INFLUENCE OF SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KILOME DIVISION, MAKUENI COUNTY, KENYA

BY

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E55/CE/22188/2010

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION (SOCIOLOGY OF EDUCATION) IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY.

AUGUST, 2017

DECLARATION

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DEDICATION

This work is dedicated to my mother Esther and father Masai for their love and support, my husband Smart for his affection and understanding while I was away undertaking the course and my two sons Junior and Baraka.

ACKNOWLEDGEMENTS

Greatest thanks to the Almighty God for his grace and favour which has seen me through my years of education. Heartfelt thanks go to my thesis supervisors, Dr. Rubai Mandela and Dr. Daniel Nyanje for their untiring guidance and patience throughout the thesis write up.

Lastly but not least, I feel indebted to my family and friends for their encouragement and moral support, I am very appreciative. May the Almighty God bless you all.

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ABBREVIATIONS AND ACRONYMS

AEO	-	Area Education Officer
ASAL	-	Arid and Semi-Arid Lands
DEO	-	District Education Officer
SCSFPO	-	Sub County School Feeding Program Officer
EFA	-	Education for All
FAO	-	Food and Agriculture Organization
GOK	-	Government of Kenya
HGSFP	-	Home Grown School Feeding Program
KCPE	-	Kenya Certificate of Primary Education
KESSP	-	Kenya Education Sector Support Programme
MDGS	-	Millennium Development Goals
MOF	-	Ministry of Finance
MOE	-	Ministry Of Education
NGOs	-	Non-Governmental Organizations
PTA	-	Parents Teachers Association
SFP	-	School Feeding Programs

SMC	-	School Management Committee
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UPE	-	Universal Primary Education
WFP	-	World Food Programme
WHO	-	World Health Organization

ABSTRACT

This study set out to establish the influence of School Feeding Programme (SFP) on participation of pupils in public primary schools in Kilome Division with a view of suggesting possible interventions for corrective action of SFP. While various attempts have been made to support SFP in the ASAL regions, the programs have faced numerous challenges that adversely affect pupils' education. The objectives of this study focused on finding out the influence of the SFP on attendance, enrolment and dropouts of primary school pupils in Kilome Division of Makueni County. Additionally, the study sought to suggest possible interventions that would ensure success of SFP in enhancing primary education. The study could serve as an informative document to educational stakeholders on how lack of food which is a basic need can lead to wastage in education. The study adopted descriptive survey design where four public primary schools were selected through simple random sampling technique. The fifth school was purposively sampled. It had long and uninterrupted SFP supported by NGOS; hence in-depth knowledge on the subject under study. The respondents included: Headteachers, Sub County School Feeding Program Officer (SCSFPO), Area Educational Officer (AEO), teachers and Standard Seven pupils. Census sampling procedure was used to select one SCSFPO and one AEO. Purposive sampling was used to select the 5 headteachers of the sampled schools. Simple random sampling was used to select 35 teachers and 100 Standard Seven pupils. The total sample comprised of 142 respondents. The instruments for data collection were questionnaires for teachers and Standard Seven pupils, interview schedules for head teachers, SCSFPO and AEO. Observation schedule was used by the researcher for assessing conditions of the resources that enhance the SFP. In addition, documentary analysis reviewed class registers for daily attendance of pupils, school enrolment registers for the school enrolment and headteachers data sheet for total number of dropouts in the year were used for the study. The qualitative data was analyzed and presented thematically in line with the objectives of the study. Further, quantitative data was analyzed using descriptive statistics which included excel computer programme .The findings were presented in frequency tables and bar graphs. Conclusions were made based on the findings. The study findings revealed that: -four out of five schools in the study area did not have the SFP. This meant that only one school had the SFP supported by Non Governmental Organizations (NGOs). Parents were attracted by the SFP to take their children to school at an early age thereby minimizing the possibility of late entry. The government is the main supporter of the SFP after withdrawal of World Food Programme (WFP), hence; it is facing financial constraints in funding the feeding programmes. The study further found that Food acts as a strong incentive for attracting pupils to school in food insecure regions. The study recommended that the government, NGOs and all SFP stakeholders should ensure proper and regular SFP in all public primary schools in the ASAL regions. Finally, on suggestions for further study, a research can be carried out on the impact of the Home Grown School Feeding Programme (HGSFP) on pupil's participation in education in the Arid and Semi Arid Lands in Kenya.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study. It also discusses delimitation and limitation of the study. Assumptions of the study and both theoretical and conceptual frameworks have also been presented. Finally, the chapter looks at operational definition of terms.

1.1 Background to the study

School Feeding Programmes (SFP) have existed in the developed countries since the beginning of the 19th century (World Food Programme (WFP), 2006). The United States of America (USA) established a school lunch program in 1946, later adding a school breakfast program (World Bank, 2008).The WFP (2009) revealed that by 2014, these programs reached 78 percent of the students in the USA each year at a total cost of more than 8 billion dollars per year. The main aim was to improve education attainment and the health of children. However, this aim has not been fully achieved due to various challenges affecting the School Feeding Programme.

World Health Organization (WHO), (2002) reveals that, initially, some programs catered for orphaned children and others were introduced in schools to feed underprivileged children in developing countries. Ngome (2002) explains that urbanization, industrialization and increase in the number of working mothers, meant children did not receive proper meals at home in Africa, hence the school needed to fill this gap.

Many countries started SFP following studies by WHO which revealed that malnutrition was rife in the African continent and was affecting school age children (WHO, 2002). World Bank (2008) highlights that children education in many African countries is greatly influenced by seasonal food shortages, as well as endemic diseases and weaknesses resulting from poor living conditions. The food insecurity is caused by harsh environmental and economic conditions, coupled with conflicts in the African continent undermining child survival (WFP, 2007)

Research done by World Bank (2010) found that over 70 percent of children in Africa are caught up in the grip of hunger and poverty hence majority are cut out of school. Moreover, 72 percent of elementary school age children (6-11 years) have either never set foot in a classroom or dropped shortly after enrolment. World Food Program (2009) explains the need to address the issue of food insecurity; otherwise, majority of these children will not get the education they deserve and develop to their potential. It is against this background that SFP were mounted in Africa, as a way of enhancing enrollment to educational programmes.

The SFP in Ethiopia was started in 1990 in the regions of Amhara and Tygray. The aim of the SFP is to raise and maintain school enrolment, attendance and reduce dropout rates of chronic food insecure and vulnerable children (WFP, 2004). However, lack of sustainability of the SFP has adversely affected learning of pupils in this food insecure region, and completion rates are very low. For instance, the completion rate in Ethiopia is 38 percent (UNICEF, 2009).

The government of Kenya started the SFP in 1966 through the National School Feeding Council (NSFC), (WHO 2002). The program was launched after a study was carried out on

the nutrition status of the children under the auspices of WHO. The 2002 WHO nutritional status report showed that several children suffered from nutritional deficiency diseases. Kenya has adopted various policies in implementing the SFP. These policy guidelines are the Home Grown School Feeding Programme (HGSFP), the Kenya Education Sector Support Program (KESSP) and the 2007 National Food and Nutrition Policy (GOK, 2007). Despite these policies, sustainability of the SFP has remained a major challenge in the Arid and Semi-Arid Lands (ASAL) regions.

The HGSFP policy began in July 2009 under the Ministry of Education (MOE) in the arid and semi arid districts previously covered by WFP-assisted programmes. The aim was to delink from WFP assistance, thus creating a more sustainable and locally integrated program (MOE, 2009). The beneficiary school receives 7Kenya shillings per pupil as cash transfer at the beginning of the term. The school management committee is charged with the procurement of food locally to support the school lunch programme. The purpose is to stimulate local production hence generating a livelihood premium from school feeding to the local community. The Kenyan Ministry of Finance must be ready to commit itself to even greater investment if the government intends to replace WFP as the main benefactor of school meals in Kenya.

The Kenya Education Sector Support Programme (KESSP) proposes need assessment of all primary schools in the country, beginning in the ASALS and urban slums (Ministry of Education,(2003).The KESSP would identify a set of key indicators at each school that address not only enrollment and attendance data ,but also information on school infrastructure, pupil-teacher ratio, student latrine ratio, water availability ,kitchen and other factors that influence the learning environment(GOK,2013). The assessment available to all

stakeholders would then form the basis for integrated and coordinated approach to health and education through school feeding. The national food and nutrition security policy 2011 objectives are; achieve good nutrition for optimum health of all Kenyans, increase the quantity and quality of food available, accessible and affordable to all Kenyans at all times, protect vulnerable populations using innovative and cost- safety nets linked to long-term development, improve nutrition in schools and other institution and improve nutrition knowledge attitudes and practices amongst the population.

Ahmed (2004) opines that, school feeding programme enhances the efficiency of the education system by improving enrollment; reducing dropouts and increasing participation in school activities. Kilome Division, which is a semi arid region in Makueni County, is prone to severe drought and famine, leading to chronic food insecurity in the households. As a result, many children are frequently absent from school and drop out to look for food to supplement family income at the expense of education (Kenya poverty and eradication commission, 2009). Sadly, the continuity of the SFP is threatened by over reliance on external funding. However, very few school feeding programs in the arid and semi arid regions in Kilome division are externally supported through donors.

Moreover, given the patterns of withdrawal of external support, the continuity of the SFP is uncertain in Kilome division. Consequently, there has been a marked increase in the number of pupils out of school in Kilome division due to chronic food shortages (Mukaa Sub-County District Education Records, 2014).For instance, data obtained from Mukaa Sub County District Education records revealed that dropout rates were 38% in Kilome division in the year 2013 after SFP was terminated compared to dropout rates which were as low as 10% when SFP was on progress in 2011. Unfortunately, the number of pupils dropping out of

school due to food insecurity in the division is unlikely to decrease in the near future unless critical measures are taken by the government and other stakeholders in ensuring sustainability of the school feeding program to enhance pupil participation in education in the area of study.

Kilome division is prone to chronic food shortages, hence, if the Kenyan government hopes to ensure the success of FPE, there must be considerable and consistent investments in programmes that increase enrollment, participation and quality especially among the most vulnerable and socially marginalized social groups in Kilome division. This could be done by supporting SFP through the HGSFP .Without these necessary additions to the current systems, the rewards of FPE will remain elusive for a large and promising segment of the pupils in locale of study. The major concern of this study therefore, was to evaluate the influence of the SFP on pupils' participation in public primary schools in Kilome division, Makueni County. Categorically, the parameters of participation addressed in this study were; pupils attendance rates, enrollment, dropout rates and intervention strategies for the success of the SFP.

1.2 Statement of the Problem

According to WFP (2009), SFP for ASAL regions was handed over to the government of Kenya in the year 2008 by WFP. However, MOE (2009) revealed that the government of Kenya is facing financial constraints in funding the SFP in the ASAL regions hence many schools which were initially catered for by WFP are facing shortage of the much needed school meals. World Food Programme (2010) reiterates food insecurity as the major cause of low participation of pupils in schools in the arid and semi arid regions. For instance, over 70% of children in ASAL regions by the year 2009 did not participate in the learning process

due to food insecurity (World Bank, 2010). This is in line with Mukaa Sub-County Education records (2014) which revealed that Kilome division which is in the arid and semi arid region registered the lowest attendance and enrolment rates in Makueni County at 67% and 70% respectively and, highest dropout rates at 38% when SFP was handed over to the government.

Despite the low participation of pupils in schools in the arid and semi arid regions, little has been done to find out the impact of food insecurity on pupils participation in schools. So, if the issue of food insecurity is not treated with the seriousness it deserves and its effects on education curbed, opportunities that would have been available for pupils to advance academically in the division will become foreclosed due to low participation of pupils in school. Hence, it will be difficult for Kenya to achieve the goals of Free Primary Education and Education for All. The task of the study was therefore to find out the influence of SFP on participation of pupils in public primary schools in Kilome division, Makueni County.

1.3 Purpose of the Study

The purpose of this study was to find out the influence of SFP on participation of pupils in public primary schools in Kilome Division in Makueni County, Kenya. Interventions strategies for corrective action to ensure success of SFP in enhancing pupils' participation in public primary schools were also suggested.

1.4 Objectives of the study

The objectives of the study were to:-

(i) Examine the influence of School Feeding Programme on enrollment of pupils in public primary schools in Kilome division.

(ii) Find out the influence of the School Feeding Program on attendance of pupils in public primary schools in Kilome division.

(iii) Find out the influence of School Feeding Programme on dropout rate of pupils in public primary schools in Kilome division.

(iv) Suggest possible intervention strategies for corrective action to ensure the success of SFP in enhancing pupil participation in public primary schools in Kilome division.

1.5 Research Questions

The study sought to answer the following questions:-

(i) How does the School Feeding Program influence enrollment of pupils in public primary schools in Kilome division?

(ii) In what ways do School Feeding Program influence on attendance of pupils in public primary schools in Kilome division?

(iii) How does School Feeding Program influence dropout of pupils in public primary schools in Kilome division?

(iv) Which strategies could be put in place for corrective action to ensure success of School Feeding Programme in enhancing participation of pupil's in public primary schools in Kilome division?

1.6 Significance of the study

The findings and recommendations of this study were envisaged to be significant in several ways:

The study could serve as an informative document to teachers in the provision of education on how lack of food, which is a basic need, can lead to wastage in education in the ASAL regions, hence create awareness on the need for supporting the SFP .On the other hand, the findings could be valuable to the pupils in that their basic need of food will be met hence improve in their school participation.

The study may be an informative document to the World Food Programme on the need to support the SFP in the semi arid regions. In addition, the data could assist the Government of Kenya to budget well for the School Feeding Programme in the semi arid regions since it's the sole supporter of the SFP in the semi arid regions after withdrawal of the WFP support. The study findings could assist the policy makers on the need for proper targeting criteria of the SFP to cater for the most vulnerable pupils and schools in the ASAL regions to enhance efficiency and avoid wastage hence meet the intended goals more cost effectively. The study may contribute in bridging the knowledge gaps on how lack of water impacts negatively on the preparation of the school meals, sanitation and hygiene in the ASAL regions.

. Moreover, the study was aimed at shedding light on the importance of SFPs for future and long term planning of the government and other stakeholders in education. The findings availed by this study could provide data that may be utilized by the government in developing policies related to SFPs and provoke the government to roll out SFP to other regions without it in the country.

1.7 Delimitations and Limitations of the study

According to Kombo and Tromp (2009), delimitation refers to scope of the study while limitations are the challenges faced by the researcher.

