FACTORS INFLUENCING IMPLEMENTATION OF SCHOOL FEEDING PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, BARINGO COUNTY, KENYA

BY

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DECLARATION

This research project report is my original work and has never been presented for degree or any other academic award in this or any other University.

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APPROVAL

The research project report has been submitted for examination with my approval as University supervisor.

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DEDICATION

I dedicate this proposal to my husband Wilson Kiplagat, my son Billy Kitilit and daughters Yvonne Jemutai, Jean Jepkorir and Ashley Jepkonga.

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ABSTRACT

This study sought to establish factors influencing implementation of school feeding programmes in public primary schools in Baringo central sub-county, Baringo County, Kenya. The study was based on four objectives; To establish the extent to which planning influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county, To assess how community participation influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county, To examine the extent to which funding influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county andTo assess how monitoring and evaluation influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county. The study was carried out in Baringo Central sub-county, Baringo County.A study sample of 55 respondents was drawn from the study population. The study adopted a descriptive case study research design. The study samples were selected using a mixed sampling approach, that is, purposive sampling, census sampling, and simple random sampling. The study employed a set of structured questionnaires to collect data. Data collected was analyzed using SPSS and the results were then presented in a tabular summaries form. The study revealed that there was a positive relationship between planning, community participation, funding and monitoring and evaluation and implementation of SFP project. The relationships ($p < 0.000$) are all significant with planning ($r = 0.668$, $p < 0.000$), community participation ($r = 0.654$, $p < 0.000$), monitoring and evaluation ($r = 0.645$, $p < 0.000$) and funding ($r = 0.658$, $p < 0.000$). The study concluded planning enhances implementation of the SFP programme. Planning ensures successful implementation of the programme by enhancing sufficient coordination of activities and personnel involved towards implementation of the programme as desired. Community participation should be enhanced to ensure the programme implementation is sustainable in the long run through their involvement in implementation process. Increased involvement of community members reduce resistance towards implementation of the programme hence, enhancing successful implementation. Funding is critical towards implementation of SFP programme. Management and accountability of allocated funds is critical towards successful implementation of the SFP programme. Allocation of funds should be as per the budget and programme implementation schedule. Monitoring and evaluation is important towards successful implementation of the SFP programme. An efficient and effective monitoring and evaluation system ensures that programme implementation is as per schedule and done to the required standard. Further involvement of community members during monitoring and evaluation enhances implementation of the programme and this ensures sustainability of the programme. The study recommends that stakeholders should involve community members during planning, monitoring and evaluation of the programme to enhance implementation of the programme. There is need to adhere to financial regulations and policies to curb mismanagement of funds and enhance accountability to facilitate programme implementation. Financial allocations should be done as per the programme budget and timely disbursement of funds to enhance successful implementation of the programme. The study recommends further research on effect of monitoring and evaluation, role of small scale farmers, the role of county governments and funding on implementation of SFP programme.

ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid lands
FAO	Food and Agricultural Organization
FPE	Free Primary Education
GOK	Government of Kenya
HGSFP	Home Grown School Feeding Progamme
HGSM	Home Grown School meals
MOA	Ministry of Agriculture
MOE	Ministry of Education
SFP	School Feeding Programme
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFP	World food programme

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

School Feeding Programmes (SFPs) have been implemented in Kenya since 1980's with varying degrees of success (Regnault De La Mothe 2008). The programme's objective was primarily to entice the enrollment and retention of rural children. Roughly 80 percent of Kenyans live in rural areas and eke out a living as farmers where poor land quality and chronic water shortages have put the country in a constant state of food insecurity (UNESCO, 2005). Although the economy boasts a sizeable agricultural sector (mainly focus on exports of first-world luxuries like flowers, tea, and coffee), Kenya is a food-deficit country with less than 20 percent of its land suitable for successful cultivation. Frequent and severe droughts in the historically precarious Arid and Semi-Arid Lands (ASAL) and scarce water shortages have greatly affected food production (MoA 2010).

