education as a waste of time and resources that could be invested elsewhere.

2.8 School and Nutrition

Nutrition plays a major role in the overall development and well being of a person. Good nutrition in the early years of life is quite important since it is the time for rapid development. If a child is inadequately fed, his nutritional status and consequently his cognitive ability may be affected (Marjores, 1953).

Before the National School Feeding Council was launched in 1966, the council carried out a survey which revealed that there were cases of children suffering from or suspected of Kwashiorkor. It was also realized that many children came to school without breakfast and some had no lunch. As a result many children had inadequate food to meet their daily requirements. Besides, it was reasonable impractical to expect children who had no breakfast or lunch to learn effectively until late in the afternoon. Thus, the afternoon lessons were more of a waste of time since the children were hungry and tired after walking long distances to school. Such children therefore, could not reap the full fruits of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the design of the study, the locale, target population, sampling techniques and sample size, research instruments, pilot study, reliability, validity, data collection techniques and data analysis.

3.2 Research design

The study used survey design. Orodho (2009) notes that survey is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. Descriptive studies of survey nature can be used not only for the purpose of description but also for the determination of relationships between variables at the time of study (Babbie, 1973).

Survey design sought to uncover the nature of the factors involved in a given situation, the degree in which they existed and the relationship between them (Lovell and Lawson, 1970). Survey research is particularly suitable in dealing with the incidence, distribution and relationships of educational, psychological and sociological variables (Wiersma, 1986). It was also used to determine the reasons or causes for the current status under study (Mugenda and Mugenda, 1999).

This design fits the study of this nature since the researcher will look at the effect of the independent variable (SFP) on the dependent variables (access and retention). The data collected also determined the causes, relationship associations and their meanings. The study will investigate how the independent variable either, affects or enhances the dependent variables. This study was therefore gather information from the district education officer, district school feeding program officer, the head teachers, the teachers and the learners on the effect of school feeding program (SFP) on access and retention.

3.3 The Locale` of the Study

The study was conducted in central division of Wajir district, North Eastern province. The district is strategically position in the whole of Northern frontier region. The researcher had purposely selected this division because majority of the beneficiaries of the SFP hail from the division. The managers of the program – the district education officer and the district SFP officer were also stationed in the division. No study of this nature had ever been done in this division and therefore it was necessary for a research like the present one to be carried out to determine the effect of SFP on enhancing access and retention.

3.4 Target Population

Wajir district had a primary school enrolment of 29, 435 of which 19, 365 are boys and 10,070 are girls (MOE statistics, 2006).The Central Division of Wajir District had 26 primary schools. It follows that there were 26 head teachers. The target population was 10,452 pupils of which 3,996 are girls and 6,456 are boys. There were 265 teachers.

The study also targeted the District Education Officer and District School Feeding Program officer who are stationed in the division.

3.5 Sampling Techniques

The division had twenty six public primary schools (26). Simple random sampling procedure was used to select 10 schools (38.5%) out of 26 primary schools. All the head teachers, teachers and pupils in the sampled schools were eligible for the study. The District Education Officer and District School Feeding Program Officer were in the sampled study. The study used simple random sampling for the teacher and pupils.

3.5.1 Sample Size

The study comprised of the following groups of respondents

Table 3.1: Sample size

Respondents	Sample size
District Education Officers	1
District SFP Officer	1
Head teachers	10
Teachers	30
Pupils	320
Total	362

The total sample size for the selected study constituted three hundred and sixty two respondents (362).

3.6 Research Instruments

According to Orodho (2008, p 39), the most commonly used instruments in education and social science research were questionnaires, interviews schedules and observation forms. Occasionally standardized tests are used.

Mwiria and Wamatine, (1995) stated that focus group discussions is also useful because it is best suited for obtaining data on group attitudes and perceptions in order to bring to the fore the problems they encounter and suggest possible solutions.

The study used the following tools to carry out the study: questionnaire, interview schedule and focus group discussion. The questionnaires were administered to the head teacher and teachers. The interview schedule was for the district education officer and the district school feeding program coordinators and the focus group discussion was administered to the pupils/learners.

3.6.1 Questionnaires

According to Orodho (2005, p 160) open – ended questions were easy to construct mainly because the researcher did not have to labour to come up with appropriate response category. He continued to say open – ended questions could stimulate respondents to think about their feelings or motivates and to express what they considered to be the best assessment of the situation or problem being investigated. Closed – ended questions on the other hand were easier to analyze and were economical to use in terms of time and money.

The researcher therefore made use of open – ended and closed – ended items in the study and were administered to ten (10) head teachers and thirty (30) teachers of the sampled schools.

3.6.2 Interview Schedule or Guide

An interview schedule is a set of questions that an interviewer asks when interviewing respondents. An interview schedule makes it possible to obtain the data required to meet the specific objectives of the study (Orodho, 2009, p 171). It is an effective method when researcher understands the perceptions of the participants or learns the meaning they attach to certain phenomenon or events (Berg, 1999).

Interview has also been preferred as a device for data collection because it is a social encounter and the respondents are more willing to respond in a socially acceptable and desirable way (Wiersma, 1985) and are more willing to talk than write (Best and Khan 1993). This was responded to by the District Education Officer and the District School Feeding Program Officer.

3.6.3 Focus Group Discussion

This was selected because it could produce a lot of information quickly, often more quickly and at less cost than individual interview (Orodho, 2009). It was also appropriate for soliciting information in the shortest time possible (Mikkelson, 1995). The discussion

was guided and the researcher moderated the discussion. This focus group discussion involved three hundred and twenty (320) primary school pupils.

3.7 Piloting

The research instruments were pre – tested in two schools in the targeted population but different from the sample size selected. As Orodho (2009) notes this established whether: the questions were measuring what they were supposed to, the wordings were clear, the respondent interpretation of questions were the same, the questions were provocative and there was researcher bias. This enabled the research refine the instruments and enhance validity and reliability.

3.7.1 Validity

According to Orodho (2009) validity is the degree to which a test measures what it purports to be measuring. On the other hand Mugenda and Mugenda (1999) affirm that validity is the degree to which result obtained from analysis of data actually represents the phenomenon under study. To enhance the validity of the instruments a pilot study was conducted in order to assess the clarity of the items administered so that the instruments found to be inadequate could either modified or disregarded completely; with an aim of improving the quality of the instruments and its validity.

3.7.2 Reliability

Orodho (2009) defined reliability as the consistency of an instrument in producing a reliable result. Best et al (1993) on their part define reliability as the degree of consistency a given instrument demonstrated when it was used to measure a particular phenomenon. Reliability focused on the degree to which empirical indicators were consistent across two or more attempts to measure the theoretical concept.

In this study the researcher used the test – retest method to establish the reliability of the questionnaires. The developed questionnaires were administered to a few identical groups within the pilot study sample. Their responses were recorded and the same questionnaires were given after two weeks. The responses from the two tests were compared to establish

the extent to which the questionnaires are consistent. A reliability coefficient of about 0.7 was considered high enough to judge the instrument as reliable

3.8 Data Collection Techniques

The researcher sought authority to carry out the data collection from the concerned authorities. If granted permission to conduct the research, the researcher proceeded to the field to administer the research instruments. The researcher visited all the sampled areas and made prior arrangements with the respondents on the appropriate date to visit them for the administration of the tools. The researcher informed the respondents that, the instruments being administered were for research purpose only and the responses from the respondents would be kept secret and confidential. The researcher then administered the instruments starting with the district education officer, the district school feeding program officer and proceeded to the respective sampled schools and administered the instruments personally. He then collected the instruments after they had been responded to, verify and check the responses if there was anywhere he required clarification so that he could go back and clarify from the respondents.

3.9 Data Analysis

Analysis refers to the computation of measures along with searching for patterns of relationship that exists among data groups (Kothari; 2004). Data analysis in descriptive survey studies, therefore, involved a variety of descriptive and inferential statistics. The SPSS program for MS Windows was used to analyze questionnaires. The study used frequencies and percentages because they easily communicated the research findings to majority of the readers (Gay, 1992). Frequencies easily showed the number of times a response occurred or the number of subjects in a given category. Percentages were used to compare the sub-groups that differ in size and proportion.

The data from interviews and focus group discussions was carefully analysed through thematic analysis by paying attention to the main ideas, comments and concerns from the participants. The field notes were edited, coded and written based on content and then analysed deductively. Glense and Peshkin (1992, p133) stated that coding was a progressive process of sorting and data defining and sorting out those scraps of collected

data (i.e. observation notes, interview transcripts, memos, documents, and notes from relevant literature) that are applicable to the research purpose. Also it was clearly stated that: one could use deductive approach to collect data, that was through interviews and then analyse them deductively when putting the results of the whole study together(Kane, 1995, p247). Then the coded responses were entered into the SPSS program for analysis. Descriptive statistics were used to analyze data quantitatively. Then they were presented by use of frequencies, percentages and table.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study. The study findings are presented on effects of school feeding program on access and retention among school pupils in nomadic families in Kenya. The data was gathered exclusively using a questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study.

4.2 Demographic Factors

4.2.1 Response Rate

The study targeted 362 respondents in collecting data with regard to effects of school feeding program on access and retention among school pupils in nomadic families in Wajir District, Kenya. From the study, 350 out of the 362 sample respondents filled-in and returned the questionnaires making a response rate of 96%. This reasonable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires.

4.2.2 Gender Distribution of the Respondents

Gender of the respondents was important in this study. It was important to check if the gender of the pupils was in line with other studies carried out earlier.