1.7.1 Delimitations

The study was confined into five public primary schools Kilome division in Makueni County which offered a reasonable scope of Arid and Semi-Arid conditions that was necessary for the schools found in other rural parts of the country. Hence generalization was applicable to other ASAL areas in Kenya. In addition, the study only included public primary schools and not private primary schools. This was because the SFP which were handed over to the government of Kenya by the WFP in 2009 targeted only public primary schools in the ASAL regions.

1.7.2 Limitations

Time was a limitation as the schools had a daily routine programme which they did not want disrupted. The researcher identified free time in the timetable and maximized collection of data during that time. Some teachers were reluctant to allow the researcher to be part of classroom proceedings for purpose of data collection because they feared it was evaluation of their teaching methodology. To this end, the researcher explained the importance of the study as far as the pupils were concerned and not an evaluation of teaching methods.

1.8 Assumptions

The study made the following assumption;

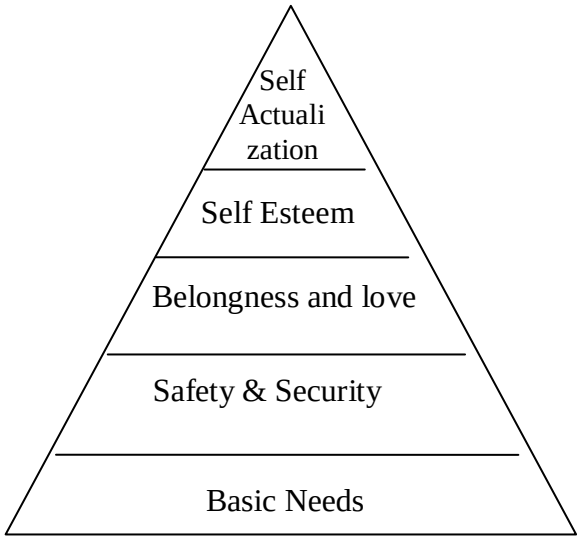
(i) There were several intervention measures that could enhance SFP in the ii ASAL regions

(ii) Even when there may be other circumstances constraining pupil participation in primary schools, SFP contribute immensely to their education.

1.9 Theoretical Framework

The study was based on Abraham Maslow's (1954) theory of basic human needs which demonstrates that once basic needs are met, people can express their other needs. He proposes a hierarchy of needs forming the famous paradigm of self-actualization. These basic needs (food, shelter, and clothing) are followed by other equally important needs such as safety needs, love needs, self esteem needs and finally self actualization.

Figure (1.1) Schematic Representation of Maslow Hierarchy of Needs.



The basic needs include food, shelter and clothing. Maslow argues that if a person's basic needs are not met, that person spends time and energy trying to meet them, usually at the expense of crucial developments and self-actualization need.

The needs are satisfied in a hierarchical fashion. This means that human beings focus on the basic needs first, and then, direct their energy to other needs which are more exclusive. Therefore, if pupils lack basic needs, in this study food, they will be unable to fulfill their potential as well as participate in their education. In order for a particular need to be achieved and thereby guide a person's behavior, the lower needs in the Maslow hierarchy, which in this study are the basic needs such as food, must be met first. This theory was appropriate in

this study because ASAL regions are characterized by recurrent droughts and famine resulting in absenteeism in school and malnourishment due to lack of sufficient food. This means that, if children are not able to get right food rations, they are not able to learn properly. In addition, the poverty level in this region is quite high hence parents are unable to meet the basic needs of their children.

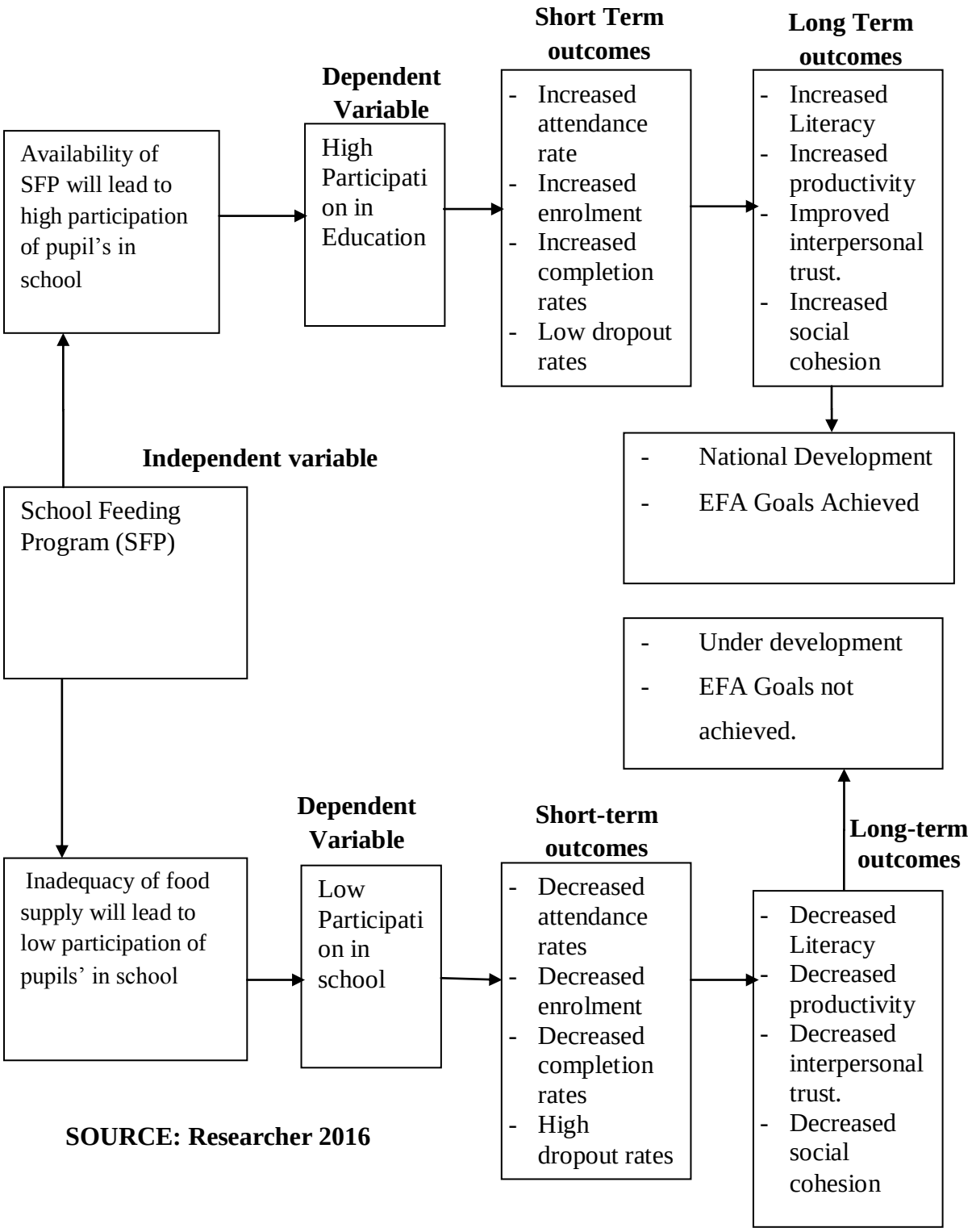
According to this theory, hungry pupils may be weak and less motivated to go to school, interact and socialize with other children. This denies them an opportunity to explore and discover; a fundamental and natural way of child learning. Therefore, pupils whose basic needs such as food, are not met may not participate effectively in the primary education. The study found that children, who came to school hungry and lacked support from parents, may drop out of school. Therefore, when basic needs are not met, the pupils must spend time and energy trying to meet them. Hence, they may be engaged in income generating activities to fulfill their basic needs at the expense of education.

The theory was relevant to this study as it sheds light on the importance of meeting the basic need of food to hungry pupils through the SFP. It highlights the importance of food provision. It means that, developing countries like Kenya must also struggle to provide food especially amongst vulnerable groups such as pupils from the ASAL regions. The satisfaction of the basic need through SFP enables many children to be enrolled in school. This in turn increases attendance and reduces dropout rates. As a result, children are retained in school; hence realize their potential.

1.9.1Conceptual Framework

The conceptual framework illustrating the influence of the School Feeding Programme on Participation of pupils in Public Primary Schools in Arid and Semi arid areas is illustrated in figure 1.2 in the next page.

Figure 1.2: *Influence of the SFP on Participation of pupils in Public Primary Schools in Arid and Semi arid areas.*



SOURCE: Researcher 2016

The framework conceptualizes that the dependent variable which is Participation in school as the outcome of the independent variable which is School Feeding Programme (SFP). The SFP enhances participation of pupils in school through provision of food. As a result many pupils will be attracted by the meals to school which will have a positive impact on their participation in school. The enhanced participation in school will be indicated by the short term outcomes which are increase attendance, enrollment, and completion and reduced dropout. The short term outcomes will translate into long-term outcomes which are increased literacy, improved productivity and increased social cohesion. This will lead to national development and achievement of Education For All goals. However, Lack of the SFP, which is the independent variable will have negative outcome on the dependent variable which is pupil participation in school. The lack of SFP will lead to low participation in school. The negative impact will be indicated by short term outcomes which are decreased attendance, enrolment, completion rates as well as high dropout rates. This short term outcome will translate into long term outcomes which are decreased literacy, reduced productivity, and decreased social cohesion. This will lead to under-development and under achievement of EFA goal

1.10 Operational Definition of Terms

Academic achievement: Refers to excellence in all academic disciplines, in class as well as extracurricular activities. Owing to low or unavailability of SFP, many pupils may miss some school days which may have direct impact on their academic achievement.

Drop out: Refers to the number of pupils who do not complete the eight years of primary school cycle. A poorly established SFP in schools in ASAL regions may lead to high dropout rates in primary schools as pupils must search for food as a basic need.

Enrolment: Refers to the number of children registered in a school as a result of school feeding programme. If SFP is not enhanced and maintained, schools in ASAL regions may witness low enrollment rates.

Food Insecurity: Refers to limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways. This leads to low participation of pupils in primary schools education in the ASAL regions.

Food Security: Refers to the availability of nutritionally adequate and safe foods and an assured ability to acquire acceptable foods in socially acceptable ways. This will ensure high participation of pupils in primary school education in ASAL regions.

Hunger: Refers to recurrent and involuntary lack of food. Hunger is a potential consequence of food insecurity in the study.

Influence: An element exerted by a person with power to cause change. In this study SFP is the element of power to improve participation of pupils in primary schools.

Participation: Refers to pupils taking part in teaching –learning an activity which encompasses enrolment, daily attendance, and completion of the course. SFP directly influences participation of pupils in primary school education.

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

Right Age: Refers to the age of six years stipulated by the Ministry of education for children to be enrolled in Standard One.

School attendance: Refers to the rate at which the pupils are able to attend classes on a regular basis.

School Feeding Program (SFP): Refers to partnership project co-sponsored by World Food Program and government of Kenya to provide food to targeted schools.

Schooling: Refers to a process of education obtained through experience or exposure: according to the interests and beliefs of some particular group.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Components related to the study were reviewed in regards to the influence of the School Feeding Program on pupil's attendance, enrolment, dropout rates and intervention strategies.

2.1 School Feeding Programme and Pupil's Attendance Rates

Basic education makes an important contribution to alleviating hunger and poverty and consequently improving people lives (UNESCO, 2007). During the World Conference of Education For All (EFA) (Jomtien, Thailand, 1990), the World Summit for Social Development (Copenhagen, Denmark, 1995) the World Fourth Conference on Women (Beijing, China), participants noted the satisfaction of the basic human needs including education, as an essential element of poverty reduction (UNESCO, 2003).

Alfridi (2007) asserts that SFP are often placed purposively in particularly vulnerable regions or schools. Finan (2010) adds that in Kenya, school meals are provided to all school going children. This means that well nourished children who would attend school in the absence of the SFP still receive food. The absence of studies addressing the important issue of the criteria used in provision of meals to pupils through the SFP and its influence on attendance points to the gap in the literature that needs further research and analysis. Therefore, the intention of this study was to establish whether the SFP targeted the most vulnerable pupils within schools and its influence on attendance of pupils in the study area. WFP (2008) highlights that lack of water in the Arid and Semi Arid Areas impacts negatively on the SFP. Ngome (2002) echoes the above by asserting that the scarcity of water in the ASAL regions

has implications not only on the preparation of food but also on sanitation and hygiene. These studies however did not address the implications of lack of water on SFP and its influence on attendance. It is in this view that this study sought to establish the implications of lack of water on SFP and its influence on attendance of pupils in Kilome division.

The introduction of SFP has led to increased attendance of children in schools worldwide (UNESCO, 2007). Evidence from randomized trials demonstrates increase in attendance rates with SFP (WFP, 2007). Espejo (2009) examined attendance rates between schools that had feeding programmes and those schools that did not have the SFP in Jamaica. The study findings revealed a high attendance rates in programmed schools and reduced attendance rates in non-programmed schools. This was after a randomized control trail found that attendance rates reduced by 22 percent after termination of breakfast and take home rations. Ahmed (2004) argues that termination of SFP impacts negatively on attendance rates, hence, hinder education achievement of the children. A study done by World Food Programme in 2010 reveals that in developing countries, almost 70 percent of children go hungry (WFP, 2010). Although the importance of education has been internationally acknowledged, it is estimated that over 72 percent of girls and 53 percent of boys of primary school age are not attending school in Africa, due to hunger; this is common in those regions which are prone to persistent drought and famine resulting to chronic food insecurity in the households. Therefore, the intention for this study was to establish the influence of SFP on attendance rates of pupils in the locale of study.

2.2 School Feeding Programme and Pupils Enrollment

Education is widely seen as one of the most promising paths for individuals to realize better and more productive lives and as one of the most primary drivers of national economic

development (WFP, 2009). The citizens and the government of Kenya have invested heavily in improving both the enrollment and quality of education in an effort to realize the goal of universal basic education captured in the Millennium Development Goals and Kenya's Vision 2030.According to World Food Programme (2009), Kenya, a signatory to the MDGs strives to alleviate hunger and poverty by 2015. Rural families often count on the labour of their children in tasks such as farm work, child care, and employment of their children, especially girls as domestic workers in urban areas to support their families with their wages (Ahmed 2004).

Enrollment and retention are major challenges facing education of children (UNICEF,2010).Although the government of Kenya initiated the FPE since 2003,this policy has not realized total enrollment to education for all primary school children. In hardship areas, only one out of three children had enrolled in primary education by 2002. Nonetheless, even when primary education became free in 2003, parents still had a responsibility to meet other children needs such as school uniforms, learning materials as well as provision of food (WFP, 2004). There existed disparities in terms of enrollment to primary education in Kenya in the basis of gender and region. The ASAL regions were worst hit despite government effort such as SFP, for instance, over 70% of children in the ASAL regions by 2009 did not participate in the learning process (World Bank, 2010).

