

**THE RELATIONSHIP BETWEEN SCHOOL FEEDING PROGRAMMES
AND SCHOOL ATTENDANCE AND ENROLMENT AMONG PRE-
SCHOOL CHILDREN IN CHEPALUNGU SUB-COUNTY, BOMET
COUNTY, KENYA**

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DECLARATION

I confirm that this research thesis is my original work and has not been presented for a degree in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledge. Where text, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

I hereby dedicate this work to my family. My husband Geoffrey Kirui and our children Abigael Cheronno, Sandra Chemutai and Brian Kibet.

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First, I thank God for his guidance and good health throughout my study period.

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ABBREVIATIONS AND ACRONYMS

ASAL:	Arid and Semi-Arid Lands
ECE:	Early Childhood Education
ECD:	Early Childhood Development
ECDE:	Early Childhood Development Education
EFA:	Education for All
FFE:	Food for Education
FFTP:	Food for the Poor
FPE:	Free Primary Education
HGSFP:	Home Grown School Feeding Programme
HIV/AIDS:	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IFPRI:	International Food Policy Research Institute
KNBS:	Kenya National Bureau of Standards
MDG:	Millennium Development Goals
MDPHTF:	Millennium Development Project Hunger Task Force
MoA:	Ministry of Agriculture

MoDP:	Ministry of Development and Planning.
MoE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
MoH:	Ministry of Health
NEPAD:	New Partnership for Africa's Development
NGOs:	Non-Governmental organizations
PEM:	Protein Energy Malnutrition
RSF:	Regular School Feeding Programme
SFP:	School Feeding Programme
SPSS:	Statistical Package for Social Science
SSFP:	Special Supplementation of Food Programme
UNESCO:	United Nations Educational, Scientific and Culture Organization
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education

USAID: United States Agency for International
Development

WFP: World Food Program

WHO: World Health Organization

ABSTRACT

Feeding programme may not increase food intake of targeted individuals by 100 percent, but is provided to improve food consumption, encourage school attendance, enrolment and learning. The provision of School Feeding Programme (SFP) also may result in saving health care cost among children. Despite the benefits that may be obtained from SFP, It is not easy to administer and not provided in all pre-schools. In Kenya, the implementation process of SFP has not yet been effectively carried out. According to the new constitution, Early Childhood Development and Education (ECDE) is under the management of County Governments, but little has been done in the provision of ECDE services, SFP included. The Programme faces challenges like lack of parental support, inadequate funding and skilled personnel to sensitize on its importance. This study therefore investigated the implementation of SFP in Early Childhood Development (ECD) centres in Bomet County with a view to establish its relationship on children's enrolment and attendance in Chepalungu Sub-county. This is because about 65% of children in Kenya do not attend pre-school Education and 57.7% do not attend school in Chepalungu, Bomet County. Presumably the study sought to investigate the relationship between SFP and school attendance and enrolment. The study was guided by Abraham Maslow's theory of hierarchy of needs and employed descriptive survey design whereby the independent variable was feeding programme while the dependent variables were pre-school attendance and enrolment. Observation schedules, questionnaires for ECD teachers as well as head teachers, interview schedule for Director of Education and document analysis were used to collect data. Statistical Packages for Social Sciences (SPSS) was used to organize and prepare data for analysis. The findings revealed that there is relationship between SFP and children's school attendance and enrolment. This implies that there is a need to provide SFP in Chepalungu Sub-County. Stakeholders that include the County government should work hand in hand to provide SFP in pre-schools.

CHAPTER ONE

INTRODUCTION AND CONTEXT/BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the Background to the Study, Statement of Problem, Purpose and Objectives of the Study. It also presents the Significance, Delimitation and Limitations, Assumptions, Operational Definition of Terms and Theoretical/Conceptual Framework of the Study.

1.2 Background to the Study

School Feeding Programme (SFP) is aimed at persons who are vulnerable to malnutrition usually children from low-income families (World Food Programme, 2007). Although a school feeding programme may not increase food intake of targeted individuals by 100 percent, it may play a key role in increasing school enrolment. Besides improving food consumption, school feeding programme may encourage school attendance and learning (World Food Programme, 2000). Enrolment and school attendance are important key aspects in education. It is therefore important to ensure that every child enroll and attend school since it enable him to attain the right to education which is one of fundamental goal of Millennium Development Goals (MDGs). The increase of enrollment and school attendance worldwide may lead to achievement of global commitment of Education for All (EFA) that was resolved at world

education forum in Dakar by UNESCO and other agencies like UNICEF. One of the goals of the forum was to expand and improve early childhood and education to vulnerable children by 2015. Early Childhood Education (ECE) is fundamental level of learning since it provides children with a firm foundation in learning. Further, it prepares children for primary learning as well as other levels of learning and to become healthy individuals for social life (Murungi, 2012). This call for ensuring that every child participates in ECE and this can be ensured through provision of SFP in schools.

Lawson (2012) continues to maintain that there are consistent positive effects of SFP on energy intake, micronutrient status and school enrolment of children participating on SFP compared to non-participating children. However, SFP vary widely from country to country that design, implement and evaluate it. According to World Food Programme (1990) School meals do act as an incentive for parents to send their children to school; furthermore it may increase enrollment and attendance rate. Despite all these benefits of SFP, Lawson (2012) estimated that between the years 2003-2005, nine hundred and twenty three million children in the world were chronically hungry, many of whom were children from developing countries. The high population of hungry children and limited resources has sabotaged the implementation of SFP which in turn has affected school attendance and enrolment in schools. The Special Supplementation of Food Programme (SSFP), for example, in the United States (US) resulted

in savings in medicated health care costs for women, infants and children (Von and IFPRI, 1992). Feeding programmes are important as they are politically and socially accepted means of addressing hunger in the world, however, they are not easy to administer.

According to World Food Programme (2000), other factors of education such as quality of education in terms of qualified teachers, conducive environment and adequate teaching and learning materials become relevant when hunger is addressed and the child is in school. This hunger may then be addressed through provision of SFP in schools especially to vulnerable and disadvantaged children who are considered at risk of malnutrition. Graham (2008) indicated that the Problems of malnutrition cannot be overcome by a school meal programme which provides less than 15 percent of the recommended daily allowance for calories. The meals provided in a SFP therefore should be balanced and of right calories. However, the provision of fewer calories in a programme may improve school attendance and enrolment (Graham, 2008).

School Feeding Programme (SFP) can also increase enrollment if they are targeted at the right communities or populations (Bundy and World Bank, 2011). The programme is more likely to have a positive result on enrollment when they are integrated with a facilitative learning environment and appropriate health and nutritional interventions. It is also important to note that not all SFPs provided yield positive effects. Bundy

(2009) found out that SFP do not always achieve the same effect because factors like modality of SFP, gender of the beneficiaries and types of food provided can influence the programme outcomes.

In Africa, SFP provide daily meals to all children attending school, but in some areas the attendance rates remain low (United States & Disaster Assistance Support Program, 2013). This has been linked to the level of poverty experienced in such areas that hinders parents in participating fully in feeding programmes. For example, in Sahel region that is situated between Sahara desert to the north and Sudanian Savanna to the south, only 48% of the children go to school and the situation is even worse for girls (Lambers and WFP, 2009). Most African countries, for example, Burundi, Congo and Kenya are facing challenges to overcome hunger and poverty. School meals may improve attendance through nutrition by reducing morbidity which is a leading cause of school absenteeism. Adelman, Gilligan and Lehrer, (2008), further attributes that school meals may improve children's nutritional status that may strengthen their immunity and protects them against diseases. Adequate finances are required to run a feeding programme, yet most developing countries like Kenya lack additional finances. This is very disturbing since the lack of additional financial and human resources collapses SFP and this may worsen school attendance, enrolment, performance and level of dropout rates.

With the launch of SFP, enrollment rates in African countries like Burundi have increased (World Bank, 2010). For example in Karusi and Cankuzo provinces in Burundi, enrollment rates increased to 58.1 percent in 2007/2008 from 42.5 percent in 2003/2004. Though lack of SFP in most schools may be attributed to low enrolment and school attendance, Adelman, Gilligan and Lehrer, (2008) purports that a number of children enroll in school late or fail to enroll completely due to other factors like lack of funds, lack of child care and a perception of limited benefits of attending school at a recommended age. The persistence of all these factors has increased the percentage of children not attending school in Africa.

Since independence, Kenyan education has developed rapidly. School enrollment has increased tremendously from 892,000 in 1963 to 9.95 million in 2013 (KNBS, 2014) at primary level and from 801,000 in 1989 to 1,281,284 in 2000 at pre-primary level (Mwoma and Ruto 2013). However, high poverty levels which are commonly higher at semi-arid and arid areas have decreased enrolments. In Kenya, approximately 65% of children are not attending pre-school education (Murungi, 2012). This could be attributed to inadequate and underfunded SFP. Hunger affects learning in a big way. A hungry child cannot effectively learn since he/she lacks energy to participate in school's activities. Such a child is not able to concentrate in class or interact with the environment effectively. It is then

necessary to provide SFP to pre-school children to nourish them well (Murungi, 2011). Enrollments have been noticed to increase gradually and sometimes decline completely in some places in Kenya. Wamaru (2012) found out that SFPs have led to increase in enrollments in some schools due to its consistency, while in others there have been a decline in enrollment in spite of provision of SFP. This proves that the SFP should not be underestimated. Ouko (2012) found out that SFP are an incentive to pupils which make them attend school. Ouko (2012) further revealed that with the provision of SFP, school attendance and enrollment may increase gradually or even decline due to other factors.

According to Onyimbo (2007) School Feeding Programme faces several challenges in Kenya which has made the implementation process very difficult. Some of the challenges are: lack of funds, lack of formal training on SFP management courses and lack of parental involvement in these programs. Consequently, implementation process of SFP has not yet been effectively carried out in most of Kenyan schools. In addition, Parental involvement in preparation of meals is still low hence teachers and pupils are forced to take up the responsibility.

Ndung'u (2010) cited that lack of stakeholders support and inadequate additional finances hinder the running of the programme. The scarcity of food in Arid and Semi- Arid areas may limit the number of servings per day and hinder provision of variety of foods as well as balanced diet. In

addition factors based on needs assessment, community participation, financial management and policy and regulatory frameworks also hinder the running of SFP. A study carried out in Emuhaya County reveals that failure to consider all problems, issues and opportunities and to involve all stakeholders in needs assessment stage hinders the provision of SFP. It was concluded that lack of capacity to plan and manage budget needs, lack of implementing units and arrangements, lack of staff training on knowledge of SFP, lack of monitoring and evaluation and failure to consult the community when designing a SFP may lead to the collapse of the programme (Olubayo, Amisialuvi and Namusonge, 2013). This study investigated the extent to which factors of needs assessment, community participation, financial management and policy and regulatory frameworks hinder the provision of SFP in Chepalungu Sub- County.