The ASAL, home to roughly 30 percent of the Kenyan population, has suffered through the perennial crippling social effects of recently intensifying droughts and food shortages. Kenya's school-aged population is among the groups most negatively impacted by harsh climatic and social-economic factors, which contribute not only to high rates of food insecurity and malnutrition but also to school dropout (GoK 2009). The childhood subjected malnutrition imposes significant economic costs on individuals and nations, and by improving children's diets and nutrition can we have positive effects on their academic performance and behaviors at school as well as their long-term productivity as adults (Jomaa, McDonnell & Probart, 2011). Under feeding has been found to be one of

the factors that contribute to delay to entry in school and less overall schooling (Alderman, et al., 2006).

To alleviate health and developmental consequences of childhood malnutrition, increase primary school enrollment, and combat social pressures that limit educational opportunities for girls, the Kenyan government began school-feeding programme in 1980 (Regnault De La Mothe 2008). The initiative, significantly backed by World Food Programme (WFP) funds and management, is one of the largest and longest-standing school feeding partnerships of its kind. In 2008, the programme served 1.2 million children in 3,600 schools nearly 21.3 percent of all primary school pupils in Kenya (USDA 2010). School Feeding Programmes have continued to play an integral part in realizing Kenya's goal of attaining universal primary education (UNESCO, 2005).

The benefits of School Feeding Programme are far reaching. There is evidence to show that school feeding programmes increase children's educational achievement so as to improve their potential future productivity and earnings, alleviate short term hunger which impedes children's cognitive functioning, attention and retention span, improves nutritional status of children by providing them with calories and nutrients. In addition to their regular diet, this enhances enrollment in school and thus, better educational outcome. These lead to better health and better resistance to infectious diseases and illnesses that could keep children away from attending school (Alderman, Hoddinott & Kinsey, 2006).

According to recent Kenya educational act which emphasizes 'Education for All' developmental targets, the Kenyan government decided to expand its role in the implementation of school feeding programmes nationwide (MoE, 2003). Through the

introduction of the Homegrown School Feeding Programmes, Kenyan policy makers are looking for ways to better integrate and promote goals in education, agriculture, and rural development through inter-pectoral cooperation and progressive policy changes. Over time, the Kenyan ministries of Education and Agriculture seek to limit the role of external players in order to transform the programme into a more sustainable and independent national enterprise. Though much has already been done to boost rural attendance, more effort and coordination is still required to obviate many of the current impediments to School Feeding Programmes.

To fully realize the enormous humanitarian potential of the HGSFP, special attention must be given so as to improving quality of rural infrastructure, investing in human capital, and increasing local stewardship of school feeding programmes and supporting economic opportunities for small-scale food producers. Without these critical developments, the goals of the HGSFP could fail to serve the long-term interests of ASAL inhabitants and this could instead contribute to a continued cycle of foreign dependency and educational inequity in Kenya (MoE, 2003). Andy Temboni, World Bank senior health specialist noted that we are now at a stage where it is not whether school feeding programme is important, but how we design and deliver school feeding programme. According to Andy Temboni, the global school feeding source book: lessons from 14 countries provided a comprehensive analysis of school feeding programmes to identify common trends, challenges and good practices (Peel, 2016).

According to Peel (2016) findings from different countries indicated different challenges facing the schools feeding programme. In Botswana for example, for 45 years continuously the government has successfully implemented its national school feeding

programmes witnessing high enrollment growth and school attendance rates associated with the availability of food in school. The government in partnership with WFP have continued to finance the programme and involved communities (parents, small scale famers, and teachers) in implementing the programme. Although the programme has experienced challenges in financing, community participation has helped bridge the gap. However, there is still room for improvement, and all the need for a more robust data analysis and reporting.