The provision of basic education is commonly regarded as a state responsibility. The state has however not lived according to its expectations as most of the children from the hardship and marginalized areas are still out of school (Akijakin, 2005). The enrollment to primary education has been skewed in favor of urban schools and those economically endowed thus constraining enrollment of pupils from ASAL areas due to drought. Alfridi (2007) opines that

the subsidized in-school meals increases children enrollment to education. The SFP offsets the cost of educating children by making available additional incomes for households, and consequently raising the benefit of enrollment in school. This income causes households to send their children to school at a relatively young age, thereby minimizing the possibility of late entry.

Ahmed (2004) evaluated the impact of SFP in Bangladesh. The findings revealed that SFP had a significant positive impact. The programme motivated parents to send their children to school at an early age which increased enrollment and attendance rates from 43 percent to 73 percent. The act of sending children to school with the commencement of the SFP creates a social pressure and prompts similar action on the part of those who havenot sent their children to school. Thus, SFP helps to adjust the entry age by making Children join School at right age (Renaught, 2008) .Over and above; all the literature on SFP and its influence on early entry to school have been discussed at international and national levels. None thought of SFP influence on enrollment and its implication on age entry of pupils at a lower level like a division and hence the gap. Basing on this therefore, this particular study concerned itself on establishing whether SFP influence the entry age in enhancing enrollment of pupils in public primary schools in Kilome division.

A study by Kremer and Miguel (2007) revealed that provision of SFP reduces the net cost of sending children to school especially in large families thereby increasing their enrollment to education. Finan (2010) supports this position noting that food acts as a strong incentive for children to enrollment. The Kenya Poverty and Eradication Commission (2009) revealed that most of the poor households in the ASAL regions have large families whose basic needs they are unable to cater. As a result, the SFP frees up household income that would otherwise

have been used for food purchase, thereby, enhancing enrollment of their children to school. Therefore, the intention for this study was to establish the influence of SFP on enrollment of pupils in the locale of study.

2.3 School Feeding Programme and Pupils Dropout Rate

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved (UNICEF, 2009). Despite its importance, strategies designed to improve primary school retention and progression has received relatively little attention. It is posited by the World Bank (2009) that existing educational systems in many developing countries have not met their objectives towards EFA goals resulting to high school dropout. Poverty influence the demand for education because it affects the ability of households to pay school fees, provide food for their children and other costs associated with education. In addition, it is associated with a high opportunity cost of schooling for children (Poverty and Eradication Commission, 2009).

A study by UNICEF (2009) revealed that by 2009, of the students entering class one, only 77% of the boys and 80% of girls reached Standard Four, while 55% of boys and 35% of girls reach Standard Eight in the ASAL regions. Poverty and food insecurity were the main factors that jeopardized retention of pupils hence increasing dropout in many children in the ASAL regions (Poverty and Eradication Commission, 2009). The WFP (2009) asserts that SFP were handed over to the government in 2008 and WFP withdrew its support in the ASAL regions. The government controls the SFP through the Home Grown School Feeding Programme. The aim was to enhance progression and reduce dropout rates in ASAL regions characterized by high poverty levels and chronic food insecurity. The Home Grown School Feeding Programme targets the Semi-Arid districts previously covered by World Food

Programme. A study by the MOE (2009) revealed that the government was currently facing financial constraints in funding the school feeding programmes in the ASAL regions. The study however fails to indicate the extent to which the withdrawal of SFP support by the WFP influences pupils' dropout in the schools. The present study sought to fill this gap.

Studies conducted in developing countries show consistently that household income significantly determine chance of school retention hence reducing dropout (Hardly 2010; Espejo 2009 &Ahmed 2004). Most of these studies identified direct and indirect costs of education as important factors for school attendance and dropout. Therefore, for poor households to send their children to school, they need to be convinced that the net benefits of participating in the programme exceed other benefits other than sending children to school. Espejo (2009) points that children who are chronically hungry do not go to school. Despite government's effort in FPE, primary school dropout rate still remains very high in the ASAL regions due to chronic food insecurity (Finan, 2010). This poses a major challenge to achieve universal primary school completion rate. Therefore, this current study sought to find out the influence of SFP on attendance rates in the locale of study.

2.4 Intervention Strategies of the School Feeding Programme for Corrective Measures

School Feeding Programmes are effective in stimulating demand for schooling, particularly in settings where school attendance is low. Vermeech and Kremer (2004) content that these programmes appear to contribute to improved attendance when there is a good collaboration between the feeding programme design and the environment in which the programme operates. Moreover; communities must be involved and must take responsibility for SFP from the beginning. However, their study does not shed enough light on how community

ownership of the SFP would enhance pupils' participation in primary schools. This study sought to fill this gap.

According to MOE (2008), the value and success of SFPs depends on factors such as the degree of community ownership of the programme, the infrastructure and management capacity for implementation as well as the resources available to ensure sustainability. In addition, this greatly increases the likelihood of the success and sustainability of the programmes. Moreover, households and communities should be specifically targeted and programmes and their implementation should be designed with the specific needs of the community in mind. Food for education programmes provides immediate sustenance for the hungry, gives hope and empowers future generations by educating today's children. A study by UNICEF (2009) revealed that community sensitization is important in bettering the lives of children through SFPs. Sensitization as a strategy acts as a teaching and learning activity where the community is enabled to identify needs of children, challenges facing them in the ASAL regions as well as ways of supporting them. This means that in community capacity building, the stakeholders dealing with SFP matters should allow the recipient community to prioritize their needs so that the most pressing needs are given first priority .This poses a challenge to stakeholders sensitizing the community on SFP matters. The study however fails to indicate how sensitizing the community on the importance of SFP would enhance pupil's participation in schools. The present study sought to fill this gap.

The World Food Programme collaborated with FAO in supporting countries implementing the Home Grown School Feeding Programme (HGSFP) led by New Partnership for Africa Development (NEPAD) (WFP, 2009). This is one of NEPADs leading programmes and is aimed at increasing food supply and reducing hunger by using locally produced food,

promoting school gardens and incorporating agriculture into school curricula. The New Partnership for Africa Development aims to increase children direct access to food through SFP, with a target of 50 million children of school going age by 2020 (WFP,2009).Moreover, since primary education is compulsory in most African countries; SFP will enhance enrollment and attendance which will improve literacy, an important component of poverty reduction. The Home Grown School Feeding Programme targets the Semi- Arid districts previously covered by World Food Programme. A study by the MOE (2009) revealed that the government is currently facing financial constraints in funding the school feeding programmes in the ASAL regions. However, the study did not bring out adequate literature on the strategies which the government could put in place in order to improve SFP and enhance pupil participation in school. This knowledge gap was filled by the study. According to WFP (2009), the cost of SFP is very expensive for both government and donors. As a result, there are still a large number of pupils in the ASAL regions who do not benefit from the SFPs. Therefore, cost effective and SFPs sustainable solutions must be incorporated through alternative finance sourcing. However, this report did not adequately explain how private organizations support could enhance SFP and participation of pupils in primary schools. This issue was crucial hence was bridged by the study.

2.6 Summary of the Literature Review

It is from the above specific studies that the researcher explored the influence of SFP on pupil participation in education in the ASAL regions. Further, the literature review uncovered various gaps among the scholars who have done the studies in this area as follows: It emerges that the scholars failed to clarify the targeting criteria of the SFP and its influence on pupil's attendance in school. Further, they did not shed enough light on how lack of water influence

on the SFP and pupil attendance in school in the ASAL regions. Moreover, studies revealed that SFP influenced entry age of pupils to school but there was hardly any focus on how SFP influenced on the age entry of pupils and their enrollment in school in the ASAL regions. Further, the literature review failed to clarify how withdrawal of WFP support of the SFP had impacted on pupils' dropout rates in the ASAL regions. Finally, they did not clearly bring out suggestions on how intervention strategies of the SFP could enhance pupil participation in public primary schools in the ASAL regions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter entails the research design, location of the study, target population, sampling technique and sample size. Research instruments and validity and reliability of research instruments have also been addressed. The chapter further highlights data collection techniques, data analysis and both logistical and ethical consideration.

3.1 Research Design

According to Cresswell (2012) research designs are plans and procedures for research that spans the decisions from broad assumptions to detailed methods of data analysis. This study used descriptive survey which according to Kombo and Tromp (2009) is a design which describes the state of affairs as it exists. Kombo quotes Kerlinger (1969) who reiterates that descriptive studies are not only restricted to facts findings, but may often result in the formulation of important principles of knowledge and solution to significant problems This design was appropriate for this study as it gave an opportunity to the respondents to give their views on the influence of SFP on pupil's participation in primary schools. This was realized by use of standardized instruments such as questionnaires, interview schedule and observation schedule.

3.1.1 Variables

The independent variable was School Feeding Programs (SFP) while the dependent variable was participation of Pupils in Public Primary Schools which includes enrolment, attendance and dropout rates.

3.2 Location of the Study

The study was conducted in Kilome division, Makueni County in Kenya. According to Mukaa sub county records (2014), Kilome division is in Makueni County, which is one of the 47 counties in the Republic of Kenya under the new constitution that was promulgated on 27th August, 2010. The county is located in the Lower Eastern part of the country. It is between latitude 1° 35' south and longitude 37° 10'. According to 2009 Census, the county had a population of 884, 527 people and covers an area of approximately 76,965 square kilometers (The poverty and eradication commission 2009). The division is located along the busy Mombasa - Nairobi Highway. Hence, most of the pupils are lured to drop out of school in search of employment in the transport sector to cope with hunger and supplement family income. The girls are employed as house helps in towns along Mombasa - Nairobi highway while the boys are employed to look after livestock, sand harvesting and charcoal burning (The poverty and eradication commission, 2014).

The Poverty and Eradication Commission (2009) highlighted that 62 percent of the County populations were living below the poverty line in 2014. The high poverty levels are caused by inadequate and unreliable rainfall which leads to acute food shortage .In addition; the inability of parents to meet the basic needs of their children hinders their participation in education. The other reason that triggered interest and thus caused curiosity for investigation was the fluctuating numbers in enrolments and high dropout's rates in the division (Mukaa District Education Records 2014). See Appendix vii for the map of Kilome Division.

3.3 Target Population

Orodho (2008) defines target population as all members of a real or hypothetical set of people, events or objects from which the researcher wishes to generate the results of the research. A population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals (Best, 2010). Gay (2011) opines that target population is a group of interest to the researcher which the results of the study would be generalized. Mukaa sub county education records (2014) revealed that Kilome division had 45 public primary schools,45 headteachers, 1000 pupils in standard seven (450 girls and 550 boys), 350 teachers and one AEO in charge of the division and one Sub county school feeding officer. This record guided this study in getting the target population as it comprised of informants who were of great help to the study as the researcher believed that they had relevant information related to the study.

3.4 Sampling Technique and Sample Size

According to Kombo and Tromp (2009), sampling is a process of selecting a number of individuals or objects from a population such that the selected groups contain elements representative of characteristics found in the entire group. A sample is part of large population which is a representative of the larger population.

3.4.1 Sampling Technique

The targeted public primary schools in Kilome division were 45 whereby 5 schools were sampled for the study. Simple random sampling technique was used to sample four public primary schools and purposive sampling was done for the fifth school. Purposive sampling was used to sample the fifth school since it had a long and uninterrupted SFP, hence had in-depth information for the study. Hence, simple random sampling was done for the four

schools. In sampling the four schools, the researcher wrote the remaining names of the forty four schools in Kilome division on a piece of paper. The researcher then folded the 44 pieces of paper representing the schools. Four of the pieces of papers bore the YES mark and the rest of the pieces of paper bore NO marks. The pieces of paper were then mixed in a can and four pieces of paper picked at random. Thus, the pieces of paper picked with a YES mark, the schools were in the sample. This technique was appropriate for this study because each school had an equal chance for selection.

Moreover, Purposive sampling was used to sample the headteachers from the selected schools. The researcher believed that they had the required information to achieve the set objectives. Finally, census sampling procedure was used for the Area education officer in charge of the division and the Sub-county school feeding programme officer in charge of the sub-county. This is because the population was small and there was no need for sampling. Creswell (2012) asserts that census is a complete enumeration of all items in the population where no element is left. The method was appropriate since high accuracy was obtained.

On the other hand, simple random sampling was used to sample 35 teachers. In this case, the researcher used equal sizes of folded pieces of paper depending on the number of teachers in the school. Seven pieces of paper bore YES mark and the rest bore NO mark. The teachers, who picked a YES mark, were included in the sample. Moreover, the researcher used the procedure for teachers to select 100 standard seven pupils. These pupils were targeted because they were able to read and write legibly and also, they were also not preparing for their final exam (KCPE) thus, they had more time to participate in the research. In addition, they had long experience of the feeding program in their school. Thus, simple random sampling technique is the best in selecting subjects in an attempt to form a representative

sample in the population (Orodho, 2005). This method provided equal opportunity of selection for each element of the population. In this method, all the individuals had an equal and independent chance of being selected as a member of the sample.

3.4.2 Sample Size

The researcher used 100% to select the Area education officer and the Sub county school feeding programme officer who were in charge of the division and Sub County respectively. This is because the population was small and there was no need for sampling. Creswell (2012) asserts that census is a complete enumeration of all items in the population where no element is left. On the other hand, the researcher used 10% to select (5) headteachers, (35) teachers and (100) Standard Seven pupils. Thus, the total sample size was 142 informants with 67 males and 75 females. This sample size was adequate as Gay (2011) stated that in descriptive studies, sample size of 10 percent is adequate.

Table 3.1: Summary of the sample size

Category	Target Population	Sample Size	Percentage (%)
Head teachers	45	5	10
Standard seven pupils	1000	100	10
AEO	1	1	100
SCSFPO	1	1	100
Teachers	350	35	10
Totals	1390	142	230

3.5 Research Instruments

The research instruments which were used in the study were: questionnaires, interview schedules and document analysis which included class registers, school enrolment registers, headteacher data sheet and observation schedule.