1.3 Statement of the Problem

Early Childhood Education provides children with a firm foundation in learning and prepares them for primary learning as well as other levels of learning. It also prepares individuals for social life. However, this might not be achieved by most children in Kenya since many do not attend pre-school

In Kenya 65% of pre-school children do not attend school. Approximately fifty seven percent of pre-school children do not attend school in Bomet County. Though other factors like lack of uniform, sickness, family affairs,

lack of tuition and poor performance may contribute to low school attendance and enrollment, this study contended that the low enrolment and school attendance is due to inadequate implementation of SFP in the Sub-County. Even though there are policies governing implementation of SFP in Kenya, implementation process still remains a big challenge to the government.

Though SFP are available in some pre-schools in Kenya, the Government of Kenya seems to have failed to address challenges that have affected SFP directly and school attendance and enrolment indirectly. The inadequate and underfunding of SFP and inadequate parental support hinders the outcomes of SFP. Chepalungu Sub-County was singled out since among the five Sub-counties; Bomet East, Bomet central, Chepalungu, Konoin and Sotik, it has the lowest pre-school enrollment and attendance. The study therefore investigated the implementation of SFP in ECD centres in Chepalungu Sub-County with a view to determine its impact on pre-school enrolment and attendance.

1.4 Purpose of the Study

The study sought to investigate the relationship between SFP and school attendance and enrollment in ECD centres in Chepalungu Sub-county, Bomet County.

1.5 Objectives of the Study

The study endeavored to achieve the following objectives:

1. To find out the availability of SFP in Chepalungu Sub-county, Bomet County.
2. To find out the meals provided in pre-schools in Chepalungu Sub-county.
3. To determine the relationship between SFP and school attendance
4. To determine relationship between the SFP and enrollment
5. To identify the stakeholders and the extent to which they perform their roles in providing SFP.
6. To investigate the extent to which the factors of SFP hinder the provision of SFP in Chepalungu Sub-county.

1.6 Research Questions

1. How many pre-schools provide SFP in Chepalungu Sub-county?
2. What are the meals provided in pre-schools in Chepalungu Sub-county?
3. What is the relationship between SFP and school attendance?
4. What is the relationship between SFP and enrollment?
5. Who are the stakeholders that provide SFP and to what extent do they perform their roles?
6. What extent does the factors of SFP hinders the provision of the SFP in Chepalungu Sub-county?

1.7 Hypotheses

1. H₀: There is significant relationship between SFP and enrolment

H₁: There is no significant relationship between SFP and enrolment.

2. H₀: There is significant relationship between SFP and school attendance

H₁: There is no significant relationship between SFP and school attendance.

1.8 Assumptions of the Study

The study assumed that all the respondents selected were willing to participate hence a lot of information adequate for generalization was obtained. Further, it was also assumed that SFP has a relationship with enrolment and school attendance hence, provision of SFP in Chepalungu Sub-County can improve the quality of Early Childhood Education (ECE) and lead to investing in young children who will in turn reduce the poverty levels in Bomet County in future and improve the health of the community members.

1.9 Limitations of the Study

During this study, the researcher faced challenges like lack of enough funds, lack of cooperation from some head teachers and poor roads. To curb these short comings, the researcher requested for financial support from her parents. The researcher also persuaded the head teachers who had

declined to cooperate to consent to participate in the study. They were further assured that the research was for academic purposes and that the information they gave would be made confidential. The researcher used motorbike as means of transport since most roads in the area were poor.

1.10 Delimitation of the Study

The study was confined to head teachers and teachers teaching in pre-school centres in Chepalungu Sub-County. This implies that those on leave or absent were not considered for the study. The study was also delimited to children between three to six years old who were attending pre-schools. Out of 146 schools in the area of study, 28 schools were involved in the study. Despite the fact that there are other factors that can affect school attendance and enrollment in pre-schools, this study focused on SFP as the major factor that hindered pre-school attendance and enrolment.

1.11 Significance of the Study

The research findings may be of great help to various stakeholders in ECD. The findings may be used by parents to understand the importance of SFP and hence will participate in contribution of food and preparation of meals in schools; they might also encourage their children to attend school. Teachers may use the results to educate parents and community at large on importance of SFP. The research findings may be used by the NGOs to assess the need to support SFP through funding. The results obtained may be used by the government to improve policies governing

SFP. This study may also benefit pre-school children and especially those in Arid and Semi-Arid areas by improving their school attendance and enrollment. Further, the research may add value to the knowledge on importance of SFP.

1.12 Theoretical Framework

Several theoretical approaches capture the phenomena of school participation. Among them is the Abraham Maslow Theory (1971). He came up with a hierarchy of needs that are achieved in phases. This study therefore singled out physiological needs and specifically food and linked it to learning situation.

Theoretical Framework

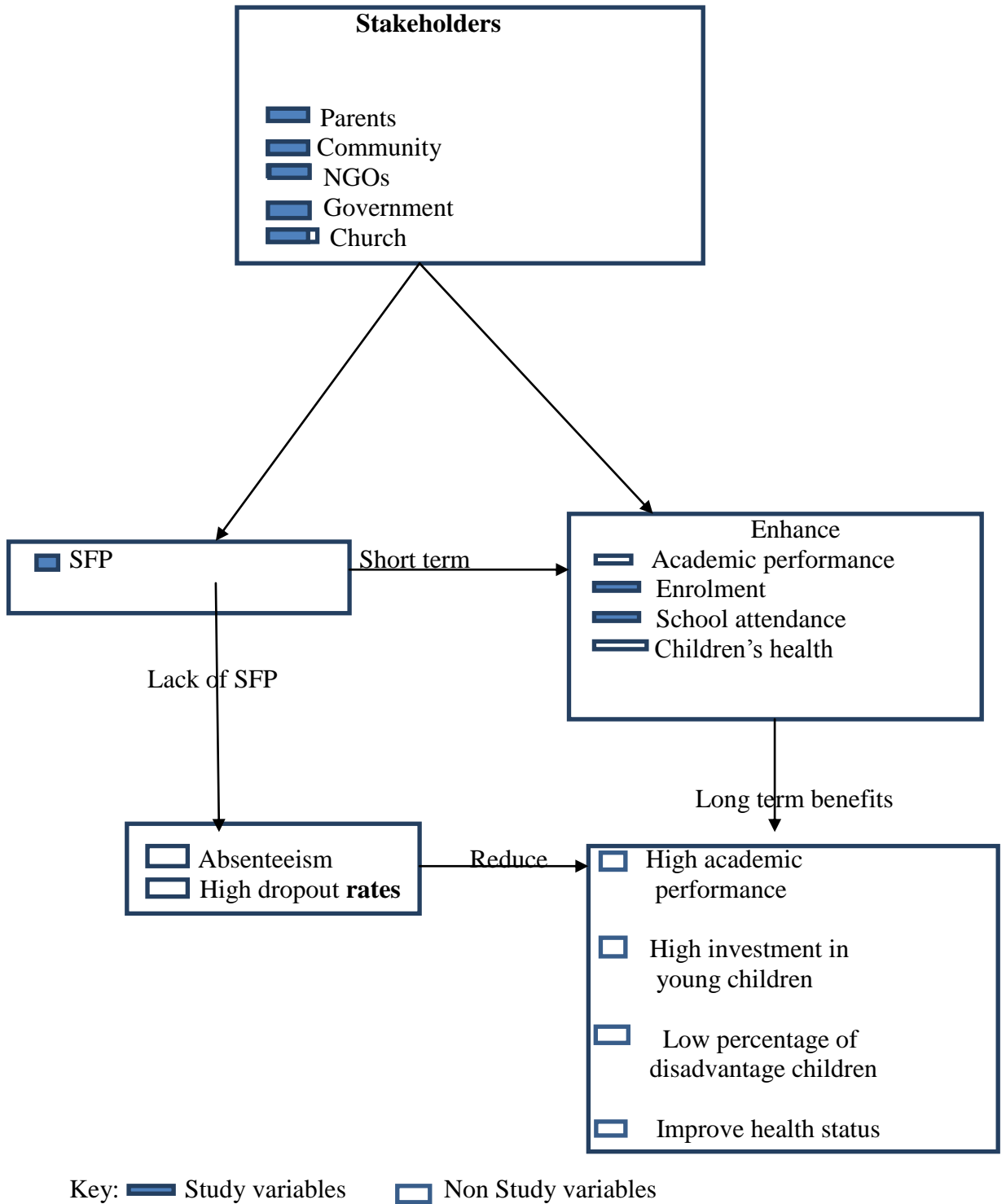
The study was guided by Abraham Maslow's Theory of hierarchy of needs. According to Maslow (1971) a human being is naturally good and that healthy development is likely to occur in a healthy society. He further placed needs in ascending order of importance starting from physiological needs to need for self-actualization. An individual who gets adequate physiological needs like food, water, warmth, shelter and sleep can seek for security needs which involve being free from physical danger and of the fear of losing loved ones, job, property, food or shelter. If one access these needs to a level the life is maintained, he can further seek for affiliation or acceptance needs, which include need to belong or being

accepted by others then to esteem needs that leads to the satisfactions like power, prestige, and self-confidence and finally can become self-actualized which is the desire to become capable of what one can become. This study has purposefully singled out food, which is a basic need under physiological needs. Maslow (1971) contemplates that unless the need for food is met together with other needs the child cannot seek for the growth needs. Provision of food through SFP and especially to the disadvantaged child is one way of meeting this need. This facilitates healthy growth, which enables the child to seek other needs like: safety, love and belongingness, self-esteem, aesthetic and cognitive needs and even self-actualization. Consistent provision of SFP with correct quantities of calories can enhance learning in a big way. Lack of SFP in schools may disadvantage vulnerable children who get little or no food at their homes. According to Murungi (2012), such a child is not able to concentrate in class, can be absent from school or may fail to enroll completely. This study therefore contends that lack of SFP in school can lead to low enrolment and school attendance in pre-schools.

1.13 Conceptual Framework

The conceptual framework illustrates how SFP could influence school attendance and enrollment. In this study SFP is the independent variable while school attendance and enrolment are dependent variables. SFP with the support from stakeholders enhance the academic performance of children, school

enrollment, attendance and health status. On the other hand, lack of support from stakeholders hinder children's academic performance, school attendance and enrollment. Effective SFP can yield good results which can be indicated by high academic performance, reduction of disadvantaged children and high investment in young children in a community.



Source: Researcher's own adaptation
Figure 1.1: SFPs and influence on school attendance and enrollment

1.14 Operational Definition of Terms

Attendance: The turnout of children to school on a daily basis. This was measured through the number of days a child attends school per week, month or term.

Beneficiary Communities: Refer to specific communities that benefit from a School Feeding Programme.

Community: This include other people living near pre-school surroundings not necessarily children's parents

Dropout: A child who starts school and then stops continuing with schooling.

Enrolment: The total number of pupils registered officially in a pre-school. This was measured by checking on school enrolment records to establish the total number of registered children.

Home Grown School Feeding Programme: It is a government led programme that provides food produced and purchased in Kenya.

Meal: refer to a specific food prepared for an eating occasion in a pre-school.