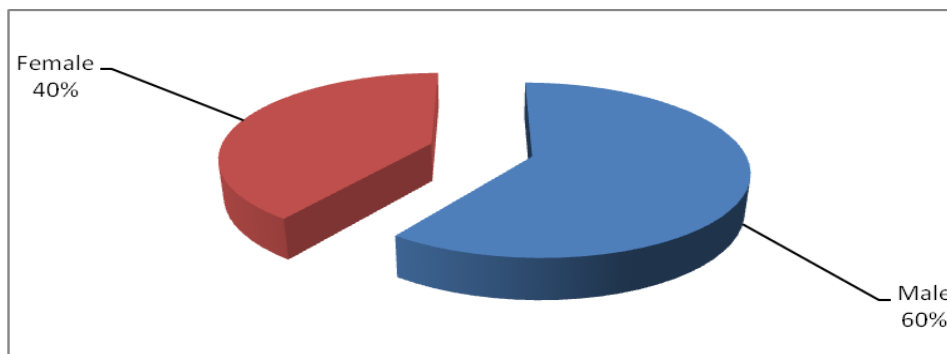


Figure 4.1: Gender of the teachers

The research sought to find out the gender of the teachers. According to the findings, majority (60%) of the teachers were male while 40% of the teachers were female. This implied that the findings were in line with other studies carried out before.

4.2.3 Age Brackets of the Respondents

The age of the teachers was seen to be important in this study in that the age of the teachers influenced the teachers view.

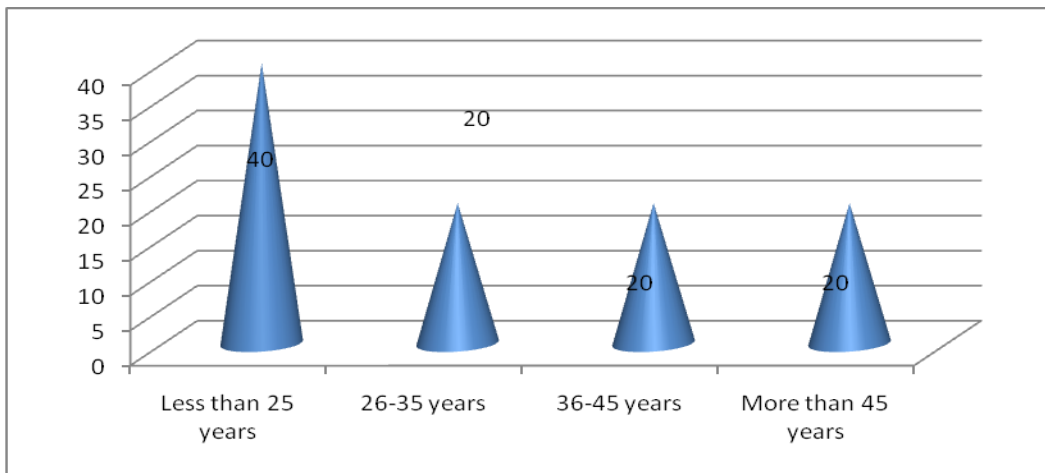


Figure 4.2: Age of the teachers

The research sought to find out the age of the teachers. According to the findings, 40% of the teachers were less than 25 years, 20% of the teachers were aged 26-35 years, 20% of the teachers were aged 36-45 years and 20% of the teachers were aged more than years.

4.2.4 Academic qualification of the respondents

Academic qualification of the teachers showed whether the teachers had qualifications to be able to handle the pupils. TSC employs teachers who are qualified.

Qualification	Frequency	Percentage (%)
Graduate	2	8
ATS 1-4	1	4
S1	0	0
P1	15	60
P2	3	12
P3	2	8
Untrained	2	8
Total	25	100

Table 4.2: Academic qualification of the respondents

The research sought to find out the qualification of the teachers. According to the findings, 60% of the teachers had P1, 12% of the teachers had P2, 8% of the teachers were graduates, 8% of the teachers had P3, 8% of the teachers were untrained and 4% of the teachers had ATS 1-4.

4.2.5 Ranks of the Respondents

All teachers are given ranks according to qualifications they have. TSC considers the qualification of teachers and period they have been teaching in public schools to give those ranks.

Grade	Frequency	Percentage (%)
ATS 1-4	5	20
P1	15	60
P2	5	20
Total	25	100

Table 4.3: Current grade of the teachers

Regarding the current grade of the teachers the research sought to find out. According to the findings, 60% of the teachers were in current grade of P1, 20% of the teachers were in current grade of P2 and 20% of the teachers were in current grade of ATS 1-4.

Qualification	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Graduate	18	5	7	2
ATS 1-4	88	25	35	10
S1	18	5	35	10
P1	140	40	70	20
P2	18	5	105	30
P3	35	10	63	18
Untrained	35	10	35	10
Total	350	100	350	100

Table 4.4: Qualification of the staffs

The research sought to find out the qualification of the staffs. According to the findings, 40% male staffs had P1, 30% of the female staffs had P2, 25% of the male staffs had ATS 1-4, 20% of the female staffs had P1, 18% of the female staffs had P 3, 10% of the male staffs had P3 and 10% of the male staffs were untrained. In addition, 10% of the female staffs had ATS 1-4, 10% of the female staffs had S1, 10% of the female staffs were untrained. This implied that the staffs had qualifications of teaching the pupils, both male and female.

4.2.6 Number of Years of Experience

Experience of the teachers is important in this study since the more the teachers' experience the more the teacher was able to give the required relevant information.

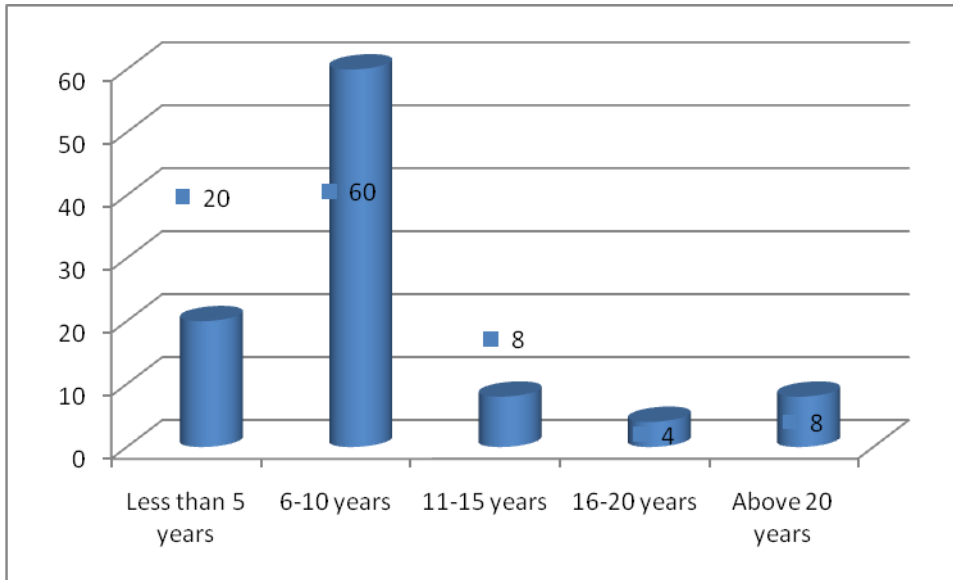


Figure 4.3: Number of years that the teacher had been in teaching profession

Concerning the number of years that the teacher had been in teaching profession the research sought to find out. According to the findings, majority (60%) of the teachers had been in teaching profession for 6-10 years, 20% of the teachers had been in teaching profession for less than 5 years, 8% of the teachers had been in teaching profession for 11-15 years, 8% of the teachers had been in teaching profession for over 20 years and 4% of the teachers had been in teaching profession for 16-20 years.

4.3 Enrolment Tread

The research sought to find out the enrolment of pupils in different classes. Pupils' enrolment in Wajir District was influenced by the school feeding program.

Class	Boys	Girls
Std 2	40	20
Std 3	40	30
Std 7	2	0
Std 8	2	0

Table 4.5: The enrolment in the Various classes

According to the study, 40 boys enrolled in class 2, 40 boys enrolled in class 3, 30 girls enrolled in class 3, 20 girls enrolled in class 2, 2 boys enrolled in class 7, 2 boys enrolled in class 8 and no girl enrolled in class 7 and 8.

On the same note, majority of the head teachers indicated that on average 100 girls had enrolled in the schools, while on average 350 boys had enrolled in the schools.

CLASS	MALE		FEMALE		Total
	Frequency	Percentage (%)	Frequency	Percentage (%)	
1	33	40.7	48	59.3	81
2	32	46.4	37	53.6	69
3	27	42.2	37	57.8	64
4	15	34.1	29	65.9	44
5	15	38.5	24	61.5	39
6	9	34.6	17	65.4	26
7	4	18.2	18	81.8	22
8	19	63.3	11	36.7	30
TOTAL	154	41.1	221	58.9	375

Table 4.6: Current Enrolment

The research sought to find out the current enrolment of pupils in the schools. According to the findings, total enrolment of the pupils was 375 pupils. The highest enrolment was for female which was 221 while that for girls was 154 boys. The pupils' enrolment decreased from class 1 to class 8.

Class	2005		2006		2007		2008		2009	
	B	G	B	G	B	G	B	G	B	G
Std 2	20	26	23	28	30	30	28	32	30	35
Std 3	15	24	18	26	20	30	23	32	25	35
Std 7	0	5	0	8	2	10	3	14	4	16
Std 8	7	2	8	5	10	7	13	8	15	10
TOTAL	42	57	49	67	62	77	67	86	74	96

Table 4.7: Tread of Enrolment from 2005 - 2009

The research sought to find out the Tread of Enrolment from 2005 - 2009. According to the findings, the enrolment had increased from 2005 to 2009 both for girls and boys. Girls' enrolment was higher than that of boys.