The Cabo Verde government has repeatedly shown its commitment to a policy of universal coverage of school feeding programmes in public pre-primary and public primary schools .The Kenya government have now been revising the objectives to meet the changing needs of communities. The major challenge is how to meet the demand in providing healthy meals and also to support the local economy such as agriculture while keeping the programme affordable. In Cote d'Ivoire implementation of schools feeding programme has led to increases in school access, retention, and success. The school feeding programme has sparked behavioral changes among children including hand washing, good eating habits, nutritional, and hygiene practices. This is attributed to adequate planning and financial management systems put in place. For the programme to be sustainable, there is need for sound policies put in place to strengthen governance, capacity building, monitoring and evaluation, as well as improving agricultural technical skills and also introduction of advanced agricultural technology and equipment.

Ghana school feeding programme has been implemented through outsourcing, relying on caterers for food procurement, preparation and distribution. This planning approach that aims at implementing feeding programme has created jobs for rural communities, and

allows schools to focus on education rather than food duties. This has enabled the delivery of quality education (Kremer & Vermeersch, 2005). While implementation of school feeding programmes need political support and commitment, the report noted, it is important for the government not to politicize the programme for this can affect quality of education of pupils and so ,affecting management structure in place to achieving successful implementation of the school feeding programme. The school feeding programme faces challenges in terms of financing, monitoring and evaluation to ensure the programme is implemented successfully.

The report noted that Kenya stands out for developing innovative and complementary school feeding programmes, with both successes and challenges. The report further says that a daily lunch of boiled maize and beans is not much of a meal to some but across Sub-Saharan Africa it has become a lifeline and never a luxury for millions of vulnerable children. Some children are reported to have started school earlier before reaching the required enrolment age in order to benefit from the feeding programme. However, continued financing, inadequate planning, community participation, monitoring and evaluating the programme are a challenge that influences the implementation of the school feeding programme (UNESCO, 2005). The Home Grown School Meals (HGSM) programme, under the Ministry of Education, Science and Technology, aims to tackle low school enrollment and attendance, high dropout rates and low academic achievement. As a transition from World Food Programme support to being government led programme, the programme could benefit from increased links to local agriculture (MoA, 2010). With the FPE implemented, and increased numbers of enrollment, financing of the

programme is a major challenge due to lack of effective monitoring and evaluation system to ensure successful implementation.

In Mali, it was noted that the school feeding programme was launched three years ago where the programme has contributed to an increase in school enrollment and retention in primary schools especially for girls. The programme promotes locally-owned school feeding programmes, benefitting communities through community organizations, providing training, and supporting smallholder famers. One challenge is that there has not been an impact evaluation on the programme, so there is no significant data on its social and economic impacts. According to Edoardo & Aulo, (2013), the challenges facing implementation of the school feeding programme in Mali are programme financing and management. The programme relies on donor funding mainly, when this funding is strained, its implementation is affected. Managerial challenges also contribute to failure in the implementation of the programme.

Namibia school feeding programme serve as an incentive for poor and marginalized learners, or those affected by HIV and AIDS to attend schools more regularly to enhanced better performance. However, in the past decade, the impact of the HIV pandemic, droughts, cost of floods and the rising prices of food have shifted the programme to a safety net or means of social protection rather than to improve childhood nutrition whereas the government has increased funding to fully-finance the programme. There are also plans to expand the programme which could serve as an opportunity to improve programme (UNESCO, 2005).

In Osun State in Nageria, the innovative system of checks and balances that has been developed over the years has ensured good governance due to the model which is a good

practice within the country and the region. Cooks procure food in almost every two weeks for 50 children per cook, inspiring smallholder participation

(Akanbi & Alayande,2011). However, the funding capacity is limited and this affects implementation of the programme. The current budget is a strain on the finances of the state (Akanbi & Alayande 2011). In South Africa, the school feeding programme is designed to alleviate poverty, improve access to education and academic performance through good nutrition. Meals are provided daily to more than eight million children, and there are plans to reach more. Since the beginning of this programme in 1994, community participation has been identified as key to success, with parents encouraged to volunteer and help make decisions through School governing bodies. Developing links between school feeding programme and local agriculture production more systematically could result in greater community involvement in schools and even greater economic benefits.