Pre-school children: Children aged 3-6 years in school.

School Feeding Programme: A Programme which provide meals to pre-school children. It was measured through the meal patterns offered to pre-school children.

Stakeholder: It is any person, social group, an organization or a society in charge of provision of SFP in a certain area.

Unplanned Settlements: Refer to locale where housing does not comply with the building regulation or current planning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contained the reviewed literature related to the topic of the study. It was summarized based on: relationship between SFP and attendance and enrollment, factors affecting SFP, and the role of stakeholders.

2.2 Overview of School Feeding Programme (SFP)

SFP has been provided in schools worldwide. World Food Programme (WFP) in collaboration with other stakeholders have worked hand in hand to provide SFP. In developing countries, SFP faces several challenges that include high poverty levels, limited resources due to high numbers of children in need of food aid, difficult terrain, high logistical cost, delivery problems and issue of sustainability due to high cost of SFP and harsh climatic conditions like frequent droughts (Songa, 2011). Despite these challenges, a number of studies carried out globally shows that SFP can play a significant role in improving school attendance and enrolment in some areas. In Asia specifically Armenia food attracted 30,000 children to school in rural communities which are vulnerable (Chant & McIlwaine, 2008). Further, a study carried out in India revealed that mid-day meals attracted 15% of female children in school (Shafii

& Shafii, 2001). This can justify that the role of SFP in schools cannot be underestimated.

In Burkina Faso, the operation of school canteens increased school enrolments, regular attendance and consistently lowered repeater and dropout rates in disadvantaged areas. Higher success rates on national exam were recorded in this area. The closure of school canteens in the area was followed by high absenteeism. School years only commence with arrival of food stocks in school canteen (Reiser, & Commonwealth Secretariat, 2012). In addition, a three month evaluation of SFP in Malawi, recorded a 5% increase in enrolment and 36% increase in attendance (Yendaw and Dayour, 2015).

A study carried out in Nepal revealed that 5% of the children who were attending school were stunted while 27% of the children were of normal nutritional status (Roth, 2011). Another study carried out in Ghana confirmed that malnourished children entered school at later age and completed fewer years of school than the better nourished children (World Bank, 2007). Lack of SFP may lead to poor health and according to Croll, Attwood, and Fuller (2010) children in poor health start school later in life or may not go to school at all. There is need therefore to provide SFP to enhance early enrolment and to reduce dropout rates.

In Kenya, for example SFP has been in operation for 30 years in primary schools. It began in 1979 with school milk programme initiated by the Government of Kenya with the assistance of World Food Programme (WFP), the SFP reached 220,000 pupils at pre-school and primary level. As time went by, it expanded to reach 1.2 million children in primary schools (Songa, 2011). With the support from WFP, the Regular School Feeding Programme (RSFP) has been implemented by the Government Arid and Semi- arid areas (ASALs) and some schools in the slums of major towns.

The programme entails the provision of mid day meals to pre-primary and primary school children. Non- Governmental Organizations (NGOs) have also played a role in provision of SFP. They operate in unplanned settlements and the beneficiary communities. Regular School Feeding Programme (RSFP) was feeding 720,000 pupils in primary schools by the year 2011. SFP with the support of WFP have expanded to food insecure regions that are not covered with RSFP or Home Grown School Feeding Programme (HGSFP). This has helped to mitigate severe effects of drought often experienced in those regions. It also reduces vulnerability that arise from food insecurity and malnutrition that might be caused by consistent food crisis (Songa, 2011)

The Kenyan Government with NEPAD and Millennium Development Project Hunger Task Force (MDPHTF) has promoted HGSFP. This was meant to

increase national food production and to ensure children go to school. HGSFP were targeting 590,000 children by 2011 (Bhargava, 2006). Another form of SFP referred to as Njaa Marufuku was started in 2006 by Ministry of Agriculture (MoA), Ministry of Education (MoE) and Ministry of Health (MoH) (World Bank, 2012). To eradicate hunger in Kenya, Njaa Marufuku targeted areas with high poverty levels, high levels of drop out, school with poor academic performance and high level of malnutrition. It also aimed to enhance health and nutrition of vulnerable people and school children. It integrated school meals with nutrition education and mother/ child health and nutrition programmes. By 2011, it had benefited 37,222 children in 56 schools (World Bank, 2012). These programmes have tremendously increased enrolment and school attendance in some areas. A study carried out in Taita Taveta which is one of the ASAL areas, showed that SFP increased school enrolment from 78% to 84% in 2004.

School Feeding Programme also improves nutrient intake of children and school facilities like water supply and classrooms. Further, it assists school committees and local communities to identify and develop enterprises which can sustain SFP in future. SFP is very important since it can improve children's well being. However high poverty levels mostly in developing countries hinders its provisions. Poverty influence children participation in school especially if their parents cannot afford meals. SFP can be used to address

temporary hunger in schools (Lopez, Krause, Mackay & World Bank, 2012), though they are not provided in most pre-schools.

2.3 School Feeding Programme and School Attendance

School Feeding Programme can improve school attendance (Thompson, Amoroso & FAO of United Nations, 2014). Although they may be considered expensive, SFP benefits could be achieved more cheaply. Food attracts children to school and reduces hunger while they learn. The programmes have considerably impacted on school participation. In Bangladesh for example, there was an increase of 14% in enrolment and 6% increase in attendance (Gilligan, 2009). There is therefore need to provide SFP in Kenyan pre-schools since it may decrease the percentage of children not attending school. Murungi (2012) found that 65% percent of children are not attending pre-school education. Even though factors like lack of uniform, sickness, family affairs, lack of food at home, lack of tuition, poor performance may be contributing to low enrolment and attendance, lack of SFP in many pre-schools may be a major contributing factor.

The large percentage of children not attending pre-school education in Kenya and especially ASAL areas like North Eastern region could specifically be due to inadequate and underfunding of the SFPs. The feeding programme has recently received renewed attention as a policy

instrument for achieving the Millennium Development Goals (MDGs) of Universal Primary Education (UPE) and hunger reduction in developing countries. However there is debate among Governments and Donors about the impact of SFP and whether it is cost effective. According to studies conducted by International Food Policy Research Institute (IFPRI) and the World Bank in collaboration with World Food Programme, well designed SFPs may have broad impacts on school attendance, school performance, cognitive development, the nutritional status of pre-school children and prevalence of anemia in adolescent girls. In Kenya today, many children do not attend school and there is high prevalence of anemia (Hartjen & Pryadarsini, 2012). This suggests that SFPs in Kenya are not well designed or managed.

Hunger and malnutrition are common in most developing countries, Kenya included. Most households are food insecure and children in those households usually go to school on empty stomachs (Lambers & WFP, 2009). Del (1999) reveals that children affected by hunger and malnutrition as well as ill health do not have the same potential to do well at school in comparison with well-nourished and healthy ones. Malnutrition affects children's cognitive performance as it reduces the capacity to participate in learning activities. Due to poor cognitive development, children are most likely to perform poorly and repeat classes (Bruhn, 2004). Furthermore, children may absent themselves from school and even drop out if the situation becomes chronic. There have been

reported cases of children repeating classes, dropping out of school and others even enroll late in Chepalungu Sub-County due to hunger as a result of persistent drought in the area (Kiplangat, 2013)

Introduction of universal school breakfast programmes improve rates of attendance and punctuality and decrease rates of psychosocial symptoms (Duggan, Watkins &Walker, 2008). Ahmed & Ninno (2002) showed that SFP increased school attendance by a large percentage. In the study they carried out, the overall rate of attendance in school with feeding programmes was 70 percent compared to 58 percent in non-programme schools. The use of take home rations also increase attendance significantly since it act as an incentive to attend school. This therefore suggests that there is need for school feeding programmes in pre-schools.

Proponents of SFP point to a variety of logistical, empirical and moral factors that suggest the need for SFP in schools. Despite the fact that there are huge numbers of children not attending school; compared to two decades ago children attending school in the developing world today have increased slightly. According to these proponents, SFP improve educational outcomes. The longer the children stay in school, the less susceptible they are to certain problems, for example, contracting HIV or becoming pregnant later during their teenage years (Bennett, 2003).

Del and Marek (1996) found out that at least fifteen studies have demonstrated chronic Protein Energy Malnutrition (PEM) that diminishes

cognitive development. Temporary hunger is associated with poor cognitive development (Grantham- MC Gregor, 2005). However, Chao and Vanderkooy (1989) showed that in many developed countries up to a third of the children do not eat breakfast regularly. In Kenya today, many children have been reported to attend school without taking breakfast. This greatly affects pre-school participation as it is associated with low achievements in performance, low attendance and enrollment rates in school (Del and Marek, 1996). SFP therefore should be provided to improve attendance and enrolment in the affected regions.

Offering meals at school is an effective way to encourage chronically hungry children to attend classes. Vermeerch & Kremer (2004) affirm that the average school participation is higher in pre-schools with school feeding programmes than those without. An evaluation done in Jamaica and Tamil Nadu (India) further showed that SFP increase attendance and retention. A randomized control study carried out in western Kenya demonstrated that children's school participation was 30 percent higher among children attending school with SFP (Vermeerch, 2002). Pre-school participation has remained generally low due to other factors, major factor being lack of SFP.

In many developing countries, children's hunger is exacerbated by the fact that many of them do not receive nutritious meal to boost their energy levels. In Kenya for instance, most children attend school with hypo-

glycaemia (Ehiri, 2009). Low blood sugar levels condition affects their concentration and school performance (Levinger, 1994). Lack of food can further lead to micronutrient deficiencies like iodine and vitamin that have been associated with poor performance in various achievement tests (Pollitt, 1994). In Kenya, these deficiencies are reported to be high especially in the Arid and Semi-Arid areas. Chepalungu sub-county could be classified into a Semi Arid area though it is currently not documented. This is because it is frequently hit by drought that leads to little food harvest. Further the iodine and vitamin deficiencies can be associated with poverty levels in such areas. Nevertheless, attendance has improved in areas where SFPs are provided. World Food Program (WFP) case studies in Cameroon, Morocco, Niger and Pakistan have documented improvements in attendance (WFP, 2001). Lack of consistency in provision of SFP may lower rates of school attendance and enrolment.

2.4 School Feeding Programme and Enrollment

School Feeding Programme disproportionately benefit poor children by creating incentives to enroll and attend school as well as improve health, attentiveness and capacity to learn (Sachs, 2005). In Bangladesh school-based food distribution increased enrolment to 20 percent at a time when enrolment at non-participating schools was 2 percent (Gilligan, 2009). World Food Programme case studies in some West African countries like

Niger similarly documented strong improvements in enrolment when families received food incentives in return for good school attendance (WFP Report, 2010). According to this report school meal has significant positive effect on such indicators as attendance rates, primary completion rates, continuation to secondary and exam scores. Specifically, enrollment and attendance are higher, particularly in early grades in the schools that offered school meals. Primary completion rate is also higher when meals are present, particularly for girls. Higher percentages of children move onto secondary school from primary schools that offered meals. Further, the report contends that children in schools with regular meals scored over 300 in their KCPE exam (WFP Report, 2010). In Kenya today, large percentage of children drop out at primary level and for those who go through secondary education, most of them fail exams. This may be attributed to many factors, poor implementation of SFP being the major one.