4.3.1 Number of Streams in the Schools

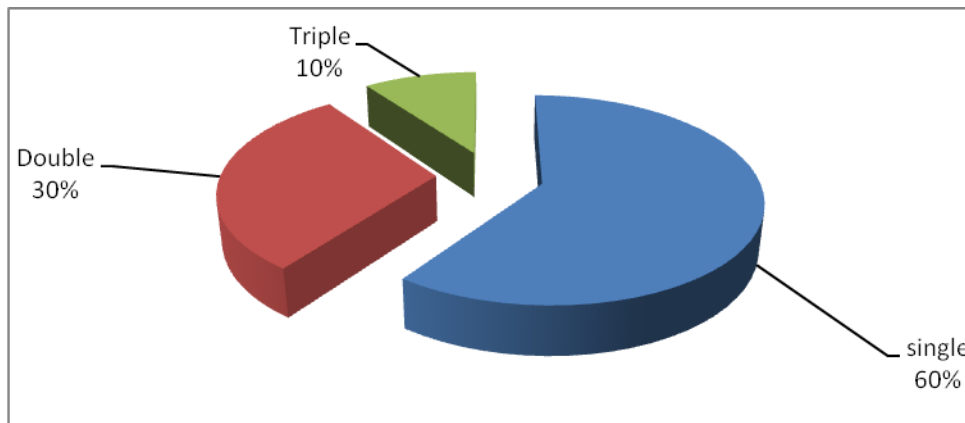


Figure 4.4: Streams that the head teachers' schools have

The research sought to find out the number of streams that the schools had. According to the findings majority (60%) of the head teachers' schools had single stream, 30% had double streams while 10% had triple streams.

4.3.2 Number of TSC staff that in the Schools

The study sought to find out the number of staffs in the schools. This question aimed to establish the percentage distribution of TSC staff in the schools.

No. of staff	Male		Female	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Less than 5	280	80	245	70
5-10 staff	35	10	70	20
11-15 staff	18	5	18	5
16-20 staff	18	5	17	4.9
	350	100	350	100

Table 4.8: Number of TSC staff that in the Schools

According to the study, 80% of the schools had less than 5 male staffs, 70% had less than 5 female staffs, 20% had 5-10 female staffs and 10% had 5-10 male staffs. In addition, 5% of the schools had 11-15 male staffs, 5% had 16-20 male staffs, 5% had 16-20 female staffs and 5% had 16-20 female staffs. This implies that there was understaffing in the schools.

4.4 The Ratio of Food Supplied and the Requirements of the Schools

The study sought to investigate the ratio of food supplied and the requirements of the schools from 2005 -2010

In terms of numbers, 57 schools are supplied with food. This was procedurally done through government contractors, transporters to be specific. In the district, there were 57 public schools: 7 secondary and 3 private schools. The supply channeled to schools was enough to sustain the targeted population. Each child was entitled to receiving a ratio of the commodity, numbers stipulated according to the World Food Program, namely: Cereals (rice and/or maize) supply of 150 grams, beans and/or peas supply of 40 grams, 5 grams of oil, 3 grams of salt and 40 grams of corn soya beans.

The rations were received in good time from the headquarters, enabling the facilitators to handle the exercise both in good time and efficiently. Although schools managed the program the DEO indicated that it was not to their full capacity. It was of importance to note that there was no open misappropriation of food in the school. If any, it was as a result of over or under scoping out of lack of proper machinery. In the process of supervising the food, problems of occasional lack of transport means and inadequate funds for food handling were a common occurrence. As the program co-coordinator, due to vastness of the district and lack of transport, getting reports on progress of the programs set in motion presented itself as a problem. Because of this, planning was delayed.

4.4.1 Pupils to Text Book Ratio

The research sought to find out the text book pupils' ratio. This was used to determine availability of resources in schools.

Ratio	Frequency	Percentage (%)
1:1 ratio	1	10
1:2 ratio	2	20
1:3 ratio	5	50
More than 1:3	2	20
Total	10	100

Table 4.9: The Text Book Pupils' Ratio

According to the findings, half (50%) of the respondents indicated that the text book pupils' ratio was 1:3, 20% of the respondents indicated that the text book pupils' ratio was 1:2, of the respondents indicated that the text book pupils' ratio was more than 1:3 and 10% of the respondents indicated that the text book pupils' ratio was 1:1. This implies that textbooks were not enough for the pupils.

4.4.2 School going Age Children who are Not Enrolled in Schools

The research sought to find out whether there were school going age children within the village who were not enrolled in school.

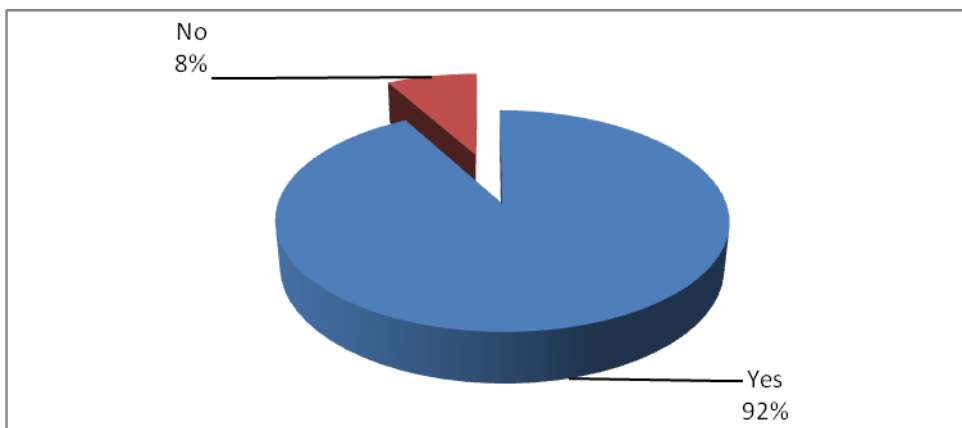


Figure 4.5: Head Teachers Response on Whether there were school going age children within the village who were not enrolled in school

According to the findings, majority (92%) of the head teachers indicated that there were school going age children within the village who were not enrolled in school while 8% of the respondents indicated that there were no school going age children within the village who were not enrolled in school.

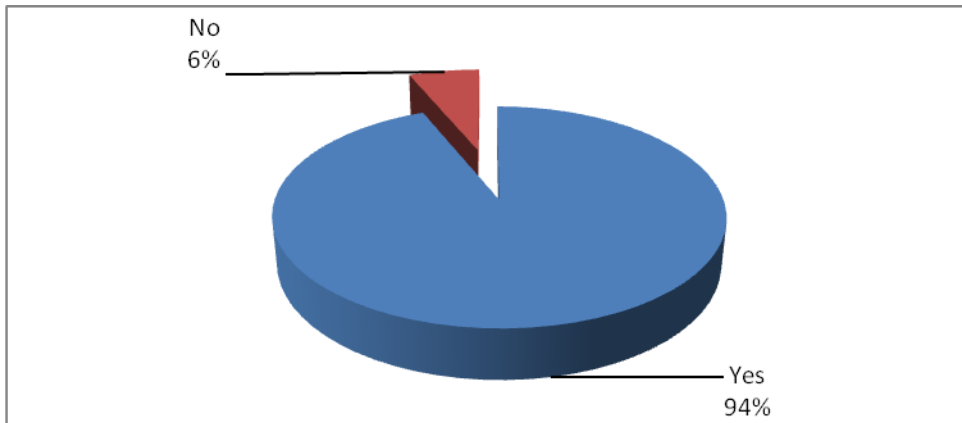


Figure 4.6: Pupils Response on the children of school going age who were not enrolled in school

According to the study, majority (94%) of the pupils indicated that there were children of school going age who were not enrolled in school while 6% of the pupils indicated that there were no children of school going age who were not enrolled in school.

4.4.3 Reason for Children of School Going Age being not enrolled in School

The research sought to establish the reasons for children of school going age being not enrolled in school.

Reasons	Frequency	Percentage (%)
Parents are ignorant	220	68.8
They are disabled or orphans	10	3.1
They look after the animals	90	28.1
Total	320	100.0

Table 4.10: Pupils Responses on Reason why there were children of school going age who were not enrolled in school

Concerning the reasons why there were children of school going age that were not enrolled in school the study sought to find out. According to the findings, majority (68.8%) of the pupils indicated that reason why there were children of school going age who were not enrolled in school was that parents were ignorant, 28.1% of the pupils indicated that reason why there were children of school going age who were not enrolled in school was that they looked after the animals and 3.1% of the pupils indicated that

reason why there were children of school going age who were not enrolled in school was that they were disabled or orphans.