According to Peel (2016) findings on nine Sub-Sahara African countries school feeding programmes, it is true to conclude that planning, financing and community participation influence implementation of school feeding programmes. The report noted that the programme rely on donor funding which to a greater extent influences its implementation. Donor funds are not guaranteed hence they are available depending on availability of such funds and policies initiated by respective donors. Planning involves the process of coordinating, directing, controlling and organizing (Morley 2006). It is further noted that in most cases the programmes lack effective monitoring and evaluation systems to address issues that affect successful implementation and sustainability of the programme. Monitoring and evaluation is essential and therefore are of great benefit

because of the insight they provide concerning programme implementation and completion as desired (Lawal and Onohaebi, 2010)

Unfortunately, the meal programme's positive impact on school attendance appears to weaken with age. Within traditional rural communities, as children get older they become valuable economic resources to their families, and the pressure to contribute to household chores and earnings steadily mounts. Between seven and eight years of ages, the appeal of a school meal is suddenly much less significant and more dropout rates increase with the rising opportunity costs of staying in school (Finan 2010). As they reach adolescence, boys are expected to start working as farmhands or manual laborers while girls are groomed for early marriage in order to fetch a higher bride price (Bogonko 1992). Other factors such as scarcity of water and inadequate infrastructure continue to impede full realization of the central goals of Kenya's school meal programmes.

Certainly, financially strapped schools require those destitute families to contribute money, labor, water, and firewood to receive their daily meals allowance, compromising the full effect of school meal incentives (Finan 2010). Rural schools, widely lack firewood to fuel kitchen stoves, clean water, and money to pay cooks finding it difficult to provide daily meal services without burdening parents for missing inputs (Bwonda 2005). Additionally, schools are not always equipped with suitable bathrooms and kitchens to ensure that food is prepared in a hygienic and safe environment. These factors undermine the quality and effectiveness of school feeding programmes in many districts in rural Kenya.

Another large obstacle for Kenyan schools to overcome is related to poor quality of instruction. This is due in part to FPE initiatives and the popularity of free school meals.

Hungry pupils seeking food aid have overrun many schoolhouses in the ASAL regions and urban informal settlements. According to WFP findings, the average enrollment of schools that offer meals is 28 percent higher than schools that do not, and the average student-teacher ratio is a staggering 11 points higher than the national average (Finan 2010). Thus, although the goal of increased attendance has been somewhat met, little has been done to help schools cope with recently inflated pupils' number against declining teachers incentives. Osiemo (2014) established that funds, physical facilities, proper school management and monitoring and evaluation were very paramount for success of school feeding programme. Researchers recommend that government and donor communities should take full responsibility of installing, running and managing school feeding programmes. Encourage community participation and construct dining halls. It was also recommended that there should be a re-orient of the field monitoring system to include indicators of the school environment that influence the effectiveness of school feeding programmes like seasonal firewood and scarcity water.

Despite the benefits of SFPs, many school going children especially from poor families are not able to enjoy the fruits of such projects. And if they do, the very programmes are not sustainable owing to a number of challenges including funding, poverty, managerial issues, food storage factor and poor climatic conditions (Wanjohi, 2010). Wanjohi indicated that SFP programmes are capital intensive programmes that require constant funding to ensure successful implementation. Although the Kenyan government has taken efforts to have control of the school feeding programmes by introducing the HGSFP and Inter operation among its ministries, Education and Agriculture .Funding is a major challenge due to increased number of pupils enrolling to schools due to

introduction of the free primary education. Managerial challenges have greatly contributed to challenges experienced while implementing SFP programme (Wanjohi, 2010). This ranges from financial management to resources management that impede successful implementation of school feeding programmes.