Inadequacy in implementation process may hinder the benefits of school feeding programmes. Yet there are multiple levels of positive effect derived from school meals (International Centre for Diarrhoeal Disease Research, Bangladesh, 2000). According to WFP (2010) school meals lead to cash savings as it reduces the amount of money spent in households for food purchase. This has an economical benefit to most countries that represents between 4 to 9 percent of annual household income. School lunch allows parents to enroll and leave their children in school during the

entire day which frees up time that almost 30% of households use to expand income-earning activities. In rural areas most parents spend their time to prepare meals for their children. Coincidentally, the rural areas experience a high level of poverty (WFP Report, 2010). The low enrollment and attendance has been associated mainly with lack of SFP and high poverty levels which are contributed by many factors like drought emergency and other problems like AIDS epidemic, urban migration and lack of government resources.

According to Roy (2006), nearly 50 percent of the Kenyan population lives below the poverty line (less than a dollar a day) and have inadequate access to food. In addition, WFP (2010) contemplates that 1.2 million children remain out of school. The enrolment in pre-school programmes continues to grow in Kenya, from 300,000 in 1973 to recent statistics of 951,997 but still 65% of children are not attending pre-school education. Apart from factors like children being retained in the extended family childcare system to provide care to their younger siblings, lack of school fees, uniforms and other related expenses, lack of food at home prohibits children from participating in pre-school education (Swadener, Kabiru & Njenga, 2000), lack of SFP continues to be a leading factor that contributes to low attendance and enrollment

2.5 The Role of Stakeholders in School Feeding Programme

Stakeholders perform various functions, which help in the facilitation of SFP. According to Kearney (2008), school feeding must take place within the context of broad national school reforms. These reforms should also focus on other essential inputs to education and learning for example teacher development, curriculum reform and student assessment. Although SFP relieve the burden on governments and education ministries in undeveloped countries like Nigeria, Bangladesh, Malawi and Kenya, national ministries of education of such countries should not take SFP at the expense of other educational inputs. Many governments and education ministries in developing countries are struggling to manage functioning education systems and may not be equipped financially to deal with issues of food distribution (Del, 1999). This implies that providing SFP remain a challenge. Bundy and World Bank (2011) purports that the underfunding of SFP in Kenya and other developing countries has remained a challenge. There is therefore need for stakeholders to support these programmes.

Stakeholders provide finances to support the SFP. In most cases, some portion of food commodities they provide can be sold and the proceeds used for the implementation of the programme and other pragmatic inputs. Current proportion of monetization relative to the total of school feeding and food for education programmes is 15 percent. Food has an impact on learning when accompanied with other additional resources.

Stakeholders also work with communities to initiate and own SFPs. This

has greatly increased the chances of the programme's success and sustainability. Parents can easily see the need for feeding their children and this can assist in the planning of the programmes as well as the preparation and distribution of the meals (Del, 1999). In Kenya, parents seem to have failed to support the school feeding programmes due to lack of sensitization and persuasion from other stakeholders like government.

Furthermore high poverty levels have hindered them from participation. Parents can participate in raising funds to purchase foods, preparation of kitchen gardens as well as preparation and cooking of meals (Robert, 2011). Participation of parents in SFP can be attributed to lack of knowledge, finances and motivation.

Local stakeholders with the help of WFP focus on complementary health and nutrition inputs to overcome reliance on outside food sources which has remained a big challenge due to inadequate funds (Taylor, 2010). They also focus on nutrition and health education in schools or communities. Other complementary interventions provided are micronutrient supplementation and de-worming although not all children receive these services. Furthermore, they assure sustainability by working through community since most governments do not have financial resources to sustain feeding programmes (World Food Programme, 2006).

Stakeholders target the most underserved, food insecure areas with

relatively low rates of school attendance. They focus on regional coverage to avoid children transferring to schools as a result of school feeding. Within selected regions, girls can be specifically targeted with take-home ration. Areas hard hit by HIV/AIDS are also targeted. Stakeholders also help design food for education programmes to test new methods of food delivery. USAID, for example has been experimenting with nutrient rich snack biscuits made from surplus grains, which provide micronutrients and reduce the need for cooking and other preparations at school (World Food Programme, 2006).

World Food Programme (WFP) being the largest humanitarian agency sustains food aid operations to the vulnerable persons in various countries. It also establishes resilience to food security. Its major activities include development, relief and recovery, emergency and special operations (Christopher and Tatham, 2011). In Syria, recent conflicts and terrorist attacks have worsened the humanitarian situations and this has left WFP struggling to meet food needs of the affected people. WFP has focused on delivering food to people affected by conflict, children who are malnourished, pregnant women and nursing mothers. It also provides emergency food assistance and to offer modified programmes that focus on relief and recovery, school feeding programmes and nutrition (Thirlway, 2014).

In Nigeria, Chad and Cameroon malnutrition rates are high. The security instability and difficulty to access areas that are remote hinders the work of WFP. In addition, the rise of refugees in the three countries due to persistent conflicts is overwhelming the humanitarian agency. Despite these challenges, WFP has struggled to offer food assistance to affected people (Holsinger and Jacob, 2009). In Kenya, WFP run a country programme that started in 2013 and will end in 2017. It also bridges relief and resilience in ASALs, offers food assistance for refugees and provides humanitarian air services in Somali and Kenya. WFP provided SFP in Kenya before it was taken over by HGSFP (Gershwin and Earle, 2013).

Governments of different countries have worked closely with WFP to provide SFP. The government of Kenya for example has played a key role in provision of SFP through allocation of financial resources to run these programmes (Baker, 1997). Despite the effort, school feeding programmes are still inadequate and underfunded. Policies governing the implementation of SFP are well outlined but the process of implementation has remained a challenge (Ogachi, 2011). Delivery and storage of foods is another major problem. In some instances, foods are delivered to school late or when they have expired (African Concord, 1985). This clearly implies that government needs to allocate more funds to the programme and improve on the delivery and storage of foods. Furthermore, the government should develop appropriate legal, political and administrative mechanisms that ensure availability of SFP in most pre-schools in Kenya

(Ogachi, 2011).

In line with the 2010 constitution, the Government devolved certain functions to the county level (MoDP, 2015). This led to major reforms in Kenya's Governance, infrastructure, disaster management, emergency preparedness and response. One of the functions devolved include the mandate to address hunger and insecurity. In addition, the country programme of 2013- 2017 supports the Government at national and county levels in developing long term hunger solutions in alignment with vision 2030. As a result the WFP is expected to transfer capacities for improved preparedness and response to the county Governments to address short and long term hunger. It should also provide nutritionally enhanced school meals in arid areas where national capacities remain limited, enrolment and attendance disparities are at peak, food insecurity as well as high malnutrition (Country Programme, 2014). Despite effort by the Government to implement the new constitution, the economic development of Kenya still remains in question. This is clear because 42 percent of the population remains below the poverty threshold with the arid and semi-arid areas being the most affected due to poverty that is depicted in level of economic development, infrastructure, services and social development

In the 2013/2014 budget, the Government emphasized its commitment to improve food security by modernizing and investing in the Agricultural sector. As a result 5.6 billion was set aside to cater for food insecurity and 2.6 billion

for School Feeding Programme (MoDP, 2015). Despite the allocation of funds, there are claims that no monies have been dispatched to be put into use. Education is fundamental to the Government strategy for socio-economic development. In 2010, national net enrolment in primary education was 93 percent for boys and 92 percent for girls with 88 and 78 percent completion rates respectively (KNBS, 2012). Despite the high percentages of enrolment, retention and education quality remain a great challenge. ECD education and care are weak and reach only half pre-aged children. Programmes like SFP are necessary to boost enrolment and retention in school (Murungi, 2012). There was therefore need to establish the relationship between SFP and school attendance and enrollment since it can enhance its provision.

2.6 Factors Affecting Sustainability of Feeding Programmes

There are several factors that affect the SFP worldwide, however the researcher focused on the key factors like community and parental involvement, needs assessment, financial management and policy, regulatory frameworks. These factors are discussed below.

2.6.1. Community and Parental Involvement

Community and parental involvement is crucial in provision of SFP. Implementation of SFP can be successful if community can be consulted while designing the programme, if there are community level structures for communication, if there is a committee with parents and teachers

representatives and if the community gets motivation to execute their roles fully in providing SFP. Cole (2007) pointed out that community participation is vital to obtain support for planning and development. Tablot and Verrinder (2005) further suggested that community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making. Communities are valuable resources for schools when locally involved in programmes. They contribute to sustainability of programmes like SFP and health promotion intervention (Young, 2005).

According to Nketiah (2011), SFP is important as it can increase contact and hence communication between parents, teachers and officials, provides parents with an opportunity to become aware of what goes on in schools and add value to education. The programme can also motivate parents to enroll their children in school and ensure regular attendance. Although community and parental involvement is crucial to SFP, Nketiah (2011) asserts that not many communities and parents are involved in SFP in Kenya.

2.6.2 Needs Assessment

Needs assessment is crucial to SFP just like any other programme. To successfully implement SFP, there is need to carry out a thorough needs assessment before the project commence. It is important to involve all the stakeholders of SFP in needs assessment. There is also need to consider all

the issues, problems and opportunities while assessing the needs. Successful implementation of SFP also depends on the fact that the community includes the programme as one of the priorities in local developments plans.

A study carried out by Olubayo, Amisialuvi and Namusonge (2013) in Emuhaya County reveals that needs assessment is thoroughly done before the project commence and that community include SFP as one of the priorities in their plans. Failure to consider all issues, problems and opportunities and not involving all stakeholders in the process of need assessment may be attributed to collapse of SFP in Kenya.

Involving all stakeholders is necessary for successful implementation of a Programme. According to O'Brochta (2002), sponsoring a group may be organized for the needs assessment project only or it may be existing group or groups which assume responsibility for the needs assessment. Based on either way, the sponsoring group must contribute to time, leadership and management and its good name and reputation to the project. Objective and goals of a programme can only be obtained if community groups and interested citizen are invited and motivated to participate.

2.6.3 Financial Management

Accountability and transparency of finances in a programme can only be

done if there is capacity to plan and manage budget needs, if there is budget plan in place, if there are plans to finance the programme in future and if a good percentage of finances can be sourced from small scale farmers. From a study carried out by Olubayo, Amisialuvi and Namusonge (2013) in Emuhaya County, it was found that there was a budget in place and that good percentage of the finances was sourced from small scale farmers, but there was no capacity to plan and budget needs.

Funding is vital to every project. Koontz and Weirich (2001) assert that as the programme becomes national, it requires stable and autonomous funding source. This can be through government resources or development funding. According to Maset and Gelli (2011), stable funding is a prerequisite for sustainability and implementation of every project. Government support to feeding programmes can be achieved through budget allocation. Ayieke (2005) ascertains that government plan and budget for their priorities on an annual basis based on national planning process. Ayieke (2005) further suggested that the degree to which SFP is included in the planning and budgeting process can determine whether the programme get resources from the national budget and whether it benefits from general budget support allocation.