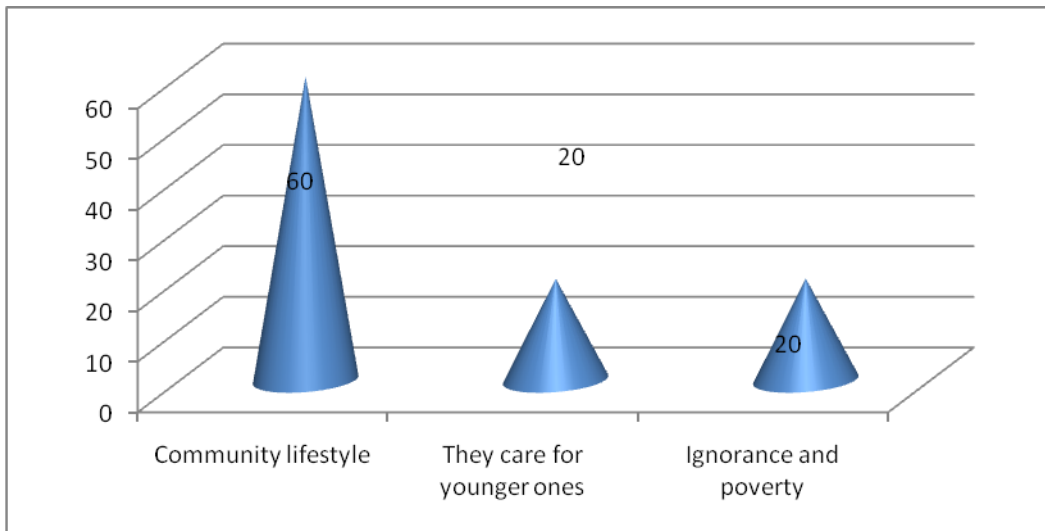


Figure 4.7: The reasons that kept the pupils out of school

The research sought to find out the reasons that kept the pupils out of school. According to the findings, majority (60%) of the teachers indicated that the reason that kept the pupils out of school was community lifestyle, 20% of the respondents indicated that the reason that kept the pupils out of school was to care for the younger ones at home and 20% of the respondents indicated that the reason that kept the pupils out of school was ignorance and poverty.

4.4.4 Non-Enrolment Rates among Boys and Girls

The research sought to find out the groups that had the highest numbers that were out of school.

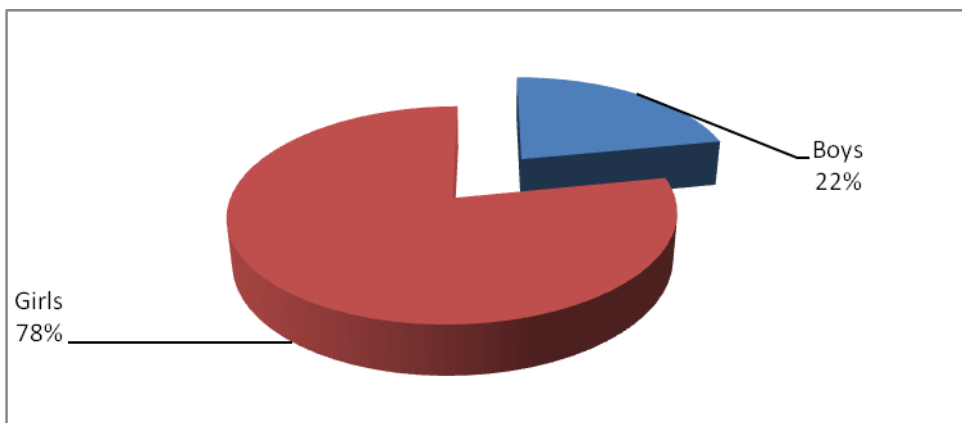


Figure 4.8: Pupils' Responses on Rates of Non-Enrollment Among boys and girls

Majority (78%) of the pupils indicated that the group with the highest numbers that were out of school was girls while 22% of the pupils indicated that the group with the highest numbers that were out of school was boys.

Sex	Frequency	Percentage (%)
Boys	5	20
Girls	20	80
Total	25	100

Table 4.11: Percentage of boys and girls who were not enrolled

On the same, the research sought to find out head teachers responses on the percentage of boys and girls who were not enrolled. According to the findings, 80% of the girls were not enrolled in school while 20% of the boys were not enrolled.

4.4.5 Poverty Index of the Community around the School

The research sought to find out the poverty index of the community around the school.

poverty index	Frequency	Percentage (%)
Very poor	5	20
Poor	13	52
Fair	5	20
Good	2	8
Total	25	100

Table 4.12: The poverty index of the community around the school

According to the findings, 52% of the teachers indicated that the poverty index of the community around the school was poor, 20% of the teachers indicated that the poverty index of the community around the school was very poor, 20% of the teachers indicated that the poverty index of the community around the school was fair and 8% of the teachers indicated that the poverty index of the community around the school was good.

4.4.6 Availability of Meals in the Schools Throughout the Term

The research sought to find out if there was school meal available throughout the term.

Response	Frequency	Percentage (%)
Yes	15	60
No	10	40
Total	25	100

Table 4.13: Whether there was school meal available throughout the term

According to the findings 60% of the teachers indicated that there was school meal available throughout the term while 40% of the teachers indicated that there was no school meal available throughout the term.

4.4.7 Increased Enrollment in the Schools

The study sought to find out if the school meals helped to increase enrolment in the schools. This was by checking the percentage increase.

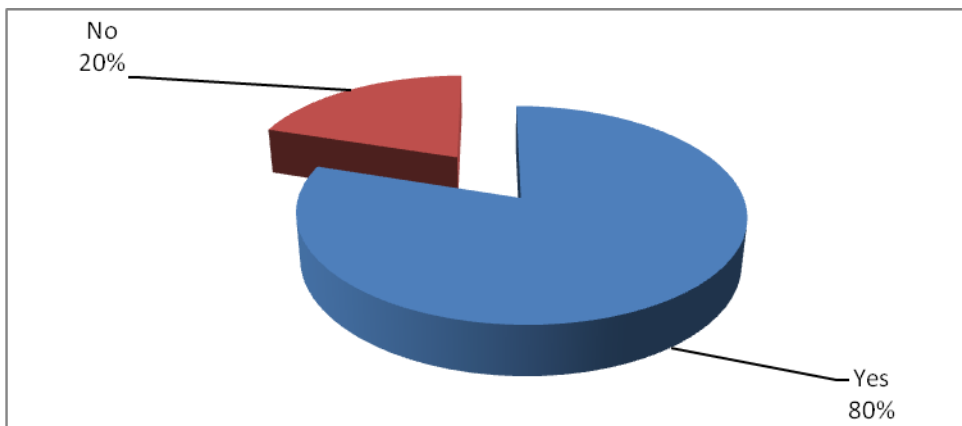


Figure 4.9: Whether the school meals helped to increase enrolment

According to the findings, majority (80%) of the teachers indicated that the school meals helped to increase enrolment while 20% of the teachers indicated that the school meals did not help to increase enrolment.

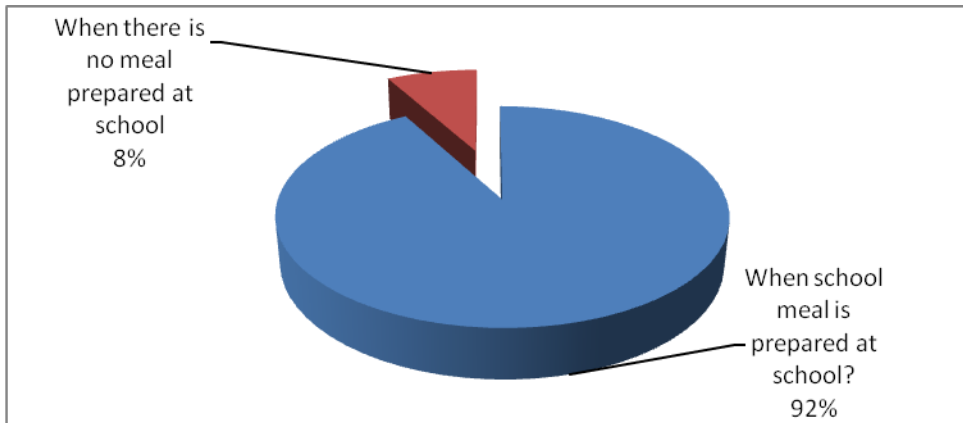


Figure 4.10: When the school enrolment was high

The research sought to find out when the school enrolment was high. According to the findings, majority (92%) of the head teachers indicated that the school enrolment was high when school meal was prepared at school while 8% of the teachers indicated that the school enrolment was high when there was no meal prepared at school.

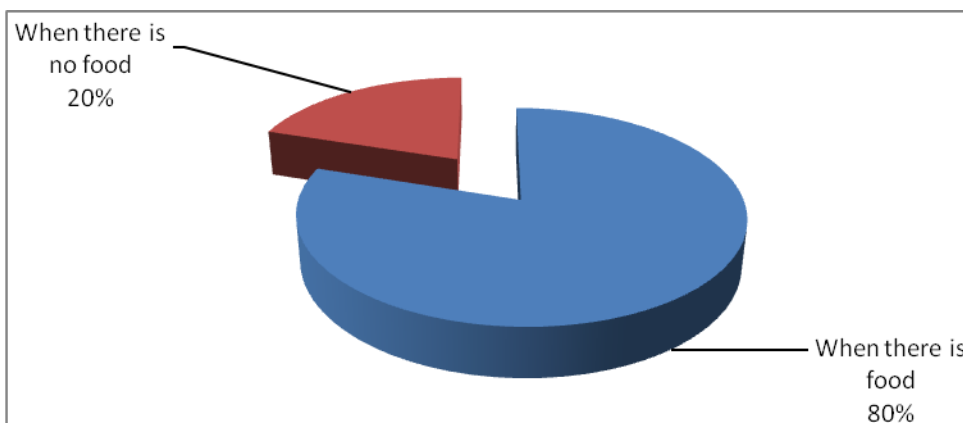


Figure 4.11: When the enrolment of pupils is high

The research sought to find out when the enrolment of pupils was high. According to the findings, majority (80%) of the teachers indicated that the enrolment was high when there was food while 20% of the respondents indicated that the enrolment was high when there was no food. This implies that SFP attracted more pupils to enroll to school.