While various international organizations such as World Food Programme (WFP), UNESCO, UNICEF and World Bank have continued to support School Feeding Programmes in Kenya, there are still evident of gaps especially in schools located in Arid and Semi Arid Lands (ASAL) and those in urban informal setup. WFP school feeding programme in Kenya for instance, dedicates 32 USD per child per week (WFP, 2014). However, this is just but a drop in the ocean of food gap in Kenya's schools. There is need therefore to implement sustainable school feeding programmes in the county through government and community support interventions that include but not limited to introduction of school farming programmes among other climate change adaptation programmes (WFP 2014). There is also need to understand the effect of planning, community participation, funding, monitoring and evaluation on implementation of school feeding programmes in Kenya.

The school feeding programmes in Baringo central sub county, Baringo County, Kenya has been implemented in 31 schools across the four divisions within the sub county (TSC, 2015). The identified 31 primary schools in the four zones namely: Tenges, Salawa, Kabarnet and Sacho was due to the geographical location that the schools were located. The schools were located in semi-arid and arid areas that receive minimal rainfall thus affecting food production and regular school attendance by pupils.

1.2 Statement of the Problem

Introduction of school feeding programme in Kenya was mainly to achieve pupils' enrollment and retention ratio in schools. The programme focuses on rural, informal urban settlements in arid and semi-arid areas. The programme was anchored on universalization of primary schooling and elimination of gender disparity in education by 2015 which are the two of the eight millennium development goals adopted at the United Nations summit in 2000.

The school feeding programme in Kenya was initiated in 1980 with varying degrees of success (Regnault De La Mothe 2008). The success achieved through the programme is the increased enrollment ratio of pupils in schools. Challenges faced by the programme are in terms of miss management, inadequate funding, poor planning for implementation and lack of monitoring and evaluation systems to ensure the programme is implementation as per the schedule and hence delivers the desired results. Over time there has been the need to improve on the school feeding programme that saw the Kenyan government implement the HGSF programme with the aim of having more control over implementation of the programme to reduce donor influence.

Various authors have indicated that school feeding programmes have a significant impact towards achievement of the programme objectives like enrollment, attendance, improved academic performance and school completion. A study by Vermeersch and Kremers (2005) indicated that in developing countries there is an increase of 30% pupil enrolment in schools with introduction of lunch programmes in schools. Similar study by Dreze and kingdome (2000) in India showed that 14.2% of pupils reported to school after the introduction of school feeding programme. Other studies by Ahmed (2004), Williams

(2007) and Field et al (1997) showed a positive relationship between school feeding programme and pupil retention in schools. The researchers further recommended studies to be undertaken to investigate what factors and the extent to which they influence implementation of school feeding programmes.

Olubayo (2015) studied factors influencing implementation of school feeding programmes in public primary schools in Emuhaya constituency in Kenya. The study findings indicated that managerial competency, lack of adequate planning, funding and lack of accountability in utilization of allocated funds. Olubayo (2015) indicated that managerial competency influence the planning process during implementation of the school feeding programme. Lack of financial investment plans and poor adherence to budget allocation also contributed to challenges experienced during implementation of school feeding programmes. He further noted that lack of monitoring and evaluation systems and community participation influenced implementation of school feeding programmes. Olubayo recommended further research on effect of monitoring and evaluation and community participation in implementation of school feeding programmes.

Munuhe (2014) investigated challenges facing school feeding programmes in Kajiado County. The study findings revealed that poor management of the programmes, harsh climate conditions, funding, competency of programme managers, lack of political will, community participation and lack of capacity by the institutions influenced implementation of the school feeding programmes. Munuhe (2014) further indicted that poor management attributed to poor planning, poor coordination and lack of control of implementation of the programme. He further noted that mismanagement of funds

inhibited successful implementation of the programme. Poor stakeholder involvement attributed to challenges experienced during implementation of the programme. He suggested further research on managerial competencies, planning, stakeholder involvement, monitoring and evaluation and their effect on school feeding programmes. The above studies are relevant to the current study although conducted in different regions hence the findings could not be applicable to other study regions. It is against this background that this study investigated factors influencing implementation of school feeding programmes in public primary schools in Baringo Central Sub County, Baringo County.