2.6.3 Policy and Regulatory Frameworks

The implementation of any project should be governed by policies and regulations with procedures for consultation with participants. The

consultation process should be open and transparent. Further the success of SFP can be enhanced through staff training on knowledge of SFP. In addition, there should be an implementing unit and implementing arrangement for the SFP in the school. Monitoring and evaluation need to be carried out to check whether objectives and goals of the programme are met. Reports of this process should be produced frequently.

A study carried out by Olubayo, Amisialuvi and Namusonge (2013) in Emuhaya County ascertain that there are procedures for consultation with participants and that consultation process is open and transparent, however staff are not trained on knowledge of SFP and there are no resources to manage SFP. Lack of training and resources may inhibit the provision of SFP (Olubayo, Amisialuvi and Namusonge, 2013)

Guidelines that govern SFP are very important. According to WFP (2008), establishing policies on SFP for school health is critical as it ensures the sound implementation of the programme. It further suggests that SFP policies should be based on correct assessment of the situation in a particular country. Briggs (2008) further indicates that sound policies are developed when many levels like national and school involves teachers, children and parents.

2.7 Summary of Literature

Literature review was based on specific topics: relationship between

School Feeding Programmes and school attendance and enrolment, role of stakeholders and factors affecting the provision of SFP. The literature reveals that SFP enhance school attendance and enrolment in some areas while in some it has not yielded any impact. A study carried out in Asia indicates that Armenia food attracted thirty thousand children to school. Another study carried out in India reveals that mid-day meals attracted 15% children to school. According to Bundy (2009) reviews carried out in selected international schools yielded mixed results on enrolments. Bundy (2009) further purports that SFP do not always achieve the same effect due to factors like modality of SFP, gender of beneficiaries and types of food provided. Other studies carried out in Malawi and Burkina Faso ascertain that SFP increased enrolment and attendance by a big margin. In another study carried out in Kenya by Wamaru (2012), SFP led to an increase in enrolment in some schools while in others there have been a decline in enrolment. Based on this study, there was therefore need to investigate whether SFP has an impact on school attendance and enrolment in Chepalungu Sub-County. Murungi (2012) indicated that 65% of children in Kenya do not attend pre-schools and suggested that provision of SFP may increase enrolments of pre-school children. Based on Murungi's findings there was need to find out whether there are SFP in all pre-schools in Chepalungu Sub-County. The findings of this study reveals that there are no SFP in some pre-schools in Chepalungu Sub-county and that in schools that provided the programme, the enrolment and school attendance were high.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the procedures and methods that were used in the study. The chapter focuses on the Research Design, Location of the Study, Target Population, Study Variables, Sampling Techniques and Sample Size. It also presents the Research Instruments, Pilot Study, Reliability and Validity, Data Collection Techniques, Data Analysis and Ethical Considerations.

3.2 Research Design

The study employed a descriptive survey design. Descriptive research involves gathering data that describes events then it also organizes, tabulates, depicts and describes the data collected (Glass and Hopkins, 1984). Mugenda and Mugenda (2003) perpetuate that descriptive research help in determining and reporting things as they are. Orodho (2002) further indicated that descriptive survey research can help researchers in gathering, summarizing, presenting and interpreting information for purpose of clarification. Borg and Gall (1989) concluded that descriptive survey research is meant to produce statistical information about education aspects that are of interest to policy makers and educator. The design was deemed appropriate for the study since the researcher aimed to collect data and report based on information provided by respondents.

The design suited the study since it accommodated large samples and was cost-effective.

3.2.1 Variables

In this study, the independent variable was SFP in pre-schools. The researcher observed the type of foods provided the consistency and number of meals offered in a day to pre-school children. The dependent variables were children's attendance and enrollment.

3.3. Location of the Study

The study was carried out in Chepalungu Sub-county, Bomet County. The Sub-county covers an area of 6,290.4 Km² most of which is semi- arid. The sub-county is known for small scale farming and is divided into two divisions: Siongiriio and Sigor. Bomet County has been chosen since it is one of the high Potential Counties that can produce adequate food for consumption. Hence one can under-estimate the need for SFP in the County. Most areas in Chepalungu Sub-County are prone to drought and qualify to be placed under Semi-Arid Lands though this has not been documented (Education Director, 2013). In addition, the high poverty levels in the area hinder parents from participating fully in provision of SFP and there was evidence that there are no SFP in some pre-schools in the sub-county.

3.4 Target Population

The target population was 146 public pre-schools attached to primary schools in Chepalungu Sub-county comprising of 7018 pre-school children, of whom 3583 were boys and 3435 were girls (MoE, 2009). The study targeted 296 pre-school teachers, 146 head teachers and 2 Education Directors.

3.5 Sampling Techniques and Sample Size.

The following were the sampling techniques and sample size of this study.

3.5.1 Sampling Techniques

To arrive at the sample of the study, the researcher employed simple random and purposive sampling procedures. Simple random sampling was used to select pre-schools and pre-school teachers. Lindgren (1981) suggested that a random sample produce a good chance of having a sample that represents the population in every characteristic. Every pre-school and teacher therefore had an equal chance to be selected. Purposive sampling was used to select the Education Director and head teachers. Between the two Education Directors in the County, the researcher selected ECD Education Director who had vital information for the study.

3.5.2 Sample Size

The study was conducted in 28 (19%) of the 146 primary schools. The

schools provided data that were adequate to generalize to the situation of SFP in other pre-schools. According to Kothari (2010) a sample of 10-30 percent is appropriate for descriptive studies with large population.

All the 28 head teachers from the selected pre-schools were included in the study. Most schools had two ECD teachers and some three or even more. As a result two pre-school teachers from each school were involved in the study. In schools with three or more ECD teachers simple random sampling was employed to select two teachers for the study. A total of 56 teachers and One Education Director were selected.

Table 3.1 The Sample Size

Division	Schools		Head teachers		Teachers		Director of Education	
	population	sample	Population	sample	Population	Sample	Population	Sample
Siongirio	96	18	96	18	196	37	2	1
Sigor	50	10	50	10	100	19		
Total	146	28	146	28	296	56	2	1

3.6 Research Instruments

Four research instruments were used to collect data. These include: questionnaires, interview schedule, observation schedule and document analysis.

3.6.1. Interview Schedule

An interview schedule was administered to Director of Education in Bomet County. The interview generated information on enrollment and school attendance in pre-schools in Chepalungu Sub-County, the main stakeholders in charge of provision of SFP in the area and the main factors that hinder the provision of SFP in Chepalungu Sub-County.

3.6.2. Questionnaires

Questionnaires were administered to pre-school teachers and head teachers of selected schools. The questionnaires for teachers and head teachers were numbered 1- 56 and 1-28 respectively. The questions were coded using symbols of numbers Very Low =coded 1, Low= 2 High =3 and Very High= 4 points. Teachers and head teachers were given the questionnaires to fill and these were collected on the same day. The questionnaires sought information on enrollment, attendance, role of stakeholders and factors that hinder the provision of SFP in Chepalungu sub-County.

3.6.3. Observation Schedule

This instrument contained questions based on the variables under study. The researcher made observation on the types of foods offered, number of meals provided, the levels of enrolment and school attendance.

3.6.4 Document Analysis

The researcher with the permission of the head teachers went through enrolment books and class attendance registers. This helped the researcher to compare enrolment and school attendance among different years and to establish if these variables were low, moderate or high.

3.7 Pilot Study

The pilot study was carried out in two public schools from two divisions; Sigor and Siongirio. The schools were selected since they provided a population similar to the target population for study. Pilot study was done to detect any weaknesses and if the questions in questionnaires, interview schedule and observation schedule were clear. Problems like inappropriate use of words, poor sentence construction and typing errors that arose during the pre-testing were sorted out with the help of an editor and experts in the area of study. Piloting helps in establishing validity and reliability of the instruments. One head teacher and two teachers from each school

participated in the pilot study. The schools selected for pilot study were not included in the main study.

3.7.1 Validity

Validity is the ability of instruments to measure what is intended to (Orodho, 2008). Content and face validity was determined by experts in the area of study. The questionnaires, interview schedule and observation schedule were scrutinized by early childhood experts in the area of early childhood. The items that were found inappropriate were rephrased or removed. Other recommendations from experts like use of language and sentence construction were incorporated to enhance validity. Further, the researcher analyzed the responses during piloting to establish whether the items gave required information. Items, which were found to be inadequate due to inappropriate use of language and typing errors were modified with the help of an editor.

3.7.2 Reliability

The researcher used test-retest method to establish reliability of the research instruments. Research instruments were administered twice to the same groups of respondents within the pilot study. Their responses were recorded and the same instruments were repeated after two weeks. Responses from the two tests were compared to establish the extent to which the instruments were consistent. A spearman ranking order correlation were used to compute the correlation co-efficient to find out the extent to which instruments were

consistent with the results obtained after repeated administration (Frankel & Wallen, 2003). By use of the formulae $1 - \frac{6\sum d^2}{n(n^2-1)}$, a co-efficient of 0.85 was obtained.

3.8 Data Collection Techniques

The researcher visited the schools selected and informed the head teachers about the study that was carried out and why their schools were selected. Data was collected in four stages; from Education director, head teachers, ECD teachers and through document analysis and observations. This lasted for two weeks (From 17th – 31st march 2014).

In the first stage, the researcher met the Education Director (ED). The Explanation concerning the purpose of the study was discussed vividly. This enabled the officer to prepare adequately before the collection of data. The researcher met the ED two days after notification of the ongoing research. The ED was interviewed on 17th march, 2014. The interview lasted for one hour and was based on status of SFP in Chepalungu Sub-county, enrolment, school attendance and role of stakeholders.

The researcher then met each head teacher of selected schools separately in their schools. They were given questionnaires to fill and these were collected immediately. Before they filled the questionnaires, explanations about the study and instructions were given. This process took two days (From 18th – 19th march, 2014)

Further, the researcher with the permission of schools' administration met pre-school teachers from the selected schools. They were given questionnaires to fill and these were collected the same day. Explanations and instructions were given them before they filled their responses. This process lasted for three days (From 20th – 24th march, 2014)

Finally, the researcher visits the schools for document analysis. This is where the enrolment books and class registers were observed to check on enrolment and school attendance. This process lasted for four days (From 25th- 28th). The status of SFPs in terms of availability and unavailability in the pre-school and meals offered were observed. The observation took place for two weeks and lasted from 19th-31st of March 2014. This information was vital since it enabled the researcher to understand the meals pattern in pre-schools.

3.9 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to prepare and organize data for analysis. Descriptive analysis involved calculation of various measures of central tendency which include: mean frequencies and standard deviation. Inferential statistical analysis involved testing the relationship between variables.