4.5 Extent to which the Food Supplied is optimally used

The research required the respondents to indicate the extent to which the food supplied is optimally used.

4.5.1 Frequency that the schools receive SFP

The research sought to find out how often the school received SFP.

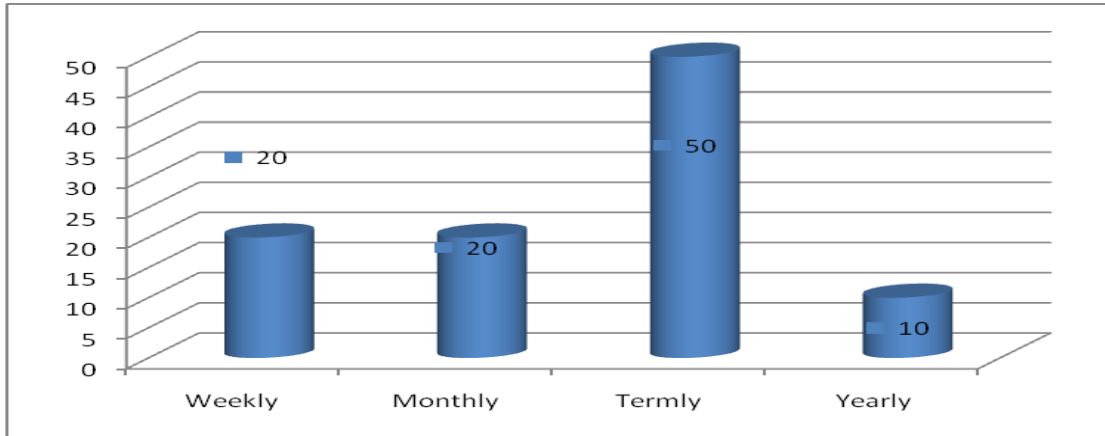


Figure 4.12: Frequency that the schools receive SFP

According to the findings, half (50%) of the respondents indicated that the school received SFP termly, 20% indicated that the schools received SFP weekly, 20% indicated that the schools received SFP monthly while 10% indicated that the schools received SFP yearly.

4.5.2 Amount of Food Served for all the Children

The research sought to find out whether the food served was enough for all the children.

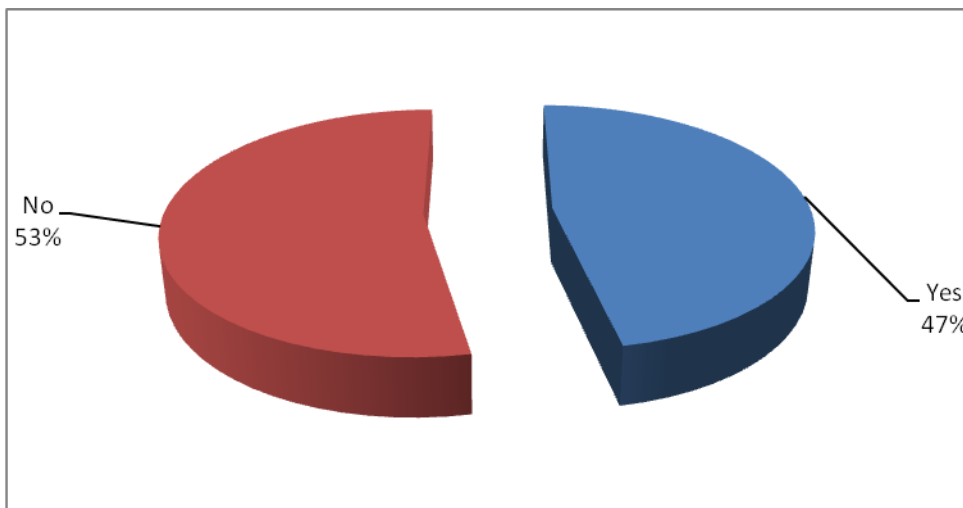


Figure 4.13: Whether the food served was enough for all the children

According to the findings, 53% of the pupils indicated that the food served was enough for all children while 47% indicated that the food served was not enough for all children.

4.5.3 Duration that the School Feeding Program Supplied Lasts

The research sought to find out if the school feeding program supplied last was for a whole term.

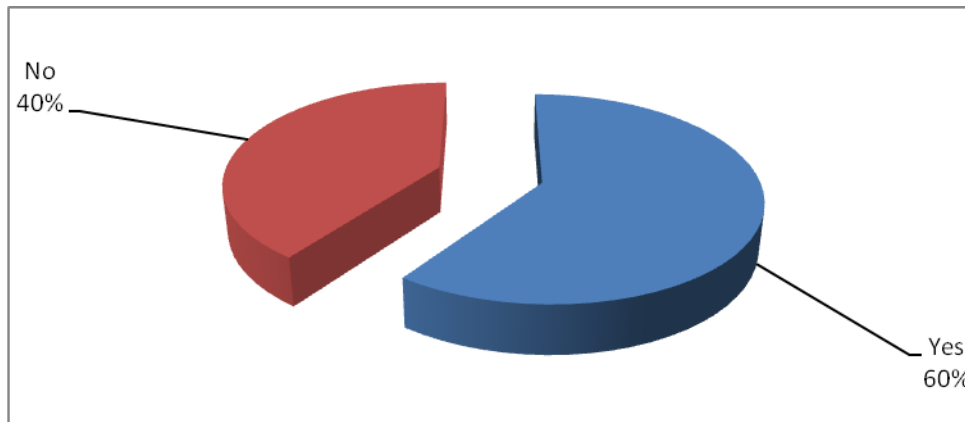


Figure 4.14: If the school feeding program supplied last was for a whole term

According to the findings, majority (60%) of the respondents indicated that the school feeding program supplied last was for a whole term while 40% of the respondents indicated that the school feeding program supplied last was not for a whole term.

4.5.4 Parents Way of enrolling their Children to School

The research sought to find out whether the parents enrolled their children voluntarily to school or were forced by the chiefs.

Type of enrollment	Frequency	Percentage (%)
voluntarily	15	60
Involuntarily	10	40
Total	25	100

Table 4.14: Whether the parents enrolled their children voluntarily to school or were forced by the chiefs

According to the findings, 60% of the teachers indicated that the parents enrolled their children voluntarily to school while 40% of the teachers indicated that the parents were forced by the chiefs to enroll their children.

4.5.5 Duties done by Pupils Who are Not Enrolled in Schools

The research sought to find out what the pupils would be doing if they were not enrolled in school.

Activity	Frequency	Percentage (%)
Assist parents to look after the animals	200	62.5
Assist parents to look after the young ones	120	37.5
Total	320	100.0

Table 4.15: What the pupils would be doing if they were not enrolled in school

According to the findings, 62.5% of the pupils would be assisting their parents to look after the animals if they were not enrolled in school and 37.5% of the pupils would be assisting parents to look after the young ones.

4.6 Relationship between School Feeding Program and Pupils' Access to Education

The study required the respondents to indicate the relationship between school feeding program and pupils' access to education.

4.6.1 Causes of Low Access in the Schools

The study sought to find out the possible causes of low access in the schools.

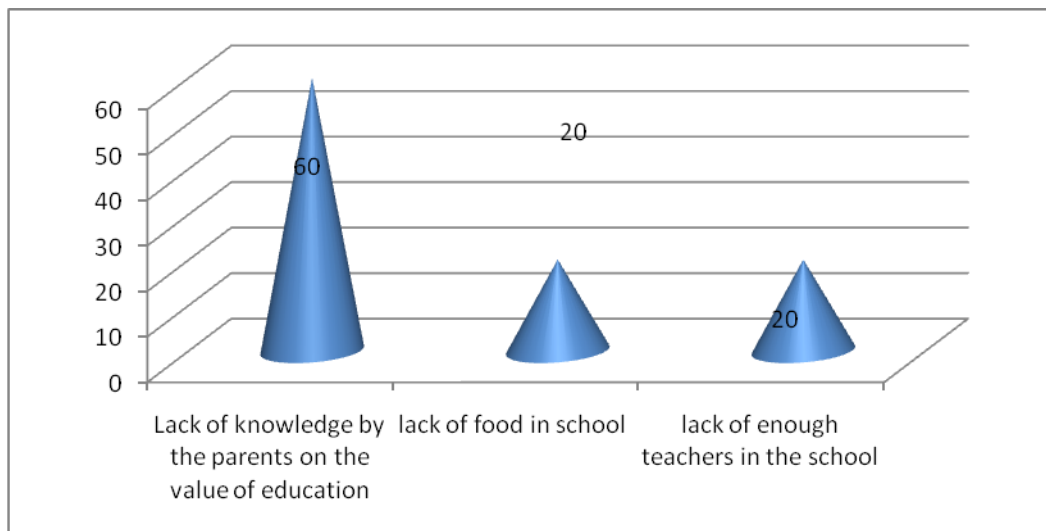


Figure 4.15: The possible cause of low access in the schools

Majority (60%) of the head teachers indicated that the main cause was lack of knowledge on the value of education, 20% indicated that the cause was lack of food in schools while 20% indicated that the cause was lack of enough teachers in the schools.

4.6.2 Effect of Distance from the School on Access and Retention of the Pupils

The study sought to find out if the distance from the school affected access and retention of the pupils.

Response	Frequency	Percentage (%)
Yes	6	60
No	4	40
Total	10	100

Table 4.16: Whether the distance from the school affect access and retention of the pupils

According to the findings, majority (60%) of the respondents indicated that the distance from the school affected access and retention of the pupils while 40% of the respondents indicated that it did not. This implies that the distance from the school affected access and retention of the pupils.