3.5.1 Questionnaire

The instrument was used to gather information from teachers and Standard Seven pupils since they formed the majority of the informants. The researcher issued the questionnaires to the respondents and were given sufficient time to fill them. The information to be sought by

the questionnaire included: influence of the SFP on pupils attendance, enrolment, dropout and possible interventions strategies for corrective action to ensure the success of SFP in public primary schools in the ASAL regions. The questionnaires were constructed bearing open-ended questions and closed ended questions. Orodho (2005) points that closed ended questions are those the informants must choose between fixed alternative answers while open ended questions are those which give the informants freedom of the response. This research instrument helped in confidentiality since the respondents did not disclose their names. It also saved time since all the questionnaires were gathered by the researcher after completion. (See appendix iv and v)

3.5.2 Interview Schedule

The researcher used semi-structured interview for the headteachers, Sub county school feeding program officer and the Area Education Officer. The Questions used were structured and open ended. They sought information on the influence of the SFP on attendance, enrollment, dropout and possible intervention strategies for corrective action to ensure the success of SFP in public primary schools in the ASAL regions. The researcher requested the respondents to schedule the appointment day for the interview. During the interview, the researchers noted down the answers given in a booklet. The interview process took two hours. This kind of research tool was ideal for the study because ; the reliability of the information gathered was high as the researcher intensively investigated a particular objective before moving to the next hence getting a complete and detailed understanding of the objectives from the informants. (See in appendix i,ii and iii)

3.5.3 Observation Schedule

According to Kombo and Tromp (2009) an observation schedule is a tool that provides information about actual behavior. It allows the researcher to put behavior in context and thereby understand it better. The researcher used this instrument to conduct observations on the SFP infrastructural resources for the SFP such as storage facilities, food, fuel sources (firewood and charcoal) water sources, kitchen, utensils, dining hall, school garden, latrines and the human resource capacity such as cooks which was captured and recorded step by step. The observation schedule was appropriate because of its benefit in gaining first hand information on the resources available in the school in order to determine their impact on the SFP (See Appendix vi)

3.5.4 Document analysis

Documents are the records kept and written by actual participants in or witness in an event. These sources are produced for transmitting information to be used in the future (Best, 2010). This instrument is important because it reveals information not available through other means. Creswell (2009) contents that documents represents data which are thoughtful in that participants have given attention to compiling them. In addition written evidence saves a researcher the time and expense of transcribing. The researcher used school records such as class registers, school enrollment registers and headteacher data sheet.

3.5.4.1 Class registers

Class registers is a document that show the total number of pupils in a particular class (MOE, 2008). It also shows daily attendance of pupils in the class. The researcher used this instrument to collect data on daily attendance of pupils in schools when the SFP was on progress and after it was terminated.

3.5.4.2 School enrollment registers

This is a document which shows the total number of pupils enrolled in the school and their dates of birth (MOE, 2006). The researcher used this instrument to capture data on entry age of pupils to class one and compare enrollments in schools when the SFP was on progress and after it was terminated.

3.5.4.3 Head teacher data sheet

This is a document written by the head teacher to show a summary of the total number of pupils who have dropped out of school in the year (MOE, 2006). The researcher used this in this study to collect information on the total number of pupils who had dropped out of school in the year. In addition, it was used to compare dropout rates when SFP was on progress and after it was terminated.

3.6 Pilot Study

Kombo and Tromp (2009) highlight that piloting involves testing of research instruments to ensure their reliability and validity. Pilot study helped the researcher ascertain whether the instruments gave the expected information of the research problem, The researcher used purposive sampling method to select 2 public primary schools in Kasikeu division which lies to the south of the division. When selecting the pilot schools, the researcher considered schools within the ASAL regions which had the characteristics ideal for the study. The two pilot schools were not part of the sample for the study. Piloting was done to ensure the instruments used were able to elicit the anticipated data, correct some ambiguities that were in the instruments which ensured that they clearly understood the items and ascertain that it was possible to analyze the data collected according to the objectives of the study. The information obtained from the pilot study was used to revise the instruments.

3.6.1 Validity of the Research Instruments

Validity is a measure of how well a test measures what it is supposed to measure (Best, 2010). It is the degree to which the results obtained from analysis of data actually represent the phenomena under study. Validity was measured by having the instruments reviewed and evaluated by the researcher with the help of supervisors and other experts in the department. After they examined, the recommendations they gave were incorporated in the final instruments of data collection. The instruments were questionnaires, interview schedules, school enrollment registers, class registers, headteachers data sheet and observation schedules. Suggestions concerning instructions, clarity of question, and relevance among others from the subjects from the pilot schools were seriously considered and incorporated so as to improve the instruments.

3.6.2 Reliability of the Research Instruments

Mutai (2001) explained that reliability of research instrument is its consistency in producing same results. The researcher used a test-retest method to establish the reliability of the research instruments. The research instruments were administered to a group of respondents in the pilot schools. The same instruments were administered to the same respondents after two weeks. The researcher compared the results to see if there was consistency. Here, spearman rank order correction ® was employed to compute the correction co-efficient. The findings were analyzed using the following formula.

$$r = 1 - \frac{6(\sum d^2)}{N(N^2-1)}$$

From the formula above, $\sum$ referred to summation, d^2 refers to the square of the difference between rank 1 and rank 2. Correlation co-efficient of 0.8 was obtained. This implied that

there was a high degree of reliability. Gay (2011) quoted that a coefficient of 0.8 or more implies that there is a high degree of reliability.

3.7 Data Collection Procedure

Data collection procedure refers to the gathering of information to serve or prove some facts (Kombo & Tromp 2009). The researcher obtained permission to collect data from National Commission for Science Technology and Innovation (NACOSTI), having been cleared for data collection exercise by the university. The research permit was presented to County Commissioner and County Director of Education for authorization to carry on with the research in the location of study. The researcher thereafter visited the selected schools for this study for coordination purposes with the respective head teachers.

Moreover, the researcher made prior arrangements to establish rapport with the AEO and the Sub county school feeding programme officer. Explanation of the purpose of the study was given. Assurance that results and information collected were confidential and would not be used for any other purpose was made. Arrangements for the actual administration of the instruments were made with the headteachers, AEO and Sub county school feeding program officer .Precaution was taken to avoid the Hawthorne effect. This is a situation where subjects respond artificially because they believe they are receiving special attention.

On the appointment day in school A, the researcher interviewed the head teacher. The researcher noted the answers in a booklet. The researcher intensively investigated a particular issue before moving to the next one for complete and detailed understanding of the issues. After the interview, the researcher did document analysis with assistance from the head teacher. Thereafter, she thanked the head teacher who on the other hand introduced the

researcher to the teachers and Standard Seven pupils. The researcher explained to the respondents the purpose of the study hence sampling of the respondents was done. The researcher then distributed the questionnaires to them. The respondents were given time to fill the questionnaires. This took approximately 45 minutes. After filling the questionnaires, the researcher collected and thanked them. Thereafter, the researcher conducted the observation. This enabled the researcher to focus on specific resources and facilities for the SFP. Through this tool, only those appearing on a pre –defined observation schedule were recorded. This included SFP infrastructural resources and human resource capacity.

Finally, the researcher visited the AEO and DSFPO for interview purpose. Their contributions were recorded in a recorder and a booklet. The researcher followed the same procedure upon visiting other sampled schools. Generally, the data collection exercise took three days per school, plus a day whereby the researcher interviewed the AEO and DSFPO. This translates to 16 days.

3.8 Data Analysis

According to Orodho (2005), data analysis refers to economically what has been collected in a survey or experiment and making deductions and inferences. This study used both quantitative and qualitative approaches in analyzing the data since objectives of the study had aspects of both approaches. These approaches were used because they supplement each other. According Kombo and Tromp (2009), the qualitative methods provide in-depth explanations while quantitative methods provide the hard data needed to meet the required objectives to test hypotheses. Using both methods helped avoid bias in that, each method was used to check the other, and the findings derived from one approach validated the other. However, quantitative approach was mainly used.

The quantitative data was analyzed using descriptive statistics which included Excel Computer Programme where frequencies and percentages were calculated based on the responses given by the respondents for each item derived from the research objectives. The findings were presented on frequency tables, bar graphs, and then interpretations were made.

On qualitative data, the researcher used content analysis approach which is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1996). This helped in deriving useful detailed information from observation notes, FGDs notes and interview notes. The data was classified into different categories to lay the conceptual foundation for analysis. These classifications were guided by the stated research objectives and links between the analyzed data was identified through key patterns that emerged. Thereafter, the researcher presented the data in narrative form and gave interpretations.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Consideration

Logistical preparations involved obtaining a research permit from National Commission for Science and Technology (NACOSTI) having been cleared for data collection exercise by the university. The research permit was then presented to the County commissioner and County director of education for authorization to carry on with the research in the study locale. In addition, familiarization to the study area was done before the main study.

3.9.2 Ethical Considerations

Ethical considerations such as creating rapport with the informants as well as getting their consent to participate were also done before the main study. All information obtained for the study purposes was kept confidential and assured of protection. The researcher used letters of the alphabets when referring to the school and Headteachers ensure confidentiality**.**

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION

4.0 Introduction

The purpose of this study was to investigate the influence of the School Feeding Programme on participation of pupils in public primary schools in Kilome division in Makueni County in Kenya. This chapter gives the demographic information of informants and SFP profiles. The chapter presents and discusses findings of the study based on four thematic areas derived from the objectives as follows:

- Demographic information of informants;
- School Feeding Programme profile;
- School Feeding Programme on attendance rates;
- School Feeding Programme on enrollment rates;
- School Feeding Programme on dropout rates and
- Intervention strategies to ensure success of School Feeding Programme

4.1 Demographic Information of informants

The researcher sought demographic data of the informants which included gender and working experience of the District School Feeding Programme Officer, Headteachers and teachers.

4.1.1 Gender of the Respondents

The researcher established the gender of the Sub-county School Feeding Programme Officer (SCSFPO), Area Education Officer (AEO), Headteachers, Teachers and Pupils. The aim was to ascertain whether the study was gender sensitive as reflected in previous studies. Table 4.1 displays the genders of the respodents.

Table 4.1: Gender of the Respondents

	Headteachers		Teachers		Pupils		AEO		SCSFPO		Totals	
Gender	F	%	F	%	f	%	F	%	F	%	F	%
Male	4	80	15	43	46	46	1	100	1	100	67	47
Female	1	20	20	57	54	54	-	-	-	-	75	53
Totals	5	100	35	100	100	100	1	100	1	100	142	100

Information obtained from Table 4.1 above shows that Pupils were 100 (46% male and 54% female), teachers were 35 (43% male and 57% female) Headteachers 5(3males and 2 female) AEO 1(100% male) and Sub-county school feeding programme officer I (100% male) These statistics showing gender imbalance reflects the high population of females as compared to males according to Kenya Bureau of Statistics in 2009. The return rate for the AEO and the Sub-county school feeding programme officer was 100% since the sample was very small and they were in charge of the division and sub-county respectively. This is in line with

Creswell (2012) who asserts that census is a complete enumeration of all items in the population where no element is left.

4.1.2 Working Experience

The working experience of the Sub-county School Feeding Programme Officer (SCSFPO), Area Education Officer, Headteachers and teachers were sought. The aim was to gather information on SFP needed in this study.

TABLE 4.2: Duration of Teachers, Headteachers, AEO and Sub county school feeding programme officer (SCSFPO) service in present station

DURATION IN YEARS Year-interval	Teachers F%	Headteachers F%	AEO F%	SCSFPO F%
Below5 y	5 14.28	1 20		
6-10 y	6 17.14	3 60	1 100	1 100
11-10 y	19 54.29	120		
16-20 y	4 11.43			
Above 21 y	1 2.86			
Total	35 100	5 100	1 100	1 100

The analysis in table 4.2 above shows that majority of the teachers 54.29 percent had been in their present working stations between 11-15 years, 17.14 percent between 6-10 years and 14.29 percent for 5 years and below. Additionally 2.86 percent had more than 21 years working experience in their station. Among the headteachers, 60 percent had worked in their stations between 6-10 years, 20 percent had worked for five years and below while 20 percent had worked between 11-15 years. Finally, the AEO and Sub county school feeding programme officer had both worked in their stations between 6-10 years. This could be interpreted to mean that all informants had long working experience and adequate information on SFP needed in this study.

4.2 School Feeding Programme Profile

The study established the status of the SFP, method of selecting schools and availability of water and other resources for the feeding programmes. Data collected from this study indicates that one out of five schools had SFP. This translates to 20 percent of the schools with the SFP while the majority (80%) did not have. The Sub county school feeding programme officer had this to say:

> *SFP was terminated in the ASAL regions in 2011 after it was handed over to the control of the government and since then, schools which initially benefitted from the WFP have not received support from the government and do not have the feeding programmes, the few schools who have the SFPs are supported by NGOs (SCSFPO Interview, 25/11/2014).*

The researchers view from the above narration was that termination of the SFP by the WFP in the ASAL regions had a negative impact on pupil's participation in primary schools. This is because the government has not funded the programme and most of the schools do not have the feeding programmes which are very essential for pupil's participation in their studies in this food insecure region. Moreover, findings from the head teacher of school A where SFP was operational revealed that SFP in the school was supported by Non Governmental Organizations and not government funds. He argues thus: *I am lucky in my school we have maize and beans provided by the World Vision.* It is clear from the findings that SFP is not operational in many schools. The government of Kenya launched HGSFP which aimed at feeding school children previously fed by WFP, starting in the first term of 2011.

The cash was supposed to be transferred directly to schools for local purchase of cereals, pulses and oil. However, due to financial constraints, the government has not been able to transfer the funds to schools thus rendering the feeding programme non-functional in many schools. The above findings concur with Finan (2010) that the handover of the SFP by WFP in the semi-arid regions to the government had left many schools without the SFP. The aim of WFP was not to exit in the sense of closing down the programme, but rather to transit from externally supported projects to national programs. According to the MOE (2009), an initial agreement between the government and donors on SFP should include clear understanding of the duration of donor assistance and possible alternatives to external funding as the programme evolve to avoid termination of the crucial project.

Regarding the criteria for selecting schools for the feeding programme, the Sub county school feeding programme officer revealed this:

> *All schools in the sub county are selected for the SFP* .This is done by *using poverty map in which programming is restricted to certain administrative areas where people have a high probability of being poor in addition to food insecurity. However, SFPs in most schools are not operational due to lack of funds from the government. (SCSFP Interview, 25/11/ 2014)*

In addition, all the 5headteachers in this study agreed that all schools in the division were targeted for the SFP. However, they revealed that since the responsibility of funding the programme was transferred from WFP to the government, the government has not been consistent in supporting the SFP citing financial constraints. From the interviews and questionnaires, the researcher opines that many schools did not receive the SFP fund from the government. This meant that although the schools were targeted for the SFP, they cannot run the programme due to lack of funds. Hence, this had a negative influence on pupil's participation in their education.