The quantitative data from observation schedules and questionnaires were coded using symbols based on variables of enrollment, and attendance. Further, the raw data were then tabulated and chi-square was used to test the significant relationship between variables. The significance level of 0.05 was used and probability value was established using Statistical Package for Social Science (SPSS). The qualitative data from interview on the other hand were analyzed thematically based on variables of enrolment and attendance.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Consideration

The researcher obtained clearance from relevant authorities: the ethics committee of Graduate school, Kenyatta University, the National Council for Science and Technology and Ministry of Education, Bomet County.

3.10.2 Ethical Considerations

Director of Education Bomet County, Head teachers and pre-school teachers were notified of the research that was carried out and their consent was obtained. Participation was voluntary and respondent's opinions were kept private and confidential.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study. The results with discussions as per each objective will be highlighted first, followed by results based on hypotheses in relation to other studies carried out on SFP. In this study, the research sought:

1. To find out the availability of SFP in Chepalungu Sub-county, Bomet County.
2. To find out the meals provided in pre-schools in Chepalungu Sub-county.
3. To determine the relationship between SFP and school attendance
4. To determine relationship between the SFP and enrollment
5. To identify the stakeholders and their roles in provision of SFP in Chepalungu Sub-county.
6. To investigate the extent to which factors of SFP hinders the provision of SFP in Chepalungu Sub-county.

The study sought to test the following hypotheses:

1. H₀: There is significant relationship between SFP and enrolment

H₁: There is no significant relationship between SFP and enrolment.

2. H₀: There is significant relationship between SFP and school attendance

H₁: There is no significant relationship between SFP and school attendance

4.2 Presentation of Results and Discussions

Data is presented in three sections. The descriptive results for each objective are presented first, followed by discussion of findings based on the hypotheses tested. Then finally the results from interview are presented.

4.3 Descriptive Statistics and Discussion of the Findings.

This section presents descriptive statistics according to objectives.

4.3.1 Availability of SFP

The first objective sought to find out the availability of SFP.

To measure the availability of SFPs, head teachers and ECD teachers were asked to indicate whether there were SFP in their schools. Table 4.1 presents the findings for this objective.

Table 4.1 Availability of School Feeding Programme

Presence of feeding program (Head teachers)	Frequency	Percentage
Yes	20	71.4
No	8	28.6
Total	28	100
ECD teachers		
Yes	42	75.0
No	14	25.0
Total	56	100

Table 4.1 indicates that there were SFP in 20 pre-schools (71.4%) and absent in 8 pre-schools (28.6%). Forty two ECD teachers (75%) responded that there were SFP in their pre- schools while 14 of them (25%) responded that there were no SFP in their schools.

4.3.2 Types of meals Offered in Pre-schools

The second objective sought to find out the meals provided in pre-schools

The head teachers were asked to indicate the main type of meal offered in their pre-schools during lunch hour by ticking whether it is rice and beans, Githeri,

ugali and vegetables, porridge or none if there was no SFP in their school. The information on meals offered in schools was obtained from head teacher's questionnaires. Table 4.2 presents the findings of this objective

Table 4.2 Meals Offered in Pre-schools

Meals	Frequency	Percentage
Rice and beans	1	3.6
Githeri	15	53.6
Ugali and vegetables	2	7.1
Porridge	2	14.3
None	8	21.4
Totals	28	100.0

Table 4.2 indicates that more than half of the schools offered Githeri to children for lunch meals. In 4 (14.3%) pre-schools, porridge was offered, in 2(7.1%) pre-schools ugali and vegetables was offered and in 1(3.6%) pre-school rice and beans was offered.

The researcher observed the meals provided in pre-schools in Chepalungu County for a period of ten days. Specifically, lunch meals were observed since all pre-schools sampled for the study offered one meal in a day and mainly during lunch time. Table 4.3 presents the findings for this observation.

Table 4.3 Meals offered during the period of observation

Meals Days	Githeri	Ugali and Vegetables	Rice and Beans	Porridge	Total Frequencies
1	15	2	1	2	20
2	10	3	5	2	20
3	11	2	2	4	19
4	16	1	0	3	20
5	14	0	3	2	19
6	12	2	1	5	20
7	9	2	4	3	18
8	15	2	3	0	20
9	8	3	0	4	15
10	10	0	5	3	18
Totals	120	17	24	28	189

Table 4.3 showed the frequency of meals offered in pre-schools for a period of 10 days. The results obtained reveals that the meal that was provided the most was a mixture of maize and beans (Githeri) while the meal that was provided the least was Ugali and vegetables. Further the results indicate that some schools skipped meals. This was evidenced from the frequency obtained. Out of 20 schools that provided SFP in the area, day 3, 5, 7, 9 and 10 recorded less frequency. Skipping meals may hinder the effects of SFP on enrolment and school attendance. The results obtained correlate to what Bundy (2004) found out, that factors like modality of a SFP and type of food provided influence the outcome of the programme. During observation some schools alternate meals. For example, when they cook Githeri today the following day they cook a different meal. This is commendable since young children require a variety of meals which is key to definite nutrient adequacy.

4.3.3 SFP and School Attendance

The third objective sought to determine the relationship between SFP and school attendance. The information on this objective was obtained from class registers. Based on ECD standard guidelines for Kenya (2006), a class should comprise a maximum of 25 children. Since most schools had two streams the researcher used the following criteria to check whether the school attendance was high, moderate or low.

40 and below-----low

40 – 50-----moderate

50 and above-----high

Further, in schools that had three streams, the criteria below were used.

60 and below-----low

60 – 75-----moderate

75 and above-----high

The results showing the relationship between SFP and school attendance are presented in tables 4.4 and 4.5

Table 4.4 School Attendance in schools with SFP

Level of Attendance	No. of Schools	Percentage
High	18	90
Moderate	2	10
Totals	20	100

Table 4.4 above shows the level of school attendance in schools that provide SFP. The results obtained indicate that school attendance was high in 18(90%) schools while it was moderate in 2(10%). This implies that provision of SFP enhanced school attendance. The results further showed that even though SFP was provided in some schools, the attendance still remained constant.

Table 4.5 School Attendance in schools without SFP

Level of Attendance	No. of Schools	Percentage
Moderate	5	63
Low	3	37
Totals	8	100

Table 4.5 above shows that among schools where SFP was not provided, school attendance was moderate in 5 (63%) schools and low in 3(37%). This implies that SFP can play a significant role in enhancing school attendance.

4.3.4 SFP and Enrolment

The fourth objective sought to establish the relationship between SFP and enrolment. To establish the findings for this objective the researcher analyzed enrolment books. Based on the same criteria as that of school attendance, the

researcher observed whether the enrolment was low, moderate or high in the enrolment books. Table 4.6 and 4.7 present the results for this objective.

Table 4.6 School Enrolment in schools with SFP

Level of Enrolment	No. of Schools	Percentage
High	18	90
Moderate	2	10
Totals	20	100

Table 4.6 above presents results on level of enrolment in schools with SFP.

The results showed that enrolment was high in 18 (90%) schools and moderate in 2 (10%). This implies that provision of SFP in schools can enhance enrolment.

Table 4.7 School Enrolment in schools without SFP

Level of Enrolment	No. of Schools	Percentage
Moderate	7	88
Low	1	12

Totals	8	100
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Table 4.7 above shows the level of enrolment in schools that did not have SFP.

It was found that enrolment was moderate in 7(88%) and low in 1(12%) school. This showed clearly that there is need to provide SFP to boost enrolment.

4.3.5 The Stakeholders for School Feeding Programmes.

The third objective sought to identify the key stakeholders and their roles in provision of SFP.

4.3.5.1 Key Stakeholders for SFP

In determining who the stakeholders are, the researcher asked the head teachers to indicate whether it is the Government, parents, community, donor, church who provides SFP in their school. They indicated none in situation where there were no feeding programmes in the school. Table 4.8 presents findings of this objective.

Table 4.8 Stakeholders for School Feeding Programmes

Stakeholders	Frequency	Percentage
Parents	10	35.7
Community	6	21.4
Parents and Community	3	10.7

Donor	1	3.6
None	8	28.6
Total	28	100

Table 4.8 indicates that the stakeholders that provide SFP in the area include parents, community and donor. In some instances, parents and community worked together to provide SFP in some schools. From the results obtained, Parents are the key stakeholders. They provided SFP in 10(35.7%) preschools. In 6(21.4%) pre-schools community participated in providing school meals. In 3(10.7%) pre-schools, the parents and the community work hand in hand to provide SFP. In 1 (4.1%) pre-schools donor is in charge of SFP. The donor started income generating activities that would help generate funds for SFPs. Sometimes they provide funds to run the programme. The rest 8 (28.6%) represents the pre-schools where there were no SFP.

4.3.5.2 The Roles of Stakeholders

To establish the roles of stakeholders in providing SFP, the researcher sought information from head teachers. Tables 4.9, 4.10, 4.11 shows the findings for this objective.

Table 4.9 Roles of Parents

Activity	Frequency	%
Contribute money	6	18.8
Contribute food	4	12.5
Cook food	8	25.0
Provide firewoods	6	18.8

Provide storage	1	3.1
Purchase food	3	9.4
Serve food	4	12.5
Total	32	100

Table 4.9 clearly shows that parents play a key role in providing SFP. They contribute money, food, firewoods. In schools where parents do not participate in cooking, they hire cooks. Parents store food when schools cannot provide storage facilities. They also purchase food, cook and serve pre-school children. The table 4.9 above shows that 6(18.8%) of head teachers indicates that parents contributed money, 4(12.5%) contibuted money, 8(25%) cooked food, 6 (18.8%) provided firewoods, 1(3.1%) provided storage, 3(9.4%) purchased food and 4(12.5%) participated in serving food.

Table 4.10 Roles of Community

Activity	Frequency	%
Contribute money	7	36.9
Cook food	3	15.8
Provide firewoods	1	5.3
Provide storage	3	15.8
Purchase food	4	21.1
Serve food	1	5.3
Total	19	100

Table 4.10 indicates that the community play a key role in providing SFP by contributing money, firewoods and food. They also purchase food, provide storage facilities and hire cooks. In some instances, they can cook and serve food in turn. The table 4.10 above shows 7(36.9%) of head teachers indicates that community contributed money, 3(15.8%) cooked food, 1(5.3%) provided

firewood, 3(15.8%) provided storage, 4(21.1%) purchased food and 1(5.3%) of head teachers indicates that community participated in serving meals

Table 4.11 Roles of a Donor

Activity	Frequency	%
Contribute money	4	66.6
Provide storage	1	16.7
Purchase food	1	16.7
Total	6	100

Table 4.11 indicates that a donor that provide SFP in one school in Chepalungu Sub-County play roles like contributing money for purchasing meals, provide food and storage facilities. The table 4.11 above shows that 4(66.6% of head teachers indicates donors contribute money, 1(16.7%) provided storage facilities and 1(16.7%) participated in purchasing food.