4.6.3 Approximate Distances that Pupils Walk to School

The study sought to find out the approximate distances that pupils walked to school.

Distance	Frequency	Percentage (%)
Less than a kilometer	2	20
2-5 kilometers	4	40
6-10 kilometer	2	20
More	1	10
Total	10	100

Table 4.17: The approximate distances that pupils walk to school

According to the findings, 40% of the teachers indicated that the pupils walked to school for 2-5 kilometers, 20% of the respondents indicated that the pupils walked to school for less than a kilometer, 20% of the respondents indicated that the pupils walked to school for 6-10 kilometers and 10% of the respondents indicated that the pupils walked to school

for more than 10 kilometers. This implies that the schools were far from where most pupils lived.

4.6.4 Pupil Attend School because of Food Provided or to Learn

The research sought to find out if the pupils came to school because of the food that was provided or they came to learn.

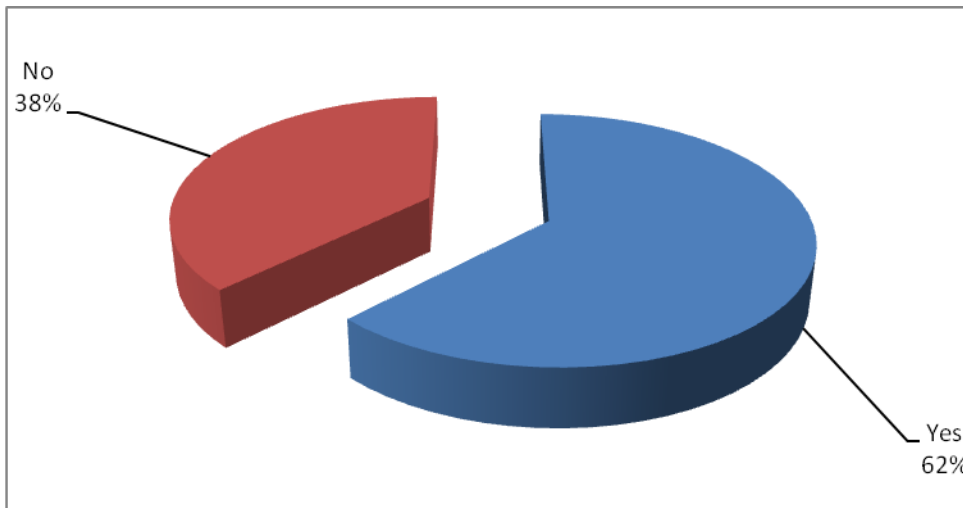


Figure 4.16: Pupils' Response on whether pupil came to school because of food provided or to learn

According to the findings, 62% of the pupils indicated that they came to school because of the food that was provided while 38% of the pupils indicated that they came to school to learn.

4.6.5 School Gets Any Support from Stake Holders

The research sought to find out if the school got any support from stake holders as concerns SFP.

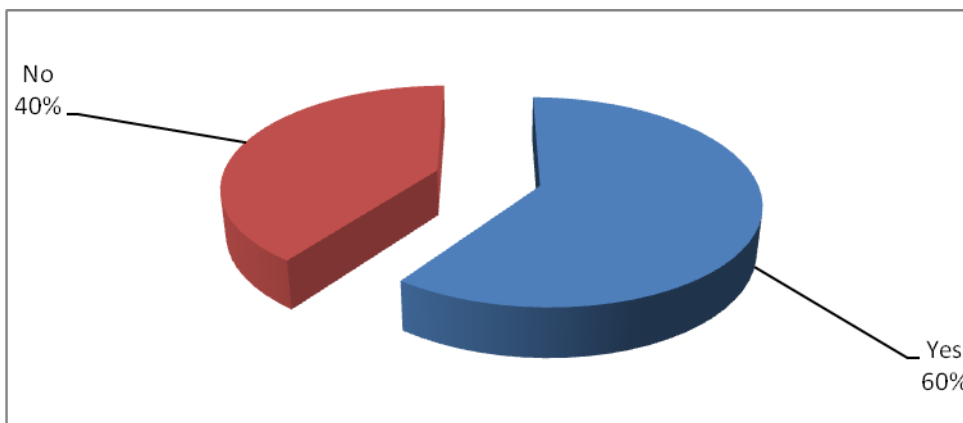


Figure 4.17: Whether the school gets any support from stake holders as concerns SFP

According to the findings, 60% of the schools got support from stake holders as concerns SFP while 40% of the schools did not get any support.

4.6.6 Kind of Support Given by the Stakeholders

The study sought to find out the kind of support given by the stakeholders.

Support	Frequency	Percentage (%)
Firewood	5	50
Labor	1	10
N/A	4	40
Total	10	100

Table 4.18: The Kind of Support Given by the Stakeholders

According to the findings, half (50%) of the respondents indicated that the kind of support given by the stakeholders was firewood, 40% of the respondents indicated that the question was not applicable while 10% of the respondents indicated that the kind of support given by the stakeholders was labor.

4.6.7 Absence of Support given by the Stakeholders

The study sought to find out why there was no support given by the stakeholders.

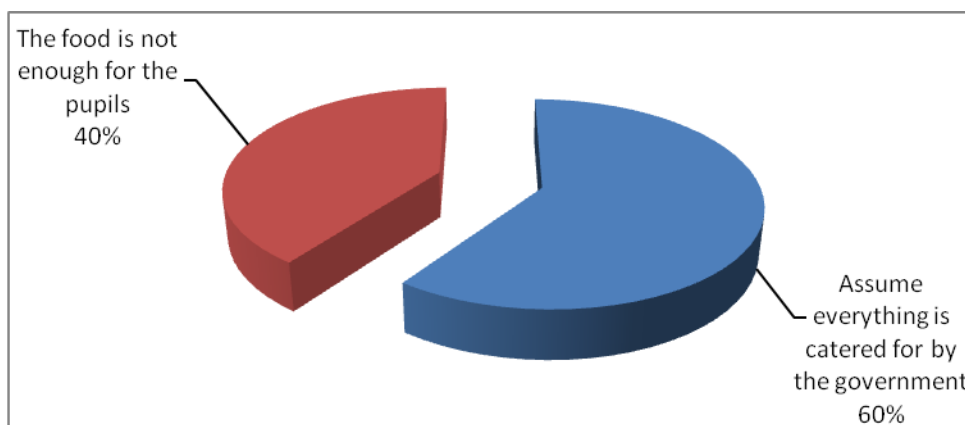


Figure 4.18: Why there was no support given by the stakeholders

According to the findings, 60% of the respondents indicated that the stakeholders assumed everything was catered for by the government while 40% of the respondents indicated that there was no enough food for the pupils.

4.6.8 Challenges that the Schools Faced Concerning SFP

The research study sought to find out the challenges that the school faced concerning SFP.

Challenges	Frequency	Percentage (%)
Lack of utensils	7	70
Congestion while serving	3	30
Total	10	100

Table 4.19: Challenges that the schools faced concerning SFP

According to the findings, majority (70%) of the respondents indicated that the main challenge was lack of utensils, 30% of the respondents indicated that the challenge was Congestion of pupils when serving.

Problems	Frequency	Percentage (%)
Disturbances from the community	15	60
Parents are ignorant	5	20
Delays of food	5	20
Total	25	100

Table 4.20: The problem of manning school feeding program at school level

The research sought to find out the problem of manning school feeding program at school level. According to the findings, 60% of the teachers indicated that the problem of manning school feeding program at school level was disturbances from the community, 20% of the teachers indicated that the problem of manning school feeding program at school level was parents being ignorant and 20% of the teachers indicated that the problem of manning school feeding program at school level was delays of food.

Problems	Frequency	Percentage (%)
Some end up missing	50	33.3
Some fight because of the food	100	66.7

Table 4.21: The problems that the pupils encountered when the food was being served

The research sought to find out the problems that the pupils encountered when the food was being served. According to the findings, 66.7% of the pupils indicated that the problem they encountered was that some pupils fought because of the food and 33.3% of the pupils indicated that the problem they encountered was that some pupils ended up missing food.

4.6.9 Parents' Level of Education

The research sought to find out the qualification of the pupils' parents.

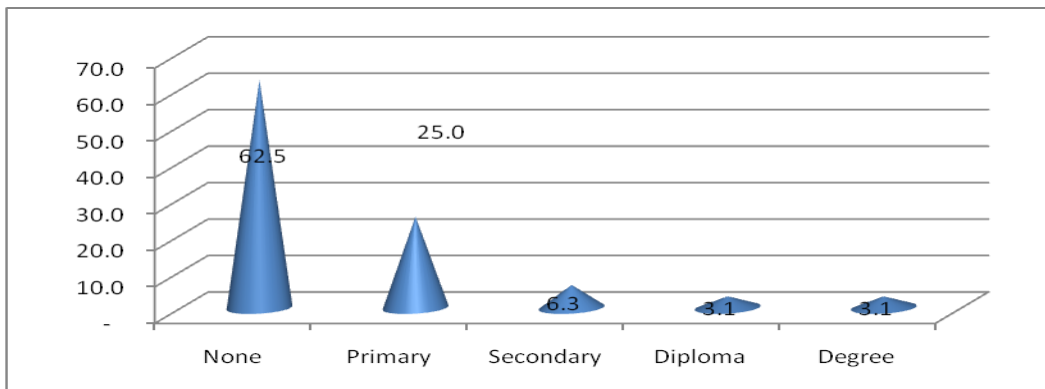


Figure 4.19: Parents' Level of Education

According to the findings, 62.5% of the pupils' parents were not educated, 25% of the pupils' parents were in primary, 6.3% of the pupils' parents were in secondary, 3.1% of the pupils' parents had Diploma, and 8% of the pupils' parents had Degree.