1.3 Purpose of the Study

The purpose of the study was to identify factors influencing implementation of school feeding programmes in public primary school in Baringo Central sub-county, Baringo County.

1.4 Objectives of the Study

The study was based on the following objectives.

1. To establish the extent to which planning influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.
2. To assess how community participation influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.
3. To examine the extent to which funding influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.
4. To assess how monitoring and evaluation influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county.

1.5 Research Questions

The study was guided by the following research questions.

1. To what extent does planning influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county?
2. How does community participation influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county?
3. To what extent does funding influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county?
4. How does monitoring and evaluation influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county?

1.6 Significance of the Study

This study would be of importance to several stakeholders; the national government (Ministry of Education), county government and the international donors. The study findings would provide more information as to how to effectively implement school feeding programmes in future. For the management of the school feeding programmes and stakeholders involved, the findings of this study would be important in understanding of the study variables; planning, community participation, financing, and monitoring and evaluation and their influence on implementation of school feeding programmes hence inform them on necessary mitigation strategies to mitigate on their effects. It would inform their future planning and strategy development as far as implementation of school feeding programmes is concerned. To future researchers and academicians, the study would be important in the suggestion of areas requiring further research to build on the topic of factors influencing implementation of school feeding programmes, the findings

of this study would be important source of reference for future scholars and researchers. The study also contributes to the body of knowledge in understanding the challenges and factors (planning, community participation, funding and monitoring and evaluation) that influence successful implementation. This can be used as a guide for further research and adds to pool of information on the subject of implementation of school feeding programmes.

1.7 Delimitations of the Study

The study focused on factors influencing implementation of school feeding programmes in public primary schools in Kenya; A case of public primary schools in Baringo Central Sub-county, Baringo County. The study was delimited to four independent constructs which include, planning, community participation, financing, and monitoring and evaluation. The study sought to link the aforementioned factors to implementation of school feeding programmes in Kenya; a case of public primary schools in Baringo Central Sub-county, Baringo County. The study focused on public primary schools in four zones in Baringo Central Sub-county, Baringo County. The four zones in Baringo Central sub-county are Salawa, Sacho, Kabarnet and Tenges. The study was carried out over a period of approximately two months.

1.8 Limitations of the Study

Respondents completely reject to divulge the needed information while reluctance by some of the sampled respondents to participate in the study was evident .The risk of collecting inaccurate information due to biasness by the respondent. Regarding the first challenge, the researcher assured the respondents that the study was for academic purpose and their identity would be concealed. The researcher further cautioned respondents

against indicating their names on the questionnaire. On the second challenge, the researcher and the research assistant explained to the respondents about the importance of the study and the researcher also ensured that all the issues raised concerning the study by the respondents were well explained to ensure the respondents had an understanding of the study and programme .Communication and language barrier was a challenge as some respondents fail to fully understand and interpret the questions contained in the research instrument. This limitation was addressed by taking through the respondents through the questionnaire who found it quite difficult to understand the questions.

1.9 Assumptions of the Study

There are a number of assumptions that the study held constant. It was assumed that the four constructs under study (planning, community participation, funding, monitoring and evaluation) are some of the major factors influencing implementation of school feeding programmes in Kenya; a case of public primary schools in Baringo Central Sub-county, Baringo County. Secondly, it was assumed that the research instruments would enable optimal collection of data that would be pertinent to all study objectives. Thirdly, study assumed that all respondents would be available for the study and that they would be literate and knowledgeable enough to respond to the questions contained in the research instrument. Fourth, it was assumed that the data collected by the researcher would be a true representation of the total population.