In response to the question that sought to find out whether water was available in the schools, information generated from pupils' questionnaire showed that all the pupils in school C agreed that water was available which translated to 20% of the schools while the majority (80%) from schools (A, B, D and E) said water was not available. In addition, interviews from the headteacher of school C supported what the pupils had disclosed that water was available. Further, interviews from headteachers of schools A, B, D and E concurred with the pupils that water was not available in the schools. Moreover, data obtained from teacher's questionnaire revealed that water was available in school C and A. This translated to 40% of all the teachers while the majority (80%) from schools B, D and E disagreed. This was

contrally to what the headteacher and pupils of school A said that water was not available in the school. For instance, in response to the question that sought availability of water in the schools, the headteacher of school A said:*water is a major challenge in my school. There times food is not cooked for lack of water*. The researcher observes that most schools in the study locale do not have water which is essential in the preparation of the meals and also for drinking. Hence, there is a needed to come up with a plan to provide water safe drinking water in the schools. Therefore, there was a contradiction with what the teachers of school A said and what was revealed by the pupils and the headteacher. The reason of the discrepancy could be because teachers were trying to protect the image of the school and may be they wanted to please the researcher. Further, the researcher observed that school C had water as pupils were drinking water from the taps. In addition, there were two huge water tanks. Further, the researcher noted that in school A where the SFP was on progress, the water taps were very dry as pupils were playing with them, in addition, there were very many jerricans of water in the classes which explained that the pupils brought water for cooking the food every day. This concurs with what the pupils and the headteacher revealed that there was no water in school A. Therefore, there was contradiction with what the teachers of school A said and what was revealed by the pupils and the headteacher. The reason for the discrepancy could be because teachers were trying to protect the image of the school and may be they wanted to please the researcher. Moreover, the researcher observed that in schools B, D and E there was no water as there was no presence of water sources such as taps or tanks

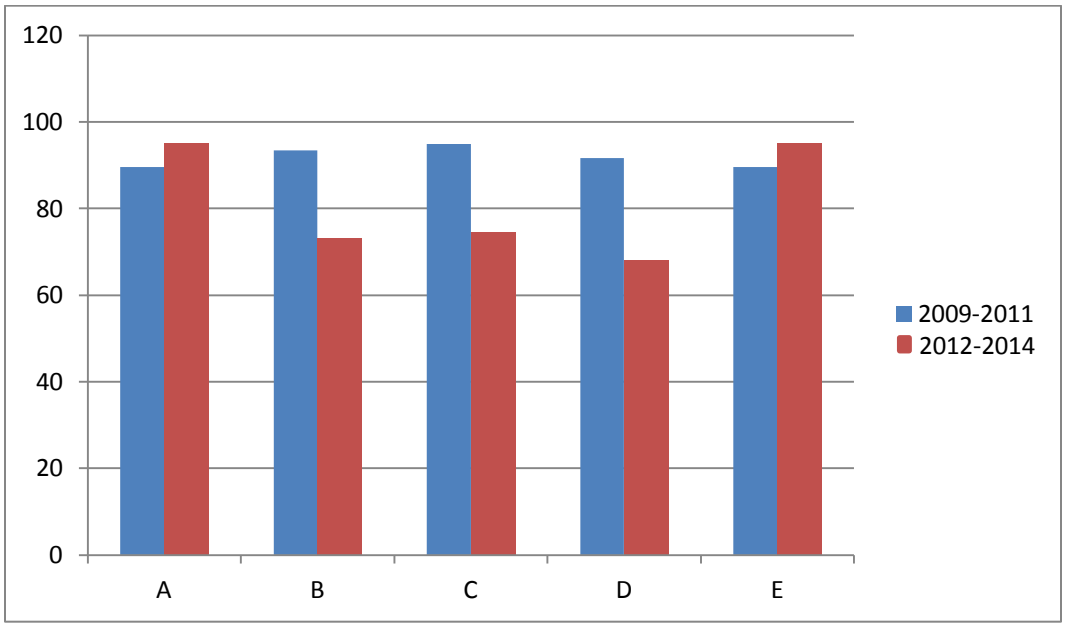
Further, the Sub county school feeding programme officer added: *Most of the schools do not have water. School Feeding Programmes do not cater for water expenses.* This view is in

agreement with WFP (2009) who points out that lack of water in the ASAL areas impacts negatively on the SFP.

4.3 School Feeding Programmes and Class Attendance Rates

The data on pupil's average attendance rate Class s from class registers of the five schools for the period 2009-2011 when the SFP was on progress and 2012 -2014 when the SFP was not operational except in school A.

Figure 4.1 Average Attendance rates in the period 2009-2011and 2012-2014



Findings from Figure 4.1 show the average attendance rates of pupils in the period 2009-2011 when SFP was operational in all the five schools and in 2012-2014 when SFP was terminated in all schools except in school A. The results revealed that in school C, attendance rate was highest at 94.96% when SFP was operational against 74.47% when SFP was not in progress, in school B, attendance rate was 93.36% when SFP was operational against 73.17% when SFP was not operational, in school D, attendance rate was 91.67% when SFP was

operational against 67.96% when SFP was not in progress and in school E, attendance rate was 89.75% when SFP was operational against 66.99% when SFP was not operational. Nevertheless, in the period 2009-2011 and 2012-2014, attendance rate in school A was 89.59% and 95.28% respectively as the SFP was on progress throughout and was not terminated. The researcher noted that the trend in attendance rates increased significantly in the period 2009-2011when SFP was operational. On the other hand, in the period 2012-2014, attendance rates declined significantly when SFP was not in progress. However, in school A where SFP was not terminated the school continued to register increased attendance rates. This in the researchers view was an indication that SFP had a positive impact on attendance rates which were very high in the period 2009-2011.Further, attendance rates remained high in school A where SFP was not terminated, hence an indication that SFP increases attendance rates.

The pupils and teachers were asked whether termination of SFP by the WFP affected attendance rates. In response to that question, 90 percent of the pupils said termination of SFP reduced attendance rates while 10 percent said it had no effect on attendance rates.Moreover,85.7% (30) of teachers had the opinion that termination of SFP reduced attendance rates while 14.3% (5) had a contrally opinion that SFP had no effect on attendance rates . This concurred with the argument of headteacher of school A where SFP was on progress who revealed thus:

> *Ever since the SFP was launched in 2009, we have observed an increase in the number of pupils attending school. Most of the pupils are attracted to school by the meal. (Headteacher School A, Interview, 27/11/ 2014).*

Similar claims were also made by the Headteacher of School D who said:

> *School Feeding programme help in providing food to pupils hence encouraging parents to ensure that their children attend school regularly (Headteacher School D, Interview, 5/12/ 2014)*

The researcher noted that attendance rates increased significantly in the period 2009-2011 when SFP was operational. On the other hand, in the period 2012-2014, attendance rates declined significantly when SFP was not in progress. However, in school A where SFP was not terminated the school continued to register increased attendance rates. Therefore the researcher opines that there was positive correlation between class attendance rates and SFP. Hence SFP is an important service to education that can help the government to enhance attendance rates of primary pupils in ASAL regions. In addition, SFP can be effective at increasing attendance because children receive the meal only when they attend school. Therefore, what emerges from the discussion is that the way to improved attendance rate of pupils is the provision of free meals to school. This is in line with Ngome (2002) who explains that school feeding programme can be a powerful incentive to boost school attendance.

Further, in response to the question on how pupils are selected for the feeding programmes, all the pupils and teachers in school A where feeding programme is operational agreed that all the pupils in their school are included in the feeding programme. Further, interviews with the Sub county school feeding programmes officer revealed that SFP policy demands that all pupils should be given food within the schools regardless of their economic status. This is in line with what was revealed by the headteacher of school A who said:

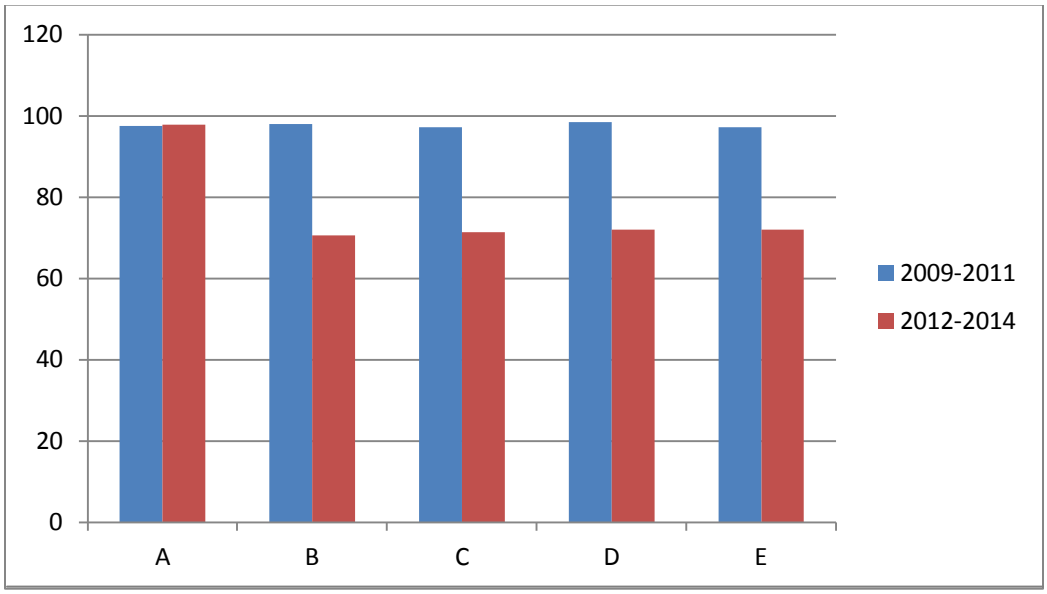
In my school we give food to all the pupils including those from food insecure families since it is a requirement from the organization that supports us, world vision ,interestingly pupils from food insecure families don't like the food and after they are served they eat a little and dump the rest in the dustbin which lead to wastage(Headteacher School A,Interview,27/11/2014)

The researchers view on the above sentiments was that the policy of selecting pupils for the meals does not target the poor and vulnerable pupils. This leads to wastage as the food is given to pupils who do not need it and who would still come to school even after termination. There is need for proper targeting and provide food to the most needy pupils to improve efficiency of the programme. This is in line with WFP (2009) the SFP should target pupils in schools where poverty constraints are most binding in food insecure regions.

4.4 School Feeding Programme and Pupils Enrollment

This section discusses SFP schools enrollments in the period 2009-2011 when SFP was operational and the period 2012-2014when SFP was not operational and entry age of pupils in Standard One. The study compared enrollments in the five schools in the period 2009-2011 when SFP was operational in all the five schools and the period 2012-2014 when SFP was terminated in all schools except in school A, where the feeding programme was not terminated. The data was sourced from schools enrollment registers and the results were as shown in Figure 4.2

Figure 4.2: Average Enrolments rates in the period 2009-2011 and 2012-2014



Findings from Figure 4.2 show the average enrolment rate of pupils in the period 2009-2011 when SFP was operational in all the five schools and in 2012-2014 when SFP was not operational except in school A. The results revealed that in school D, the average enrolment rate was highest with enrolment rate of 98.54% when SFP was operational against an average enrolment rate of 71.93% when SFP was not operational , the average enrolment rate in school B was 97.92 when SFP was operational against an average enrolment rate of 70.51% when SFP was not on progress, in school C the average enrolment rate was 97.22%when SFP was operational against an average enrolment rate of 71.44%when SFP was not operational, in school E, the average enrolment rate was 97.14% when SFP was operational against an average enrolment rate of 71.93% when SFP was not in progress and in school A, the average enrolment rate was 97.52% in the period 2009-2011 and 97.77% in the period 2012-2014 since SFP was operational throughout.

From the findings, the researcher noted that the average enrolment rate of pupils in the period 2009-2011 increased significantly while in the period 2012-2014, the average enrolment rate of pupils declined when SFP was not in progress. The researcher observed that enrollment rates in school A, where SFP was operational throughout remained high as compared to the other schools which declined after SFP was terminated. This from the researchers view was an indication that SFP had a positive impact on the average enrolment rate of pupils which was very high in the period 2009-2011 when SFP was operational in all schools. Hence, the absence of SFP militated against enrolment of pupils in schools. Therefore, the satisfaction of the basic need through SFP enabled many children to be enrolled to school. These findings are in line with Alfridi (2010) who posits that SFP is a very important mitigation in stabilizing enrolment rates of pupils in schools.

The pupils and teaches were asked whether termination of SFP had effect on enrolment rates. In response to question whether SFP influence enrolment rates, 70 percent of the pupils said termination of SFP reduces enrolment rates while 30 percent said termination of SFP had no effect on enrolment rates. In addition, 77.14 percent of teachers said termination of SFP reduces enrolment rates while 22.86 percent were of the opinion that termination of SFP had no effect on enrolment rates. This was in line with the opinion of headteacher of school A who said; *enrolment of pupils in my school have continued to increase due to the SFP.* In addition, the headteacher of school B said: *enrolment rates have reduced significantly since the withdrawal of SFP in my school.* Therefore the researcher noted this clear evidence from the findings that SFP increased attendance rates in the study area.

Further data on the entry age of Standard one pupil in the five sampled schools was sourced from schools enrollment registers. The results were as shown in figure 4.3 in the next page.

Figure 4.3: Average Entry Ages of pupils in Standard One in the period 2009-2011 and 2012-2014

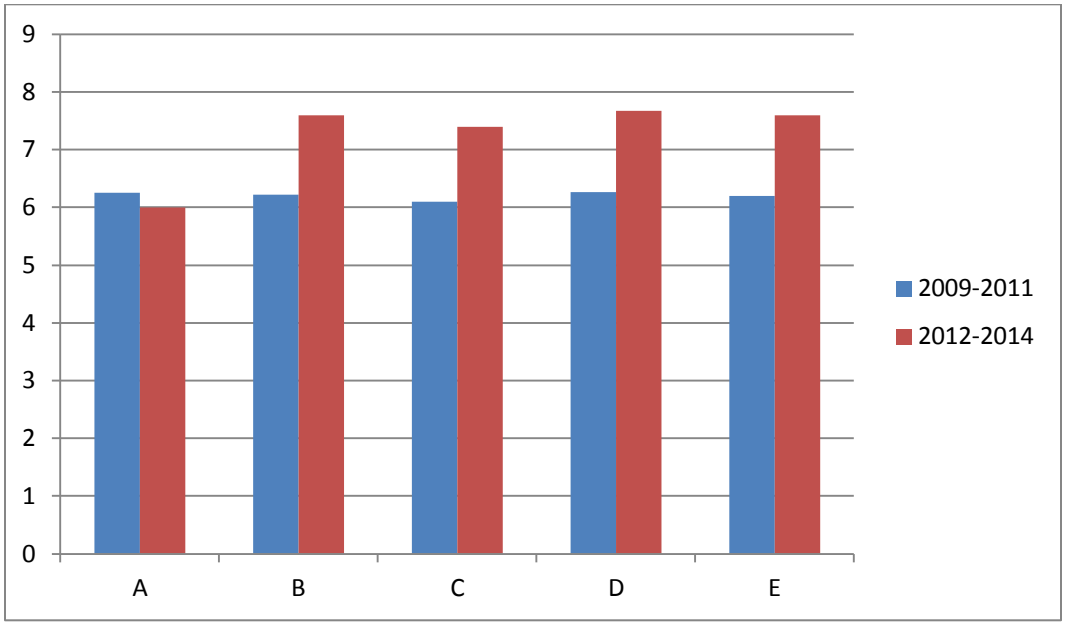


Figure 4.3 shows the average age of pupils who were enrolled in Standard One in the period 2009-2011 when SFP was operational and in the period 2012-2014 when SFP was not operational. The results revealed that in school B, the average age of pupils in the period 2009-2011 when SFP was operational was 6.22yrs against 7.6yrs in the period 2012-2014 when SFP was not operational, in school C the average age of pupils was 6.1 yrs when SFP was operational against 7.4yrs when SFP was not operational, in school D the average age of pupils was 6.27yrs when SFP was operational against7.67yrs when SFP was not operational, in school E the average age of pupils was 6.2yrs when SFP was operational against 7.59yrs when SFP was not operational .Further, in school A the average age of pupils in the period 2009-2011 and 2012-2014 was 6.25yrs and 6.1yrs respectively. The researcher noted that the average entry ages of pupils in the period 2009-2011 when SFP was operational in all schools in standard one was low at 6.2yrs while the entry age of pupils

enrolled in Standard One in the period 2012-2014 when SFP was not operational increased significantly to 7.2yrs approximately .In addition, school A where SFP was not terminated the entry ages remained low. The results were translated by the researcher to mean that SFP influences positively the entry ages of pupils to standard one.