4.7 Intervention Measures to Enhance Access and Retention in Schools using SFP

The study required the respondents to indicate the intervention measures to enhance access and retention in schools using SFP.

4.7.1 Head Teachers Suggestions on Improvements to make SFP More Effective

The research sought to find out the improvements that the head teachers suggested making SFP more effective.

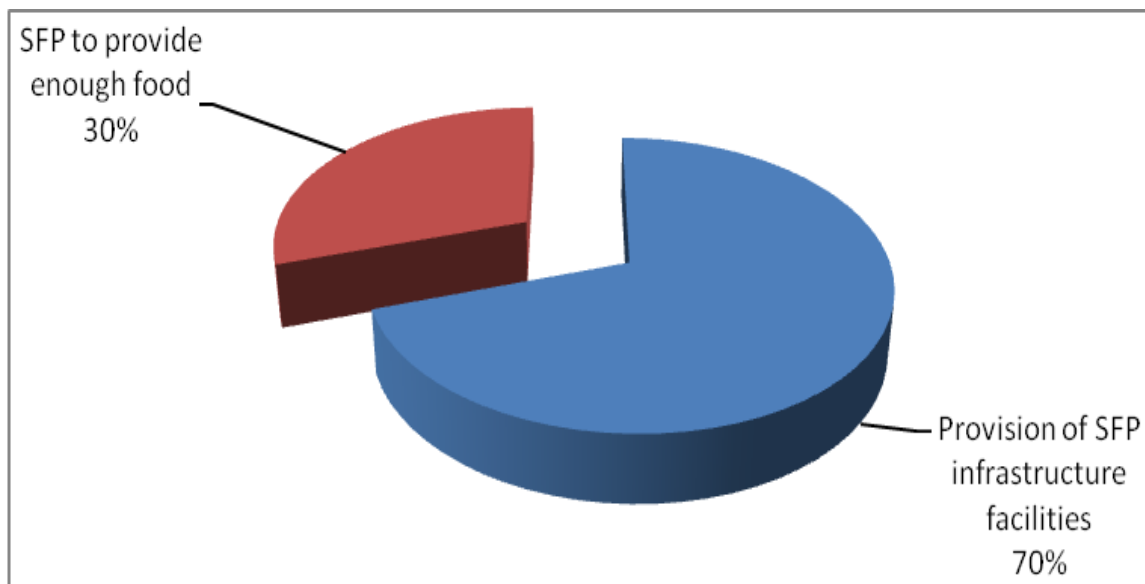


Figure 4.20: Improvements that the head teachers suggest to make SFP more effective

According to the findings, 70% of the head teachers suggested that SFP infrastructure facilities should be provided and 30% of the head teachers suggested that SFP should provide enough food.

4.7.2 Teachers Suggestions on How SFP Could be Improved

The research sought to find out how the SFP service could be improved.

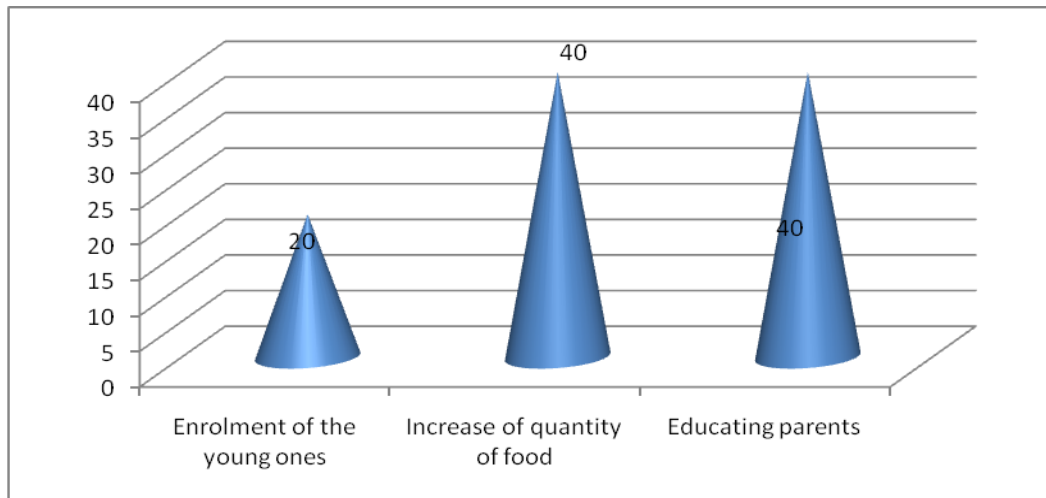


Figure 4.21: How the SFP service could be improved

According to the findings 40% of the teachers indicated that SFP service could be improved by increasing quantity food, 40% of the teachers indicated that SFP service could be improved by educating parents and 20% of the teachers indicated that SFP service could be improved by enrolling the young ones.

4.7.3 Pupils Opinions about School Feeding Program

The study sought to find out the opinion of the pupils about school feeding program.

Opinion	Frequency	Percentage (%)
good	250	78.1
Averagely good	70	21.9
Total	320	100.0

Table 4.22: The opinion about school feeding program

According to the findings, 78.1% of the pupils saw the school feeding program as good and 21.9% of the pupils saw the school feeding program as averagely good.

4.7.4 Pupils' Suggestions in Improving the Feeding Program

The research sought to find out what the pupils thought could be done to improve school feeding program at their school.

Activity	Frequency	Percentage (%)
Increase quantity	185	57.7
Put oil	135	42.3

Table 4.23: What the pupil thought could be done to improve school feeding program at their school

According to the findings 57.7% of the pupils thought that the school feeding program at their school could be improved by increasing the quantity and 42.3% of the pupils thought that the school feeding program at their school could be improved by adding oil to the food.

4.7.5 Continuation of the School Feeding Program

Regarding if the pupils would like school feeding program to be continued the research sought to find out.

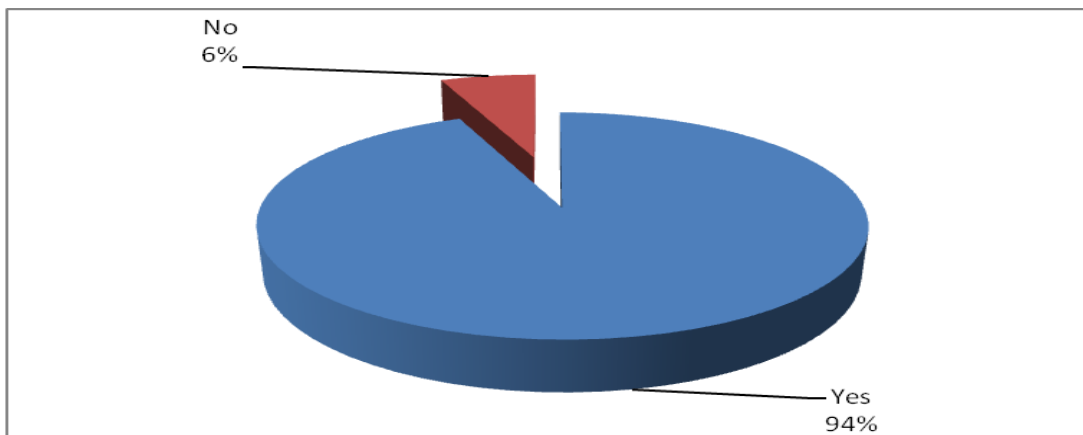


Figure 4.22: If the pupil would like school feeding program to be continued

According to the findings, majority (94%) of the pupils wanted the school feeding program to be continued while 6% of the pupils did not want the school feeding program to be continued.

4.7.6 Parents/Guardians Feelings about School Feeding Program

The research sought to find out how the pupils’ parents / guardians felt about school feeding program.

Feeling	Frequency	Percentage (%)
Want it to continue	192	60
Good but should be improved	128	40

Table 4.24: What the parents/guardians felt about school feeding program

According to the findings, 60% of the pupils indicated that their parents / guardians wanted the school feeding program to continue and 40% of the pupils indicated that their parents / guardians felt that school feeding program was good but it needed to be improved.

To overcome the various challenges facing the school feeding program, the respondents indicated that they would propose that the District Education Officer should avail transport at the end of every month to enable the officers get these reports (SFP 6) from schools. Secondly, the Ministry of Education was to allocate enough funds for handling the programs. The district also lacked silos, prompting the DEO to solicit for funds from the Community Development Fund or local Non-governmental Organizations.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to showing the effects of School Feeding Program on access and retention among primary school children in nomadic communities would be valuable in decreasing the high rate of academic wastage.

5.2 Summary of the Findings

The study aimed at showing showing the effects of School Feeding Program on access and retention among primary school children in nomadic communities would be valuable in decreasing the high rate of academic wastage. On the ratio of food supplied and the requirements of the schools from 2005 -2010, the study found that the supply channeled to schools was enough to sustain the targeted population. Each child was entitled to receiving a ratio of the commodity, numbers stipulated according to the World Food Program, namely: Cereals (rice and/or maize) supply of 150 grams, beans and/or peas supply of 40 grams, 5 grams of oil, 3 grams of salt and 40 grams of corn soya beans. Majority of the respondents indicated that schools got support from stake holders as concerns SFP.

On Extent to which the food supplied is optimally used, majority of the school received SFP per term, served enough food for all children and the school feeding program supplied last was for a whole term. In addition, the study found the school meals helped to increase enrolment and the enrolment was high when there was food. Majority of the respondents saw the school feeding program as good and they therefore wanted the school feeding program to be continued. The study found that 93.8% of the pupils indicated that their parents/guardians wanted the school feeding program to continue and that the enrolment was high when there was food.