4.3.6 Factors that Hinder the Provision of SFP.

The sixth objective sought to establish the extent to which factors of SFP hinder provision of SFP in Chepalungu Sub-county. This study focused on specific factors that included community participation, needs assessment, financial management and policy and regulatory framework

To establish the extend to which these factors hinder provision of SFP in Chepalungu Sub-County, head teachers were asked to give their responses.

Tables 4.12, 4.13, 4.14, 4.15 presents the findings of this objective

Activities	Agree	Disagree	Total
	%	%	%
Community is consulted when designing the programme	31.8	68.2	100
There are community level structures to establish communication	60.4	39.6	100
There exist a committee that comprise of teachers and parents	55.6	44.4	100

Table 4.12 Community Participation

Community contribute to pay the cooks or firewood	29.4	60.4	100
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Table 4.12 shows that majority of head teachers agreed that there are community level structures like provincial administration and county representatives to establish communication and that there exist a committee that comprise of parents and teachers representatives. On the other hand, majority of head teachers disagree that community is consulted when designing SFP and that community contribute to pay cooks or firewood. Failure to consult the community while implementing a programme means that they do not participate in such a programme. There is therefore need to consult the community in order to own SFP.

Table 4.13. Needs Assessment

Activities	Agree	Disagree	Total
	%	%	%
Needs assessment is thoroughly done before project commence	60.5	39.5	100
Community include SFP as one of the priorities in their plans	70.7	29.3	100
All issues, problems and opportunities are considered	29.2	70.8	100

All stakeholders are involved in need assessment	40.8	59.2	100
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Table 4.13 shows that majority of head teachers agreed that needs assessment should be thoroughly done before SFP commence and that community include SFP as one of the priorities in their plans. Further, the results indicates that all stakeholders are not involved in needs assessment. Failure to involve all stakeholders in needs assessment and to consider all issues, problems and opportunities might have led to collapse of SFP in Chepalungu Sub-County.

Table 4.14. Financial Management

Activities	Agree	Disagree	Total
	%	%	%
There is capacity to plan and manage budget needs.	35.2	64.8	100
A good percentage of the finances is sourced from small scale farmers	70.4	29.2	100
There exist budget plans	61.8	39.2	100
There are plans to finance SFP in future	64.4	35.6	100

Table 4.14 shows that majority of head teachers agreed that a good percentage of of the finances is sourced from small scale farmers, there exist budget plans and that there are plans to finance SFP in future. However there is no capacity to plan and manage budget needs. This is very critical since it obstructs the provision of SFP leading to its collapse.

Table 4.15. Policy and Regulatory Frameworks

Activities	Agree	Disagree	Total
	%	%	%
The consultation process is open and transparent	65.6	34.4	100
There are procedures for consultation with participants	72.0	28.0	100
There exist implementing unit and implementing arrangements for SFP	35.2	64.8	100

Staff are trained on knowledge of SFP	35.6	64.4	100
Monitoring and Evaluation are done to check whether goals of the programme are achieved	40.2	59.8	100
Reports are produced frequently	28	72	100

Table 4.15 shows that majority of head teachers agreed that there is no implementing unit and implementing arrangements for SFP in their schools, Staff are not trained on knowledge of SFP, monitoring and evaluation are done to check whether goals of the programme are achieved and that reports are not produced frequently. However it was strongly agreed that there are procedures for consultation with participants and that consultation process is open and transparent. The failure to considered and implement all policies and regulation governing SFP may lead to collapse of the programme.

4.4 Results Based on Hypotheses.

4.4.1 SFP and Enrollment

The first hypothesis sought to establish whether there was a significant relationship between SFP and enrolment and attendance.

Chi-square was used to test the hypothesis that indicates:

H₀: There is significant relationship between SFP and enrollment

H₁: There is no significant relationship between SFP and enrollment.

Table 4.16 presents the findings for this hypothesis

Table 4.16 SFP and Enrollment

Chi-Square Tests	Value	Df	P-value
Pearson Chi-Square	23.333	2	<0.001
Likelihood Ratio	25.46245	2	<0.001
Linear-by-Linear Association	21.48305	1	0.001
N of Valid Cases	28		

Table 4.16 above indicates that there was a significant association between SFP and enrolment where the chi-square value was 23.333, the degree of freedom was 2 and the p value was 0.001 less than critical value of 0.05. The results therefore purport that provision of SFP increase school enrolment. Similar findings have been reported by Zachary (2014), who concluded that SFP enhance enrolment to a greater extent. Ouko (2012) also revealed that enrolment trends increased with the introduction of SFP in schools. According to Lawson (2012), there is consistent positive effects of SFP on energy intake, micronutrient status and school enrolment of children participating in SFP compared to non- participants. From a study carried out by Gilligan in 2009 in Bangladesh, SFP increased enrolment by 14 %. A similar study that was carried out by WFP in 2010, in the same place indicated that the enrolment had risen to 20%.

SFP and School Attendance

The second hypothesis sought to establish whether there was a significant relationship between SFP and attendance.

Chi-square was used to test the hypothesis that indicates:

H₀: There is significant relationship between SFP and school attendance

H₁: There is no significant relationship between SFP and school attendance

Table 4.17 presents the findings for this hypothesis

Table 4.17 SFP and School Attendance

Chi-Square Tests	Value	Df	p-value
Pearson Chi-Square	8.400	2	0.015
Likelihood Ratio	8.245	2	0.016
Linear-by-Linear Association	0.000	1	1
N of Valid Cases	56		

Table 4.17 indicates that there was a significant association between SFP and school attendance where the chi-square value was 8.400, the degree of freedom was 2 and the p value was 0.015 less than critical value of 0.05. The results therefore purport that provision of SFP enhance school attendance. The results are in agreement with what Gilligan (2009) found out in a study carried out in Bangladesh that SFP increased school attendance by 6%. Bruhn (2004) attributed poor cognitive development to malnutrition, children absentee

themselves from school or even drop out. Duggan, Watkins, Walter (2008) linked the improved rates of attendance and punctuality to the introduction of universal school breakfast programmes. An evaluation of SFP by Yendaw and Dayour (2015) showed a 36% increase in attendance

4.5. Results Based on the Interview Conducted

The Director of Education was interviewed and specific themes focused on status of SFP, pre-school enrolment, school attendance and meals provided.

4.5.1 Status of School Feeding Programmes

According to the Director of Education Bomet County, there are SFP in some pre-schools within Chepalungu Sub-County. In addition, SFP has been on and off in a number of schools due to unavailability of food. During harvest season the programme runs in schools but is discontinued in most schools during famine because parents are the key stakeholders of SFP in the area. During drought they are not in a position to provide food or contribute money. The inconsistency or lack of SFP may hinder the achievement of positive effects of SFP. Bundy (2009) suggested that SFP do not always achieve the same effects because of factors like modality and availability of food. To achieve positive effects of SFP, there is need to provide the programme consistently in all pre-schools.

4.5.2 Enrolment

The Director of Education ascertains that enrolment has never been to the expected level in Chepalungu Sub-County and this can be attributed to high level of poverty in the area. Although children may not enroll in school due to other factors like lack of uniform, tuition fee and parents forcing children to take care of their younger siblings, lack of food remain a major factor. Provision of SFP in all pre-schools in the area can enhance enrolment. The director of Education explained that at the beginning of the year, most parents seek for vacancies in pre-schools where SFP is provided. Murungi (2012) suggested that the low enrolment in pre-schools worldwide can be enhanced through many measures that include implementation of SFP.

4.5.3 School Attendance

The Director of Education resolved that children miss school in Chepalungu Sub-County due to factors like lack of tuition, uniform, poor performance, lack of food at home and family affairs. However Lack of SFP in some pre-schools has worsened the situation. In addition, the director of education ascertains that attendance remains moderate in some schools that provide SFP due to inconsistency in provision of meals. When children miss school, it implies that they may not progress to other levels of learning. According to Murungi (2012) ECE is important since it establish firm foundation of education that enable a

child to progress to other preceding levels of learning and therefore prepare children for social life. Lack of SFP in pre-schools may lock out children from achieving these benefits.

4.5.4 Meals provided

The Director of Education claimed that different meals are provided in different schools that provide SFP but this study revealed that the main meal provided in most schools is Githeri. The meal is preferred in most schools since it is affordable and easy to cook. The study established that meals are provided once and that are of good quality. A variety of meals are provided in pre-schools within Chepalungu Sub-County even though these are inadequate and children are sometimes served small portions. According to Boyle and Holben (2013), children need adequate, quality and a variety of foods which are necessary to enhance their growth, brain development and health.

CHAPTER FIVE

5.0 CONCLUSION, RECOMMENDATIONS AND SUMMARY OF FINDINGS

5.1 Introduction

This chapter presents the conclusion and implications based on the findings. The recommendations are also made to different Stakeholders based on the findings. The chapter also provides suggestions for further studies.

5.2 Conclusions

The findings revealed that SFP is available in some pre-schools in Chepalungu sub-county even though they are on and off depending on the availability of food. During harvest season, SFP runs in schools but during famine it is discontinued. In pre-schools that provide SFP, meals are offered once and Githeri is the common meal in most pre-schools. The discontinuation of SFP during famine implies that SFP is not consistently provided in ECD centres hence its benefits may not be fully realized.

The findings also revealed that SFP enhance school attendance and enrolment. Most pre-schools with SFP recorded high percentage of school attendance and enrolment even though in some it remained moderate. This can be attributed to inconsistency of SFP as well as

food provided in these schools. During the beginning of the year, parents look for vacancies in pre-schools where SFP is offered resulting in high enrolment in such pre-schools. Despite high attendance in schools that provide SFP, children miss school due to other factors like lack of uniform, sickness, family affairs, lack of food at home, poor performance and lack of tuition fee. The low attendance and enrolment recorded in most pre-schools is mainly attributed to lack of SFP. In contrast, high school populations were recorded in pre-school that offered SFP.

The main stakeholders of SFP in Chepalungu Sub-County are parents and community. Their roles include contributing money and food, providing firewood and storage facilities, purchasing food, hiring cooks, preparing food and serving it. If all stakeholders perform their roles as expected it may lead to improved enrolment and school attendance. The findings further reveal that the county government who should be the key stakeholder has yet to participate in provision of SFP as outlined in the new constitution. The County has not set aside funds for the programme and lack skilled personnel in charge of creating awareness among head teachers and parents on importance of SFP in pre-schools. The funds directed to schools are meant for other usage like buying text books and exercise books and other stationeries, and are not enough to cater for other programmes like SFP.

Based on factors that include community participation, needs assessment, financial management and policy and regulatory framework, there are some gaps to be filled in these key areas. Concerning the area of community participation, community is not consulted when designing SFP. Further, community do not participate fully in paying cooks and contributing food. During needs assessment, all stakeholders are not involved in needs assessment and all issues, problems and opportunities are not considered. This study clearly showed that staff are not trained on knowledge of SFP, monitoring and evaluation of SFP is not done in most schools and that there are no implementing units and implementing arrangements in some schools. It was also noted that most schools lack the capacity to plan and manage budget needs. All these challenges hinders provision of SFP in the area.