According to the MOE Policy (2003), pupils are entitled to enroll in standard one at six years of age. Based on these findings, it was noted that majority of the pupils enrolled in standard one in the year 2009-2011 when SFP was operational were approximately six years which was an indication of the required age entry to school. However, in the year 2012-2014 when SFP was not operational, majority of the pupils enrolled were more than six years of age which was an indication of late entry to school. Moreover, in school A where SFP was not terminated, entry ages of pupils to Standard One remained low at approximately 6yrs which is the required age of pupils in Standard One. The foregoing discussion implies that SFP encourages parents to send their children to school at the right age in order to benefit from meals, which is a basic need. These views are consistent with the findings of Renault (2008) that SFP helps to adjust the entry age by attracting children to school during the right age. Moreover, teachers and pupils were asked whether SFP influences on age entry of pupils to standard one. The results are shown on table 4.3

Table 4.3: whether SFP influence Entry Ages of pupils

RESPONSES	Teachers		Pupils	
	F	%	F	%
Enrolled at Right Age	25	71.4	90	90
No effect on Entry Age	10	28.6	10	10
Total	35	100	100	100

Table 4.3 shows that 71.4 % (25) of teachers were of the opinion that SFP influence enrollment of pupils at the right age while 28.6% (10) were of the view that SFP had no effect on the entry age entry of pupils to school .In addition 90% (90) of pupils reported that SFP influence enrollment of pupils at the right age to school. Therefore, the researchers view was that SFP attracted parents to enroll their children to standard one at the right age of six years as stipulated by the ministry of education to benefit from the meals.

4.5 School Feeding Programme and Dropout rates

Figure 4.4 shows the number of pupils who had dropped out of school in the period (2009-2011) when the SFP was operational and in the period (2012-2014) when the SFP was terminated except in school A. The information was sourced from headteachers data sheet. Data was collected from five schools.

Figure 4.4 Average Dropout Rates of pupils when Food was available (2009-2011) and after termination (2012-2014) except in school A

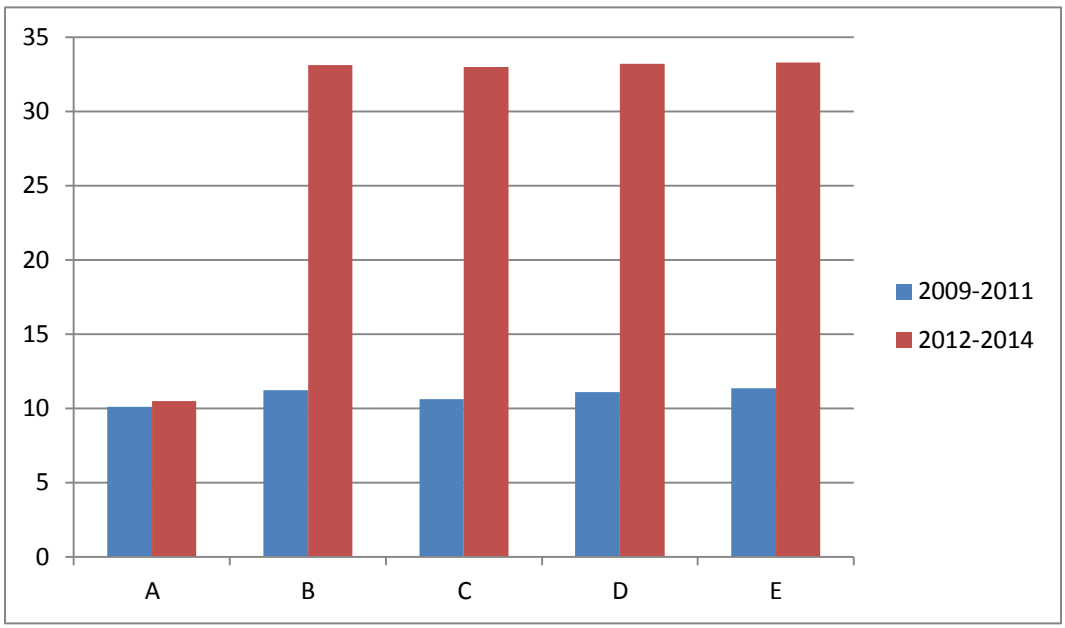


Figure 4.4 above clearly indicates that on average, dropout rate of pupils in school E was high at 33.3% after SFP was terminated against 11.34% when SFP was operational. In school D, the average dropout rate of pupils followed with 33.2% after SFP was terminated against 11.1% when it was operational, the average dropout rate in school B was 33.1 after SFP was terminated against 11.2 when SFP was operational .Further, average dropout rate of pupils in school C was 33% after SFP was terminated against 10.6% when SFP was operational. However, average dropout rate in school A was quite insignificant with 10.1% in 2009-2011 and 10.5% in 2012-2014 since SFP was operational throughout the years. The information obtained from figure 4.4 shows that in most schools, the number of pupils who dropped out of school increased in the years 2012-2014 after SFP was terminated in all schools except in school A. The study revealed that in the year 2012-2014, dropout rate in school A were quite low as SFP was not interrupted. This concurs with a study by Ahmed (2004) that in Niger

when SFP was terminated, immediate and high dropout rates followed and children were withdrawn from school hence, the school year could not commence until food stocks arrived. The researcher opines that lack of SFP reduces opportunities for children to complete primary education and increase dropout rates. A study by UNICEF (2009) revealed that of the pupils entering standard one, only 55% of boys and 35% of girls reached standard eight due to poverty and food insecurity.

Further, pupils were asked to indicate whether the termination of SFP had impact on dropout rates. The findings were shown in table 4.4

Table 4.4: Effect of termination of SFP on Dropout rates

Responses	Pupils		Teachers	
	F	%	F	%
Increase dropout rates	95	95	31	88.5
No impact on dropout rates	5	5	4	11.5
Total	100	100	35	100

Table 4.4 majority of the pupils (95%) agreed that termination of the SFP increase dropout rates, while few of the pupils (5%) were of the view that termination of SFP had no impact on dropout rates of pupils in school. In addition, 88.5percent (31) of teachers agreed that termination of SFP increased dropout rates while 11.4percent (4) were of the view that SFP had no impact on dropout rates .The result indicate that termination of SFP by WFP led to increased dropout rates in the schools. This is because pupils from food insecure families relied on the SFP, thus after termination majority drop out of school. This was in line with

the headteacher of school E who said: *since the termination of SFP by WFP in 2011, we have witnessed increased dropout of pupils from this school*. Findings from the headteachers revealed that Kilome division just like other ASAL regions; poverty, recurrent drought and food insecurity are major challenges to the Universal primary education. In particular, headteacher of school C said: *Most of the pupils in my school dropped out of school after termination of the SFP.*

Further, the AEO said: *currently our records shows decline in populations of pupils in the schools which do not have the feeding programmes*. In addition, a report from Mukaa sub county education records (2014) revealed that school population in Kilome division is on the decline Owing to these findings the researcher view was that although primary education is free in Kenya, lack of SFP hinder poor households from sending their children to school. Hence, termination of the SFP leads parents to withdraw their children from school which leads to increased dropout rates. This is because lack of food which is a basic threatens pupil participation in education as highlighted by the Maslow Hierarchy of needs theory.

The researcher found out that termination of the SFP occurred when the organizations that supported the SFP withdraw their support. It happened in the year 2011 when WFP, the body that had been supporting SFP withdrew their support citing financial constraints. The government was to support the SFP in the ASAL regions but it has not been able to fund due to financial challenges. Consequently, all schools in the locale of study suffered a major blow except school A were SFP continued through support by a Non -governmental organization. Therefore, since pupils basic needs were not met through the SFP, majority of them opted to drop out of school in pursuit of their basic needs. As a result pupil's participation in schools

was affected negatively in the locale of study.

4.5 Intervention Strategies

The intervention strategies suggested by the informants were: developing targeting criteria and mechanisms that concentrate the programme on high risk children and communities, parental and community involvement in the school and the education of their children, provision of water, alternative financing and cost options for the SFP and the implementation of the Home Grown School Feeding Programme.

4.5.1 Developing targeting criteria and mechanisms that concentrate on high risk children

Targeting entails identifying schools and communities with the most needy population in food insecure regions (WFP, 2009). Therefore, providing food through the SFP to improve pupils' participation in school. Targeting mechanisms must maximize participation of the most needy populations to improve the efficiency of the programme. In response to the question on how targeting of pupils for feeding programmes should be done to improve efficiency, the headteacher of school A made the following remark on this subject:

> *School Feeding Programme should target individual pupils within schools to reach families and communities that lack the resources and those who need to be motivated to enroll their children to school. (Headteacher, School A, Interview, 27/11/ 2014)*

Further on the same question on how targeting should be done to improve efficiency, the Sub county school feeding programme officer gave the following suggestion:

charging fees to students who can afford for them to be allowed participation in the programe will reduce cost to supporting organizations and make it more effective(SCSFPO, Interview, 25/11/2014)

The researchers view was that targeting could address who the programme should serve and where these groups are found. This meant that targeting should only select the needy pupils in the schools. Then, in those schools where hunger hinders education of pupils, such should be targeted for the SFP to maximize participation of the neediest population and improve efficiency of the programme in the area of study. This is in line with the World Food Programme (2009) that, SFP should be placed purposively in particularly vulnerable regions or schools where poverty constraints are most binding.

4.5.2 Parental and Community Involvement

Schools that depend on the community to organize and implement SFPs offer many advantages. The efforts to strengthen parent and teacher organizations are on the increase. The government recommends strong links between communities and schools. According to report from all the five headteachers, the level of parental involvement in the education of their children and success of the SFP was lacking. The headteacher of school B suggested the following on improving parental and community involvement in the education and improvement of the SFP of their children:

Parents and community associations can play a significant role and ultimately assume some of the costs such as providing for services and facilities for cooking, fuel, water and ensuring clean, hygienic

> *environment in the school (Headteacher School B, Interview, 2/12 / 2014)*

In addition, the head teacher of school A said; *Parents play a significant role and ultimately assume some of the costs such as paying the cooks*. Further, the headteacher of school D supported the above views and argues thus:

> *One way of achieving parental and community involvement in the school and education of their children is by involvement of community members in the planning and implementation of the SFP (Headteacher, School D, Interview 25/11/ 2014)*

These suggestions on community involvement in SFP are closely related to the views of the Sub country school feeding programme who said:

> *For community members to participate, it will require them to be convinced and inspired that it is beneficial for them to be involved in the school feeding programme. This can be done by eliminating barriers to community participation and the use of proper communication channels. (SCSFPO, interview, 10/12/ 2014)*

The researcher opines that community participation is key to the success of the SFP. This implies that community participation could provide the means to ensure ownership of the school and involvement in the SFP hence improve education of the pupils'. It follows that a SFP without the appropriate learning environment and community support is a weak intervention and its impacts may not bring the expected outcomes. However, with inter-institutional cooperation and coordination of the parents and the community, the value of

food in schools can be significantly increased in terms of the desired results. These views are in line with Espejo (2009) who argues that, giving parents the opportunity to become more aware of what goes on at school and participate in SFP is key to raising the value of education for the whole community.

4.5.3 Provision of Water

Reports from the five headteachers indicate 1 out of 5 schools had water. The Sub county school feeding programme officer suggested the following on provision of water in schools:

> *The problem could be solved by appealing for support from CDF, NGOs and donors available in form of funds to equip the schools with water tanks, such that when it rains, water can be harvested and used for the SFP programme (SCSFPO, Interview,25/11/ 2014)*

The above point is consistent with the views of headteacher of school C where there is water who said:

> *A good way is to organize for funds drives and appealing for funds from church organizations and well wishers to dig boreholes. In my school we appealed to church organization (The Salvation Army), and they bought water tanks with which we harvest adequate water for use (Headteacher school C, Interview3/12/ 2014)*

Therefore, the researcher noted that the government in collaboration with institutions partners such as church sponsors and other partners could create a water improvement plan for water projects in the area under study. On strategies that can provide water in the schools, the researcher found that the headteacher of school C had put in place a sustainable water

project through buying of tanks and harvesting of rain water. This was made possible through church support. From this information, the researcher felt that the other schools can do the same and appeal to donors, church organizations and well wishers for tanks. Hence, utilize harvesting of rain water for use in their schools. The above views are in agreement with the WFP (2007) who notes that the government can begin by identifying the nature of the water constraint in each of the SFP schools. This may be done in collaboration with institutional partners such as sponsors and well-wishers.