On the relationship between school feeding program and pupils' access to education, the study found that the distance from the school affected access and retention of the pupils, the pupils walked to school for 2-5 kilometers, children came to school because of the food that was provided while 38% of the pupils indicated that they came to school to learn. The kind of support given by the stakeholders was firewood; the stakeholders assumed everything was catered for by the government. The main challenge was lack of utensils. The teachers indicated that the problem of manning school feeding program at school level was disturbances from the community and the problem they encountered was that some pupils fought because of the food.

Finally, on the intervention measures to enhance access and retention in schools using SFP, the study found that 70% of the head teachers suggested that SFP infrastructure facilities should be provided. The head teachers suggested that SFP infrastructure facilities should be provided, the teachers indicated that SFP service could be improved by increasing quantity food, the pupils thought that the school feeding program at their school could be improved by increasing the quantity, the pupils wanted the school feeding program to be continued and their parents / guardians wanted the school feeding program to continue. To overcome the various challenges facing the school feeding program, the respondents indicated that they would propose that the District Education Officer should avail transport at the end of every month to enable the officers get these reports (SFP 6) from schools. Secondly, the Ministry of Education should allocate enough funds for handling the programs. The district also lacked silos, prompting the DEO to solicit for funds from the Community Development Fund or local Non-governmental Organizations.

5.3 Conclusion

The study concludes that the main cause was lack of knowledge on the value of education, while others include lack of food in schools and lack of enough teachers in the schools. This affects the ratio of food supplied meet the requirements of the school.

On the extent to which the food supplied is optimally used, the study concludes that the school feeding program has been used optimally and therefore should continue. On that

note the study concludes that the stakeholders assume everything is catered for by the government.

The study concludes that there is a relationship between the school feeding Program with pupils' access to education in primary schools in ASAL areas. This is because the school feeding program enhanced the enrolment when there is food and that the school feeding program supplied last was for a whole term.

On the possible intervention measures to enhance access and retention in schools using SFP in ASAL primary school, the study concludes that SFP infrastructure facilities should be provided.

5.4 Recommendations

The study recommends that school feeding program be improved in various schools especially those in nomadic areas. National Feeding Council should be supported by the ministries of Education, health, culture and social services, NGO NCKK, catholic secretariat and the Maendeleo ya Wanawake. This will help to ensure that the food is enough and balanced.

Ratio of food supplied was enough for all the pupils in the school. This provision should continue to keep on improving the enrolment and retention rate. The food should be enough for each pupil and should be supplied before to ensure consistency.

The parent's lifestyle which also affects the enrolment of pupils in schools should be checked. The parents thus should be advised to improve their lifestyles by avoiding chewing and selling of miraa by parents.

Nutrition plays a major role in the overall development and well being of a person. Good nutrition in the early years of life is quite important since it is the time for rapid development. A better economic way to cater for the needs of the nomads should be introduced to decrease poverty. The government should thus teach the nomads of other economic ways for example farming and also improve the infrastructure in the area.

The pastoralist communities of Kenya who are preoccupied with the search for pasture and water for livestock need a conducive school environment. More boarding schools should be introduced built in the area to avoid disturbances of the pupils while they move from one place to another.

5.5 Recommendation for Further Studies

This study has reviewed the effects of school feeding program on access and retention among primary school children in nomadic communities would be valuable in decreasing the high rate of academic wastage.

The same study should be carried out in other areas to find out if the same results would be obtained. This study was carried out in Kenya thus should also be carried out all over the world especially in deserts and semi desert areas. Thus the research study should be carried out in other countries to find out if the same results will be obtained.

There are many challenges facing teachers in remote places in Kenya. A study should be carried to find out if the challenges teachers and pupils in these areas face. The same study should be carried out in secondary schools to find out the enrolment of the students.

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APPENDICES

APPENDIX A: QUESTIONNAIRES FOR HEADTEACHER

The purpose of this questionnaire is to carry out an investigation on the effect of school feeding program on enrolment. All your responses will be treated confidentially. The study is only for research purpose kindly respond to all items by either ticking the correct option or writing in the space provided.

Name of the school _____ Division _____ Zone _____

No. of pupils enrolled: Boys _____ Girls _____ Total _____

1. How many streams does the school have?

a) Single b) double c) triple d) more

2. What are the possible causes of low access in your school?

a) Lack of knowledge by the parents on the value of education. b) lack of food in school.
c) lack of enough teachers in the school. d) Others.

3. How many TSC staff does the school have?

Male _____ Female _____ Total _____

4. What are their qualifications?

Qualification	Male	Female	Total
Masters			
Graduate			
ATS 1-4			
S 1			
P 1			
P 2			
P 3			
Untrained			

5. How often does the school receive SFP?

- a) Weekly. b) Monthly. c) Termly. d) Yearly. e) None of the above.

6. Does the school feeding program supplied last for a whole term?

- a) Yes _____ b) No _____

7. Does distance from the school affect access and retention?

- a) Yes _____ b) No _____

8. What are the approximate distances that pupils walk to school?

- a) I am a boarder b) Less than a kilometer c) 2-5 kilometers d) 6-10 kilometer e) More

9. Does the school feeding program last for the whole term?

- a) Yes _____ b) No _____

10. a) When there is food and when there is no food in the school, when is the enrolment high?

- b) Explain your answer

11. a) Do you get any support from stake holders as concerns SFP?

- a) Yes _____ b) No _____

b) If yes what kind of support do they give?

c) If no what do you think is wrong?

12. What challenges does the school face concerning SFP.

13. What improvements do you suggest to make SFP more effective?

14. What is the text book pupils' ratio?

- a) 1:1
- b) 1:2
- c) 1:3
- d) More than 1:3

15. What is the current enrolment in your school?

CURRENT ENROLMENT			
CLASS	MALE	FEMALE	TOTAL
1			
2			
3			
4			
5			
6			
7			
8			
TOTAL			

16 What has been the enrolment trend for the last five years in your school for the following classes?

Class	2005		2006		2007		2008		2009	
	B	G	B	G	B	G	B	G	B	G
Std 2										
Std 3										
Std 7										
Std 8										
TOTAL										

APPENDIX B: QUESTIONNAIRES FOR TEACHERS

This study investigates the influence of school feeding program on enrolment among primary school. Your responses will be treated confidentially and the study is purposely for research. Kindly respond to all items fully by ticking current option (s) or writing the correct answer in the space provided.

Personal Details

Name of the school _____ Division _____ Education Zone _____

Gender: Male () Female ()

Age ____ Years.

Academic qualification _____

Current grade _____

No. of years in teaching profession _____ years

School Details

What is the enrolment in the following classes?

Std 2 Boys _____ Girls _____ Total _____

Std 3 Boys _____ Girls _____ Total _____

Std 7 Boys _____ Girls _____ Total _____

Std 8 Boys _____ Girls _____ Total _____

a) Are there school going age children within the village who are not enrolled in school?

Yes () No ()

b) If yes, what percentage of boys and girls are not enrolled?

Boys _____ %

Girls _____ %

Total _____ %

What is the reasons that keep them out of school?

What is the poverty index of the community around the school?

- a) Very poor b) Poor c) Fair d) Good

Is school meal available throughout the term?

Yes () No ()

If yes does it help increase enrolment? And by how many percent? _____

When is the school enrolment high?

When school meal is prepared at school?

When there is no meal prepared at school

What are the problems of manning school feeding program at school level

How best can the service be improved

Do parents enroll their children voluntarily to school or are forced by the chiefs?

Give brief explanation on how best children can be enrolled in school

APPENDIX C: FOCUS GROUP DISCUSS FOR PUPILS

1. a) Do we have children of school going age who are not enrolled in school?
b) Why do you think so?
c) Among boys and girls which groups have the highest numbers that are out of school?
-

2. What would you be doing if you were not enrolled in school

3. What is your parents' level of education?

4. What is your opinion about school feeding program?

5. a) Would you like it stopped or you will like it continued?

b) What is the reason for your answer?

6. What are your parents / guardians feeling about school feeding program?

7. What do you think can be done to improve school feeding program in your school?

8. Is the food served enough for all the children?

9. What problems do you encounter when the food is being served?

10. Do you come to school because of the food that is provided or you come to learn?

APPENDIX D: INTERVIEW FOR DEO

1. How many schools are there in the district?

2. a) What are the total primary school children in the district?
b) How many are boys and how many are girls?

3. What is the average teacher – pupil rates in the district?

4. How is the performance of the schools in the district?

5. How often do you receive school feeding program from the headquarters?

6. How does this food help the learners at the schools?

7. Are there challenges faced in manning the program.

8. If yes, what are these challenges and how do you over come?

9. Incase of misappropriation by the school heads how do you go about solving the issue?

10. a) Are there school going age children in the town?
b) What is your office doing about it?

APPENDIX E: INTERVIEW FOR DSFPO

1. How many schools do you supply the feeding?
2. How do you deliver the food to the school?
3. How many schools are there in the district?
4. Is the supply to schools in enough quantity?
5. What ratio of the commodity is each child entitled to receive according to world food program?
Maize / Rice _____
Beans / Peas _____
Oil _____
Others _____
6. Do you receive the commodity in good time from the headquarter?
7. In your opinion do you think schools manage the program well?
8. Do you think there is misappropriation of food in the school? If you think so, how do you handle/ deal with those involved?
9. What problems do you encounter as you supervise the food?
10. On your part as the program coordinator what particular challenges do you face.
11. How do you think you can overcome those challenges
12. How does the school feeding program impact on the school?