1.10 Definition of Significant Terms

Community participation: The involvement of people living in a particular geographical location or area in programme to solve their own problems. It is a process by which people are enabled to become actively and genuinely involved in defining the

issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies in planning, developing and delivering services and taking action to achieve a change

Funding: Money provided, especially by an organization or government, for a defined purpose

Programme Implementation: A specified set of activities designed to put into practice a programme plan. A programme Implementation is the action that must follow any preliminary thinking in order for the goals and objectives to be realized.

Monitoring and evaluation: is a process that helps improve performance and achieve results. It's goal is to improve current and future management of outputs, outcomes and impact.

Programme Planning: A basic management function involving formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources. The planning process identifies the goals or objectives to be achieved, formulates strategies to achieve them, arrange the means required, and implements, directs and monitors all steps in their proper sequence.

Public Primary Schools : These are schools founded and sponsored by the government in which Children receive primary education between the ages of six and fourteen coming after pre-school and before secondary

School feeding programme: Interventions that deliver a meal or snack to children in the school setting with the intent of improving attendance, enrolment, nutritional status and learning outcomes.

1.11 Organization of the study

The study is presented in five chapters. Chapter one is the introduction which entails the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitation and delimitations of the study, definition of significant terms. Chapter two of this study explores literature reviewed in line with objectives of the study. It explores the influence of planning, community participation, funding, monitoring and evaluation on implementation of school feeding programmes, the conceptual framework and the theoretical framework. Chapter three of this study focuses on the research design and methodology. This comprises of the introduction, research design, target population, sample size and sampling procedure, data collection method, validity and reliability of the research instruments, methods of data analysis, ethical considerations and operationalization of the study variables. Chapter four of the study presents the study findings and data presentation. Chapter five of the study presents the summary of the study findings, discussions, recommendations, conclusions and areas for suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature relating to the research problem outlined in the previous chapter with particular focus on the main variables of the study in relation to factors influencing implementation of school feeding programmes. The parameters investigated include, planning, community participation, funding, monitoring and evaluation .The theoretical and conceptual framework of the study illustrating the relationship between different variables of the study.

2.2 Planning and Implementation of School Feeding Programme

Globally in today's organization management, it is vital to have concrete management plans to ensure projects are completed as per the schedule. According to Henri Fayol, management function is the coordination of all organization's resources through the process of planning, organizing, directing and controlling in order to achieve the desired goals and objectives. Fayol noted that other functions of management; directing, organizing, coordinating and control, all stem from planning. Planning incorporates determining of the goals and objectives to be achieved and ways of achieving them. According to (Kerzner, 2013) planning is an important process that enables project managers to implement the programme as desired and adjust to the environment rather than reacting to it.

In recent years, organizations have approached achieving organizational goals and objectives through departmentalizing their operations into sections coordinated together

to achieve a common goal. This has not only helped organizations achieve their outlined organization objectives but to enable them to focus on strategic development of the internal departments to enhance successful implementation of programmes (Kerzner, 2004). A programme is an activity that involves an undertaking that requires adequate preparation and feasibility study before implementation process commences for it to adequately respond to a specific need of a community (Zouaghi and Laghouag, 2012). Programmes are unique in nature depending on the purpose and specific need they satisfy. Although projects would be similar in their output, their implementation would be different in terms of cost, time range and implementation schedule (Zouaghi and Laghouag, 2012). Osiemo (2014) indicated lack of adequate planning attributed to challenges faced in implementing school feeding programme in Dagoretti North constituency. He observed lack of planning in which public rural schools fail to construct physical amenities like dining halls, kitchen facilities and energy sources greatly influenced successful implementation of school feeding programme.. He further noted that, although the school feeding programme achieved increased enrollment in schools and academic performance, its implementation and sustainability was under threat as a result of inadequate planning that makes the programme unsustainable.