5.3 Recommendations

Objective one sought to establish whether SFP were available in schools. It also sought to find out the strength of those SFP. The researcher findings indicates that there were no SFP in some pre-schools in Chepalungu Sub-county. In schools where SFP were provided, they were on and off depending on season. To ensure consistent provision of SFP, policies that guide the need to make SFP compulsory in pre-schools should be established since it improves children's enrolment, attendance and performance.

All stakeholders led by County governments should join hands to provide SFP to pre-school children. School Managers, Community and Parents of pre-school children should make arrangements in advance to store enough food during harvest season. Parents and community also should be mobilised further to fully support the programme by contributing adequate food, giving out money to purchase food, providing firewood, cooking and serving meals in turn.

The second objective sought to establish the meals offered in pre-schools in Chepalungu County. It was evidenced that different meals are offered. Even though a variety of meals were offered in some pre-schools, it was found out that they were served in small portions. There is need for school managers to ensure that balanced meals with small portions of all nutrient components are offered in schools. There should be frequent change of the diets to avoid monotony. This will help boost school attendance and enrolment.

The third objective sought to determine the relationship between SFP and school attendance. During this study, it was established that there is relationship between SFP and school attendance. This implies that SFP should be provided in pre-school. There is need for parents and county government to work hand in hand to provide SFP in all pre-schools in the sub-ounty.

The fourth objective sought to determine the relationship between the SFP and enrolment. This study found out that SFP enhanced enrolment. There is need therefore for policy makers to ensure policies governing implementation of SFP are followed to the latter. Furthermore all stakeholders should work in harmony to provide SFP.

The fifth objective sought to identify the stakeholder and the extent to which they perform their roles in provision of SFP. It was found that stakeholders that include: parents, community and donor participate in contributing money, firewoods and food. They also purchase food, and provide storage facilities. In some instances, they can prepare food and serve it. County governments, donors, community, parents should join hands with school managers to ensure continuous provision of SFP.

The findings further revealed that the county government has yet to participate in provision of SFP. There is need for the National government to oversee the county governments to provide necessary programmes in schools. Despite allocation of funds by the national government to the County, there are no funds set aside for feeding programmes. Furthermore, there are no skilled personnel to create awareness among headteachers and parents on importance of SFP.

Education leaders like administrators and education officers at the county level should mobilise the county government to implement SFPs among other programmes. There is also need to involve various stakeholders in the provision of SFPs. If the government will lead in the providing SFP, it can get full support from other stakeholders like donors, community, parents among others.

The sixth objective sought to investigate the extent to which factors like community participation, needs assessment, financial management, policy and regulatory framework influence the provision of SFP. It was found that the community should be consulted when designing SFP to ensure that they participate fully in its implementation. It is also important to carry out needs assessment and to ensure that all issues, problems and opportunities are considered. In addition, all stakeholders should be involved in needs assessment. Based on policies governing SFP, it is important to ensure that all components are implemented. Staff needs to be trained on knowledge of SFP and implementing units and implementing arrangements for SFP should be established in every pre-school. Monitoring and evaluation of SFP should be done and reports be presented frequently. This is important since it shows clearly if the goals of SFP are met.

5.4 Suggestion For Future Research

- (a) This study focused on one sub-county in Bomet County, there is need to carry out the same research in other sun-counties in the county to find out if there is difference in findings.
- (b) The study focused on SFPs and children's school attendance and enrolment, there is therefore need to carry out the same research but focusing on other variables like academic performance, social behavior and physical development.
- (c) The study focused on one county in Kenya, there is need to establish the cause of low enrolments and attendance in other counties.
- (d) The study focused on the relationship between SFP and school attendance and enrolment, there is need to carryout a research on sustainability of SFP as it is a major challenge.

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APPENDICES

APPENDIX 1A: QUESTIONNAIRE FOR ECD TEACHERS

(Please tick the answer you feel is most appropriate)

1. Is there a feeding programme in your school?

Yes No

2a. What is the level of enrolment in the pre-school?

Very low Low High Very high

2b. What has been the enrollment of children with introduction of School Feeding Programme in your school?

Very low Low High Very high

3a. What is the level of school attendance in your school?

3b. What has been the school attendance with the running of the programme?

Very low Low High Very high

4. Do you think School Feeding Programs improve children's enrolment?

Yes No

5a. Who are the key stakeholders of SFP in your school?

Parents community Government Donor Church

5b. What are their roles in provision of SFP?

APPENDIX 1B: QUESTIONNAIRE FOR HEADTEACHER

(Tick the appropriate answer, the information provided will be kept confidential)

1. Is there a feeding programme for pre-school children in your school?

Yes

No

2. If yes, which is the main meal offered in your pre-school?

Rice and beans Githeri Ugali and vegetables Porridge

None

3. What is the level of enrollment in the pre-school?

High

Low

Moderate

4. What is the level of school attendance in pre-school?

High

Low

Moderate

5. To what extent do the following factors hinder provision of SFP?

5a Community Participation

Activities	Agree	Disagree
Community is consulted when designing the programme		
There are community level structures to establish communication		
There exist a committee that comprise representation of parents and teachers		
Community contribute to pay the cooks or firewood		

5b. Needs Assessment

Activities	Agree	Disagree
Needs assessment should be thoroughly done before project commence		
Community include SFP as one of the priorities in their plans		
All issues, problems and opportunities are considered		
All stakeholders are involved in needs assessment		

5c. Finance Management

Activities	Agree	Disagree
There is capacity to plan and manage budget needs.		
A good percentage of the finances can be sourced from small scale farmers		
There exist budget plans for implementing SFP		

5d. Policy and Regulatory Frameworks

Activities	Agree	Disagree
The consultation process is open and transparent		
There are procedures for consultation with participants		
There exist implementing unit and implementing arrangements for SFP		
Staff are trained on knowledge of SFP		
Monitoring and Evaluation are done to check whether goals of the programme are achieved		
Reports are produced frequently		

APPENDIX 1C: INTERVIEW SCHEDULE FOR DIRECTOR OF EDUCATION.

(Answer the following questions)

Enrolment

1. What is the number of ECD centres in Chepalungu Sub-County? _____

Availability of SFP

2a. Are School Feeding Programmes available in all preschools in Chepalungu Sub-County?

Yes

No

2b. How is the consistency of SFP in schools that provide it?

Enrolment

3. What is the level of enrolment of Chepalungu Sub-County since the implementation of School Feeding Programme?

High

Low

Moderate

School Attendance

4a. What is the level of school attendance since the introduction of School Feeding Programme in Chepalungu Sub-County?

High

Low

Moderate

4b. Do children attend school on a regular basis?

Yes

No

Stakeholders

5. Who are the stakeholders of School Feeding Programs in Chepalungu district?

County government

1. Does county government provide SFP?

Yes

No

2a. Are there funds set aside for the programme?

Yes

No

2b. If Yes, approximately how much? _____

3. Are there skilled personnel to create awareness on importance of SFP in schools?

APPENDIX 1D: OBSERVATION SCHEDULE

1. Availability of school feeding programmes in Chepalungu Sub-County?

Available Not Available

2. Level of school attendance?

High Low Moderate

3. Level of school enrolment?

High Low Moderate

4. Types of meals offered at the pre-schools?

Rice and beans Githeri ugali and vegetables porridge none

5. What is the frequency of meals in a day? _____

APPENDIX 1E: DOCUMENT ANALYSIS

(Class Attendance registers and Enrolment books were analyzed)

School Attendance and Enrolment

Based on the following criteria level of school attendance were analyzed whether low, moderate or high

Schools with two streams

40 and below-----low

40 – 50-----moderate

50 and above-----high

Further, in schools that had three streams, the criteria below were used.

60 and below-----low

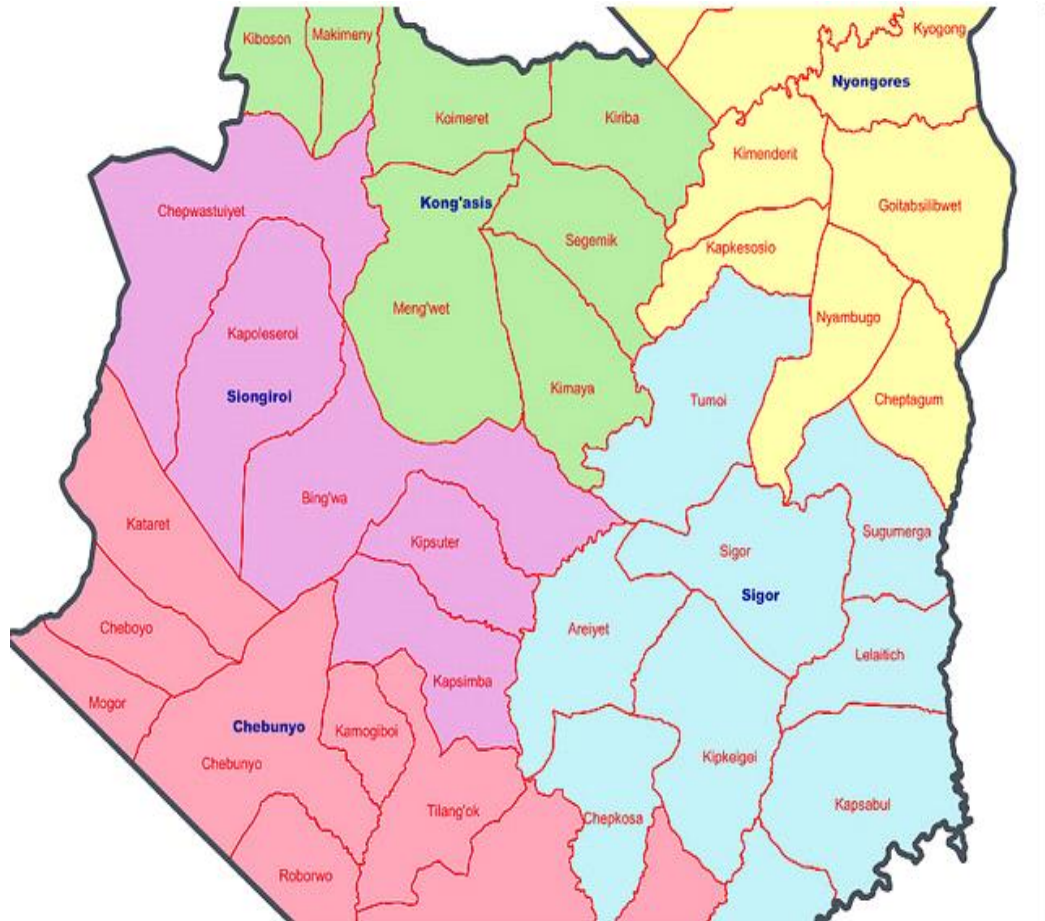
60 – 75-----moderate

75 and above-----high

Level of Attendance	Yes	No
High		
Moderate		
Low		

Level of Enrolment	Yes	No
High		
Moderate		
Low		

APPENDIX III: LOCATION OF THE STUDY



Map of Chepalungu Constituency By Albert Kenyani Inima