4.5.4 Identification of Alterative Financing Cost

School Feeding Programme by virtue of the fact that it includes food is expensive. In response to the question on ways of making SFP sustainable,60% of the pupils suggested schools to initiate income generating activities of keeping poultry,30% to start school gardens while 10% suggested bee keeping and 77.14%(26) of teachers suggested livestock keeping and 22% (9) of teachers suggested school based gardens as income generating activities. Similarly, the headteacher of headteacher of school D said: *Schools can start income generating activities to provide funds for the SFP* .Further, the Headteacher of school A said schools can solicit funds from well-wishers and church organizations to make the SFP more sustainable. He said: *we sought support for the SFP from NGO and our school benefits.* The above views are in agreement with the Sub county school feeding programme officer who said:

> *Schools should look for donors, including Non-Governmental organizations and the private sector to support the SFPs. For example school A which has SFP is supported by an NGO, so other*

headteachers should solicit support from other resources apart from the government(SCSFPO,Interview,25/11/2014)

The researcher notes that SFP managers should seek support from other sources apart from the government, such as NGOs and well-wishers in financing the feeding programmes. Financing may require international assistance but in all cases, available public resources should first be exploited. The researcher found that school A which had SFP had appealed support from church organization. From this information, the researcher observed that all the other schools which did not have SFP could appeal to donors, community, church organizations and well wishers for support. Espejo (2009) asserts that beyond the costs of the food itself, the cost associated with the food management, logistics and control can exert a significant financial burden for governments.

4.5.5 Implementing the Home Grown School Feeding Programmes (HGSFP)

The HGSFP is a government policy designed to supply food for the SFP through purchases and procurement of locally produced food (MOE, 2009). Traditionally, the provision of food for the SFP usually came from foreign food aid. However, through the HGSFP, beneficiary schools expect seven shillings per child at the beginning of the term from the government (MOE, 2010). However; the government has been unable to fund SFPs in the country citing financial constraints. The Sub county school feeding programme officer suggested the following for improving the HGSFP:

The Kenya ministry of finance must be ready to commit funds for the SFP if the government intends to replace World Food Programme as the main benefactor (SCSFPO, Interview, 25/11/ 2014)

The above views were closely related to the headteacher of school C Who commented:

> *The government must also improve agricultural capabilities by enhancing irrigation facilities, farming technologies and indigenous plant knowledge and allocate more funds for SFP (Headteacher, school C, Interview, 3/12/2014)*

Further, the headteacher of school E pointed out:

> *The local communities have extensive experience in the administration duties that would be required from them under the HGSFP and this would create opportunities for community and parental participation in the activities of the school and education of their children. (Headteacher, school E, Interview, 10/12/ 2014)*

Further, the headteacher of school C said:

> *The government must also improve agricultural capabilities by enhancing irrigationfacilities, farming technologies and indigenous plant knowledge and allocate more funds for SFP (Headteacher, school C,Interview, 3/12/2014)*

The researcher observation was that through the introduction of the Home Grown School Feeding Programme, policy makers could look for ways to better integrate and promote goals in education, agriculture and rural development through inter-sectoral cooperation and progressive policy changes. Policy makers ought to implement a scaled stipend system that mitigates the regional food scarcity and price disparities, rather than the flat allocation of

seven shillings per child. This is because under the current system, droughts and ever rising food costs have threatened the viability of school meal programmes in food scarce districts .This is in line with the Government of Kenya (2013) which asserted that for SFP to be successful, more funds must be allocated for the feeding programmes, improving the quality, investing in human capital, increasing local stewardship of feeding programmes and supporting economic opportunities for small scale producers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The summary, conclusions and recommendations drawn were focused on objectives of the study which included: Influence of the School Feeding Programme on attendance, enrollment, dropout rates, and the Intervention strategies that can be put in place for corrective action, to ensure success of SFP enhancing pupil participation in education.

5.1 Summary of the Study

The findings have been summarized based on research objectives as follows:-

The study indicates that SFP had a positive influence on pupil's participation in primary schools. This is because in the period 2009-2011 when SFP was operational enrolment and attendance rates increased while dropout rates decreased. However, in the period 2012-2014 when SFP was terminated SFP decreased significantly.

5. 2 Summary of the major findings

The major findings were based on influence of SFP on pupil's enrolment, attendance and dropout rates. Finally, suggestions of possible strategies to enhance SFP in the ASAL regions were made.

5.2.1 Influence of the School Feeding Programme on Pupils Enrollment Rates

This study revealed that in the period 2009-2011 when SFP was on progress, attendance rates were very high while in the period 2012-2014, enrolment rates reduced significantly after SFP was terminated in all schools except in school A. For instance, in school B attendance rate reduced by 27.41%, in school D by 26.61%, in school C by 25.78 %, in

school E by 25.21% .While enrollment rates declined drastically in the period 2012-2014 in schools B, C, D, and E , in school A enrollment rates increased by.0.55% as the SFP was on progress throughout and was not terminated.

Referring to the influence of SFP on entry age, it was clear that SFP positively influences the entry age of pupils to school. In the period 2009-2011 when SFP was on progress, all the pupils who were enrolled in Standard One were approximately six years which was an indication of the required entry age to school. On the other hand, in the period 2012-2014 when SFP was not operational, all pupils in school B, C, D and E enrolled in Standard One were more than Seven years of age which was an indication of late entry to school. However, in the period 2009-2011 and 2012-2014 respectively, pupils who were enrolled in Standard One in school A where SFP was not terminated were approximately six years old, which is the required age by the MOE in Kenya.

5.2.2 Influence of School Feeding Programme and Pupils Attendance Rates

This study revealed that in the period 2009-2011 when SFP was on progress, attendance rates were very high while in the period 2012-2014, attendance rates reduced significantly after SFP was terminated in all schools except in school A. For instance, in school D attendance rate reduced by 23.71%, in school E by 22.76%, in school C by 20.49%, in school B by20.19 % .However, in school A attendance rates increased by 5.69% as the SFP was on progress throughout and was not terminated.

5.2.3 Influence of the School Feeding Programme and Pupils Dropout Rates

It was evident that 80% of the schools did not have the SFP after WFP handed it over to the government and this led to increased dropout rates. In the period 2012- 2014 dropout rates

increased drastically. The highest increase of dropout rates was registered in school E by 22.4%,school D increased by 22.1% ,school B increased by 21.9% and school C increased by 21.96%.Nonetheless, school A where SFP was not terminated dropout rates increase were insignificant at 0.4%. Further, 90% of the pupils reported that termination of SFP led to increased dropout rates.

5.2.4 Possible Strategies to Enhance SFP in the ASAL Regions

It was observed that stakeholders should develop targeting criteria and mechanisms that concentrate SFP on high risk children and communities to improve the efficiency of the programme. In addition they should seek support for the SFP from other sources apart from the government such as Non-Governmental organizations and well wishers in financing the programme. In addition, parents and community should be involved in the planning and implementation of the SFP. Moreover, administrators could develop alternative financial options and appeal for support from donors, church organizations sponsors and the private sector for the SFP apart from the government.

It was noted that schools should organize for fund drives from church organizations and well wishers to equip schools with water tanks such that when it rains, water is harvested as this will militate against lack of water in the schools. Further, the Kenya ministry of finance should allocate more funds for the SFP in support of the Home Grown School Feeding Programme, which is a government policy designed to supply food for the SFP through purchase and procurement of locally produced foods.

5.3 Conclusion

Based on the findings of this study, the following conclusions were arrived at:

The study found out that SFP was not in progress in Kilome division and this led to increased dropout rates, hence, SFP is a key to improved attendance rates of pupils at school. The absence of SFP militated against enrolment rates of pupils in schools. SFP helps to adjust the entry ages by attracting children to school during their right age of six years. The government of Kenya has the policy of SFP that allows transfer of funds for the SFP in the schools after withdrawal of WFP. However, due to financial constraints, it has not been able to provide funds thus rendering the feeding programmes non functional in the area of study.

The withdrawal of the WFP support led to termination of the feeding programmes in schools in the ASAL regions. This had a negative impact on pupil's participation in schools because food attracted pupils to school. The strategies highlighted to enhance SFP in the area of study involve cooperation of all the stakeholders such as the government, NGOs, church organizations and the community. The community participation could provide the means to ensure ownership of the SFP hence improve education of the pupils.

Conclusively, this study has wealth contributions in the world of knowledge in that the government has not been able to fund the SFP after they were handed over by the WFP in 2009 rendering the feeding programmes non functional in the ASAL regions. Further, the SFP influence positively pupil's participation in schools in terms of enrolment and attendance rates. In addition, it reduces dropout rates of pupils in the ASAL areas. Further, SFP attracts parents in the ASAL regions to send children to be enrolled in standard one at the right age of six years as stipulated by the ministry of education in Kenya.

5.4 Recommendations

On the basis of the results obtained, it is recommended that the programme managers and policy makers should build a consensus on policies and objectives that focus on how SFP can effectively contribute to improving education and meet the nutrition and health needs of school age children. The government and all partners in support of the SFP including NGOs and church organizations should develop a targeting criteria and mechanisms that would concentrate programme resources on high risk children and communities. In addition, the school management committee and the head teachers should strengthen the community and parental involvement in organizing and implementing the SFP. This is because community assisted schools give parents the opportunity to become more aware of what goes on in the school. Furthermore, through proper integration, the parents could support the SFP by helping to pay cooks as well as providing fuel and water thus accept it as their own responsibility.

The school management committee should analyze and indentify alternative financing and cost options, this could be achieved by starting income generating activities to raise funds to supplement the funds issued by government .In addition, initiate advocacy campaigns in which well wishers from the community, political leaders, NGOs and church organizations contribute funds to support the SFP.

The government should ensure that there is proper and regular feeding programme in all public primary schools in the ASAL regions characterized by acute food insecurity. They should also provide funds in good time for the feeding programs and ensure it is adequate for the schools according to the pupil population. In addition, the government should cushion

schools from the escalating food prices by giving them some additional funds when prices shoot up unexpectedly to ensure that adequate food supply is purchased.

The headteachers, school management committee, government policy makers and all other stakeholders including NGOs and church organizations should analyze and elaborate appropriate guidelines and re-orient the food monitoring systems to include indicators of the school environment that affect the effectiveness of school meals such as lack of water and firewood

5.5 Suggestions for Further Research

This study suggests the following areas for further research:-

a) In order to improve pupil participation in their education in public primary schools, this research can be replicated in other parts of the country especially the urban poor. This is because the sample size of study may not be representative enough to reflect areas with a different social, economic and environmental background in other parts of the country.

b) A research can be carried out on the impact of the Home Grown School Feeding Programme on pupil participation in education in the Arid and Semi Arid Lands in Kenya. This would assist policy makers to understand the challenges faced by schools under this programme and find lasting solutions for the sustainability of the School Feeding Programme.

c) A study can be done on alternative sources of funds for the School Feeding Programme to assist schools supplement government funds hence avoid disruption of the feeding programmers when the funds are not provided or delayed.

d) A study can be carried out on the need assessment of all primary schools receiving funds from the government for the School Feeding Programmes.

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APPENDIX 1

INTERVIEW SCHEDULE FOR THE SUB COUNTY SCHOOL FEEDING PROGRAM OFFICER ON THE IMPACT OF THE SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KILOME DIVISION.

General Information on School feeding Programme

1. How long have you served as Sub County School Feeding program officer in Mukaa Sub County?
2. Do you have School Feeding Programme in the Sub County?
3. How many schools are targeted for the School Feeding Programme in Kilome Division?
4. How regular is the food supplied in the division?
5. What type of food is supplied?
6. Do you keep record of the School Feeding Programme

QUESTIONS BASED ON OBJECTIVES

Topic	**Question**	**Probes**
School Feeding Programme on Attendance	What is the impact of School Feeding Programme on attendance rates?	• What is the status of the SFP in the district? • What is the influence of the withdrawal of the WFP in Support of the SFP on attendance rates? • How does targeting criteria of the feeding programmes affect attendance rates? • What are the effects of the SFP on essential packages (water and fuel) and its influence on attendance rates?
School Feeding Program on Enrollment of pupils.	What are the effects of School Feeding Programme on enrollment of pupils in education?	• Does SFP influence age entry of pupils to enhance enrollment in primary education? • How does enrollment of pupils to school affect quality education following SFP? • What are the effects of the SFP on enrollment of pupils in education?

School Feeding Programme on dropout rates		• What is the influence of SFP on household income and its impact on dropout rates? • What is the effect of the Home Grown School Feeding Programme on dropout rates? • What is the influence of the monitoring systems of the SFP on dropout rates in public primary schools?
Intervention measures	What are the intervention measures of the School Feeding Programme to enhance pupil's Participation in education in the District?	• What can be done to enhance sustainability of the School Feeding Programme? • How does the targeting criterion of the School Feeding Programme enhance pupils' enrollment to school? • In your own opinion, which strategies can be put in place in monitoring the School Feeding programme? • Is there any other information you would wish to give to improve the School Feeding Programme in your Sub County?

APPENDIX II

INTERVIEW SCHEDULE FOR THE AREA EDUCATION OFFICER ON THE IMPACT OF THE SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KILOME DIVISION.

General Information on School Feeding Programme

1. How long have you served as Area Education Officer in Kilome Division?
2. Do you have School Feeding Programme in the Division?
3. How many schools are targeted for the School Feeding Programme in Kilome division?
4. How regular is the food supplied in the division?
5. What type of food is supplied?
6. Do you keep record of the School Feeding Programme?

QUESTIONS BASED ON OBJECTIVES

Topic	**Questions**	**Probes**
School Feeding Program on Attendance of pupils	What is the impact of School Feeding Programme on attendance rate of pupils?	• Does the school meal encourage pupils to attend school? • How does termination of School Feeding Programme impact on attendance rate of pupils? • What happens on attendance rates when School Feeding

		Programme is on?
School Feeding Program Enrollment of pupils.	What are the effects of School Feeding Programme on enrollment of pupils in primary education?	• Does SFP influence entry age of pupils to enhance enrollment in primary education? • How does enrollment of pupils to school influence on quality education following SFP? • What are the effects of the SFP on enrollment of pupils in education?
School Feeding Program on dropout of pupils	What are the effects of School Feeding Programme on dropout rates?	• Are there cases of pupils in Kilome division who have dropped out of school due to hunger? • What are the effects of termination of School Feeding Programme on dropout rates? • What happens to dropout rates when the School Feeding Programme is on?
		•
Intervention	What are the	• What do you think can be done

measures	intervention measures on School Feeding Programme to enhance pupils' participation in education?	to enhance sustainability of the School Feeding Programme? • Do you have a monitoring and evaluation mechanism to ensure that resources for School Feeding Programme are well utilized? • In your own opinion, which strategies can be put in place to make the School Feeding Programme more successful? • Is there any other information you would wish to suggest for improvement of the School Feeding Programme in your Division?

APPENDIX III

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INTERVIEW SCHEDULE FOR THE HEADTEACHERS ON THE IMPACT OF THE SCHOOL FEEDING PROGRAMME ON PARTICIPATION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KILOME DIVISION.

General Information on School Feeding Programme

1. Do you have School Feeding Programme in your school?
2. What type of food is supplied?
3. How regular is the food supplied in your school?
4. What is your role as far as school feeding program is concerned?
5. Do you keep records of the School Feeding Programme?

QUESTIONS BASED ON THE OBJECTIVES

Topic	**Questions**	**Probes**
School Feeding Program on attendance	What are the Impacts of School Feeding Programme on attendance rates?	• What is the status of the SFP in your school? • What is the effect of the withdrawal of WFP support of the SFP on attendance rates? • What are the effects of the SFP on essential packages on and its influence on attendance rates? • How does the targeting criterion

		of the feeding programme affect attendance rates? • Does the school meal attract pupils to attend school? • Does the increase of pupils in class strain the physical and human resources in the school? • How does termination of the School Feeding Programme impact on attendance rate of pupils? • What happens on attendance rates when the feeding programme is on?

School Feeding Program on Enrollment of pupils in primary education?	What are the effects of School Feeding Programme on enrollment in your school?	• Does SFP affect age entry of pupils to enhance enrollment in primary education? • What is the effect of SFP on the family size and its impact on enrolment of pupils in education? • What are the effects of the SFP on enrollment of pupils in education? • How does enrollment of pupils to school affect quality education following SFP?
School Feeding Programme on Dropout rates	What are the effects of the SFP on dropout rates?	• Are there cases of pupils who have dropped out of school because of lack of food? • What are the effects of the SFP dropout rates? • What effect does the Home Grown School Feeding Programme have on dropout rates?

		• What is the effect of the termination of School Feeding Programme on dropout rate? • What happens on dropout rates when the School Feeding Programme is on?
Intervention measures	What are the intervention measures of the School Feeding Programme to enhance pupils' participation in education?	• What can be done to enhance sustainability of the School Feeding Programme? • In your own opinion, which strategies can be put in place to make the School Feeding Programme more successful? • Any other information you would wish to suggest to improve the School Feeding Programme in your Division?

APPENDIX IV

QUESTIONAIRES FOR TEACHERS ON THE IMPACT OF THE SCHOOL FEEDING PROGRAMME ON PARTICIPARTION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KILOME DIVISION

The purpose of this questionnaire is to carry out an investigation on the influence of School Feeding Program on schooling in public primary schools in Kilome division, Makueni County. All your responses will be treated confidentially. Kindly do not write the name of your school anywhere in this questionnaire. Please respond to all items by either ticking [√] the correct option or writing in the spaces provided.

Part A: Demographic information

1. Sex

   Male ☐ Female ☐

2. Age

   20 and below ☐

   21-30 ☐ 31-40 ☐

   41-50 ☐ 50 and above ☐

3. Highest academic qualification.

   CPE ☐ KCPE KCSE ☐

   Any other, Specify ☐

4 Highest professional qualification.

   Untrained ☐ Certificate ☐

Diploma ☐ Bachelor's degree ☐

Post graduate ☐

5. Teaching experience.

5 years and below ☐ 6-10 ☐

11-15 ☐ 16-20 ☐

21 and above ☐

Part B: General information

6. Do you have School Feeding Program in your school?

Yes ☐ No ☐

7. What type of food is provided?

Porridge ☐ Maize/beans ☐

Rice/Peas ☐ Any other ☐

8 How often is the food supplied in the school?

Weekly ☐ Monthly ☐

Yearly ☐ Any other, Specify……..

Any other, Specify…….

9. Who keeps records on the School Feeding Program progress in your school?

Teachers ☐ Head teachers ☐

Committee members ☐ Any other, specify ……

PART C: School Feeding Programme on Pupils Attendance of pupils

10.. Can you justify this statement "withdrawal of World Food Programme Support of the SFP has negatively affected attendance rates''

Agree ☐ Strongly Agree ☐

Neutral ☐ Disagree ☐

Strongly Disagree ☐

11. Do you have water in your school for the feeding programmes?

Yes ☐

No ☐

12. How does lack of water of the School Feeding Programme affect attendance rates in your school?

Increases ☐

Decreases ☐

Any other, specify……

13. How does School Feeding Programme impact on attendance rates?

Increases ☐ Decreases ☐

Any other, specify…….

14. How is the pupil enrollment to school when the feeding programme is on progress?

Low ☐

☐

High ☐

No effect ☐

Very Low ☐

Very High ☐

PART D: School feeding Programme on Pupils Enrollment rates

15. How is the pupil enrollment to school when the feeding programme is on progress?

Low ☐ Very Low ☐

High ☐ Very High ☐

No effect ☐

16. How does Feeding Programme impact on enrollment rates?

Increases ☐ Decreases ☐

Any other, Specify……

17. Can you justify this statement 'Withdrawal of World Food Programme support of the School Feeding Programme has negatively affected enrolment rates?

Agree ☐

Neutral ☐

Strongly Disagree ☐ "

Strongly Agree ☐

Disagree ☐

18. How does school feeding programme impact on entry age of pupils enrolment to Standard One

Children are enrolled to school at an early age ☐

Children are enrolled to school at late age ☐

Has no effect on enrolment ☐

Part E: School Feeding Program on dropout of pupils

19. Does termination of SFP affect dropout rates?

Yes ☐ Any other, Specify……

No ☐

20. How is the dropout rate in your school when the School Feeding Program is on progress?

Low ☐ Very low ☐

High ☐ Very High ☐

No effect ☐

PART E: Intervention strategies

21. How can the community assist in the School Feeding Program?

Providing water ☐ Providing firewood ☐

Cooking ☐ Others, Specify……

22. What can be put in school to make School Feeding Program more sustainable?

School garden ☐ Livestock keeping ☐

Bee keeping ☐ Any other, Specify…….

23. What can the government do to Support School Feeding Program?

Increase funds on School Feeding Program ☐

Support the Home Grown School Feeding Program ☐

Any other, specify……

THANK YOU

APPENDIX V

STANDARD SEVEN PUPILS QUESTIONNAIRE ON THE IMPACT OF SCHOOL FEEDING PROGRAMME ON PARTICIPARTION OF PUPILS IN PUBLIC PRIMARY SCHOOLS.

The purpose of this questionnaire is to carry out an investigation on the influence of School Feeding Program on pupil's participation in education in Public Primary Schools in Kilome Division, Makueni County. All your responses will be treated confidentially. Kindly do not write your name or the name of your school anywhere in this questionnaire. Please respond to all items by either ticking [√] the correct option or writing in the spaces provided.

PART A: demographic information

1. Gender

Male ☐ Female ☐

2. Age

Below 11 years ☐ 14years ☐

12 years ☐ 15years ☐

13 years ☐ above 16 years ☐

3. How many are you in your family excluding parents?

1-3 members' ☐ 4-6 members ☐

More than 6 members ☐

4 .What is your birth position in the family?

First ☐ Second ☐

Third ☐ Others, Specify……..

5. What work do your parents/guardians do for a living?

Professional employment ☐ Casual employment

Peasant farmers ☐ Any other, specify……

6. What is the distance from your home to school in Kilometers?

Below 2 Km ☐ 3-4 Km ☐

5 and above ☐

PART B: Background information

7. Are there days you come to school without taking breakfast?

Few ☐ Very few ☐

Many ☐ Very many ☐

Any other……

8. Is there a School Feeding Programme in your school?

Yes ☐ No ☐

(b) If Yes, what type of food is provided…….

Porridge ☐ Rice/peas ☐

Maize/beans ☐ Any other specify……

9. Do you like the food you get in school?

Yes ☐ No ☐

PART C: School Feeding Program on attendance of pupils

10. How is the attendance of pupils when the School Feeding Program is on?

Good ☐ Very good ☐

Fair ☐ Bad ☐

Very bad ☐

11. How is the attendance of pupils when the school food is terminated?

Low ☐ Very low ☐

High ☐ Very high ☐

No effect ☐

12. Do you think that school food increase attendance rate?

Yes ☐ No ☐

No effect ☐

PART D: School Feeding Programme on Enrollment of pupils in Primary education.

13. How does SFP affect enrollment of pupils in school?

Increase ☐ Decrease ☐

No effect ☐

14. How is the pupil enrollment to school when the School Feeding Programme is on progress?

Low ☐ Very Low ☐

High ☐ Very High ☐

No effect ☐

15. At what age are pupils enrolled to standard one when food is available at school?

Pupils are enrolled at a young age (early entry) to school ☐

Pupils are enrolled at an old age (late entry) to school ☐

No effects on the age pupils are enrolled to standard one ☐

PART E: School Feeding Programme on Dropout of pupils

16. How is the dropout rate of pupil in your school when the school food is available?

Low ☐ Very low

High ☐ Very high ☐

No effect ☐

17. What happens to dropout rates when the school food is not available?

Increase dropout rate ☐

Reduce dropout rates ☐

No effect ☐

Others……

PART F: Intervention Strategy

18. How can your parents assist in the School Feeding Program?

Providing water ☐ providing firewood ☐

Cooking ☐ others.....

19. What project can be put up in the school to support the School Feeding Program?

School garden ☐ Bee keeping ☐

Keeping livestock ☐ others.....

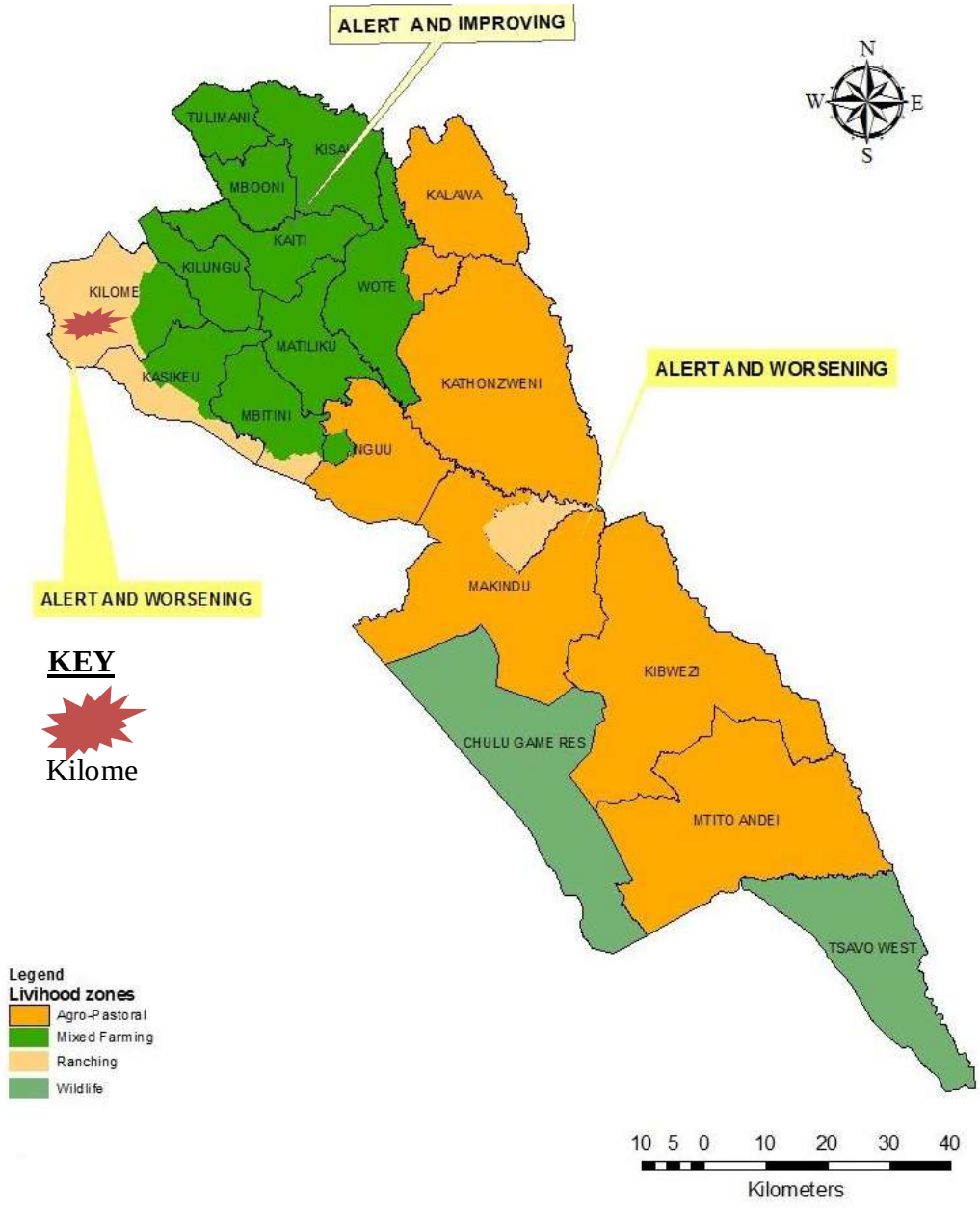
THANK YOU

APPENDIX VI
OBSERVATION SCHEDULE

The researcher will observe on the condition of the following resources in the school.

Resources	**Brief Comments**
Kitchen Cooks Serving bowls Cooking utensils Water Latrines Type of fuel Dining hall Food store Food available School garden School livestock	

APPENDIX VII
MAP OF KILOME DIVISION WITHIN MAKUENI COUNTY



Source: Makueni County Drought Monitoring Bulletin, February 2015

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

COUNTY COMMISSIONER RECEIVED 20 NOV 2014 MAKUENI COUNTY

Authorised for carry out the research.

Ref: No.

Date: 18th November, 2014

NACOSTI/P/14/6222/3897

20th/Nov./2014.

Rebecca Mumbi Reuben
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Impact of the school feeding programme on participation of pupils in education in public primary schools in Kilome Division, Makueni County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the rese.arch report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

REPUBLIC OF KENYA

Tel: 044-33318
FAX: @gmail.com
Email:cdemakueni@gmail.com
When replying please quote

County Director of Education Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION

MKN/C/ED/5/33 VOL 1/29 **20th November 2014**

Rebecca Mumbi Reuben
Kenyatta University
P.O Box 43844-00100
Nairobi

TO WHOM IT MAY CONCERN

RE: RESEACH AUTHORISATION– REBECCA MUMBI REUBEN

This is to confirm to you that **Rebecca Mumbi Reuben of Kenyatta University** has been authorized to conduct out a research as per letter dated 18th November 2014 ref. no **NACOSTI/P/14/6222/3897** on **"impact of the school feeding programme on participation of pupils in education in public primary schools in kilome Division , Makueni county,"**

You are however expected to ensure that you conduct the exercise professionally
Kindly give her all the assistance required.

COUNTY DIRECTOR OF EDUCATION
DATE: 20/11/2014
P.O. BOX 41-90300
MAKUENI
MAKUENI COUNTY - KENYA

G.N Kimani
for County Director of Education
Makueni.