Critics to the new Home Grown School Feeding Programme cite the fact that most rural communities in the ASAL do not have the production supply capability to support a potentially overwhelming demand for food. According to research undertaken by USDA (2010) the newly implemented HGSF programme face challenges in implementation especially, in the absence of collaborations with non-governmental organizations. HGSF programme as currently implemented is a local procurement programme and local

production programme. The programme faces many challenges that influence negatively the programme's implementation process (USDA, 2010).

Ahsan and Gunawan (2010) attributed challenges experienced during programme implementation to be as a result of in adequate planning. Planning involves coordination of both the human resources and financial resources needed for implementation of the programme. They further noted that planning process enables programme planners to develop elaborate financial investment plans. Programme implementation schedules implementers identify the much needed expertise to ensure successful implementation of that programme. The HGSF programme was implemented by the Kenya government at local rural set up areas among local communities to provide supply of foodstuff and production seeking to have control over programme implementation process. For this to be successful, it is important for the government to ensure sufficient coordination of the parties involved for realization of the desired output to be achieved (USDA, 2010).

USDA (2010) indicated that the capacity of the management was a challenge that influences successful and sustainable implementation of the school feeding programme in urban informal settlements and in arid and semi-arid lands. The schools lacked kitchens, cooking equipment's and utensils, dining hall and storage facilities. This contributed to poor hygiene and health concerns over the feeding programme.. USDA (2010) noted that these challenges can be addressed through planning process. The programme planners should ensure the much needed facilities are made available to ensure successful implementation of the programme. Osiemo (2014) indicated that school feeding programme requires adequate planning to ensure continuous supply of food stuffs, energy resources and availability of infrastructure. He further noted that programme

implemented in arid and semi-arid areas lack the capacity for food production due to weather and harsh climatic change hence relies on procurement from other areas. If the procurement process is not streamlined programme implementation and sustainability may be affected. Majority of schools in arid and semi-arid areas and in urban informal settlements depend on donors communities for supply of food stuff and funding of the programme. To ensure contributions from donors and other agencies are well utilized towards successful implementation of the school feeding programme, there is need to ensure that an elaborate plan is set up to ensure funds and food stuff donated are optimally utilized towards the school feeding programme (Munuhe, 2014).

2.3 Community Participation and Implementation of School Feeding Programme

Community participation is an affinity of feeling to belonging to a community This includes a free flow of information of happiness, sadness, development and draw backs of a societal set up.

Moningka (2000) defined community participation as a sociological process by which residents living within an area or neighborhood organize themselves to improve the conditions of daily life. This involves access to water supply, health and sanitation, education and access to food supply through small scale farming programme. Community participation comprises various degrees of individual or collective involvement through financial contributions, resources contribution, social and political commitment at different stages of programme implementation (Moningka, 2000).

Moningka (2000) adds that community participation is a process in which community members are involved at different stages and degrees of intensity in programme cycle with the objective to build the capacity of the community to manage the

programme after the programme management team have left. Community participation throughout the whole programme from design, implementation and evaluation, to completion of the programme that ensures the reflection of community priorities and needs in the activities of the programme thus motivates communities into maintaining and operating programme activities after the programme is completed.

Participation is essential for establishment of community cohesiveness towards implementation of programme. It enables members to live together, share common norms, values, fears, and challenges as well as embrace the principle of partnership with the dynamic of change and development which bring about democracy and personal empowerment, build the tendency to associate, establish link, live inside each other and cooperate towards achieving a common goal (Capra, 1996). According to USDA (2010) implementation of the school feeding programme was introduced purposely to increase enrollment of students in rural, arid and semi-arid areas that are adversely affected by climate change and weather patterns. These regions are characterized by hardships that see children not attend school rather help parents to sustain and fend for their families. Families in these regions have no value for education as they see their children as resources. The school feeding programme was initiated to help reduce costs to these families and have their children attend school to get access to education (USDA, 2010). To enhance successful implementation of the school feeding programme, there is need to involve the parents as major stakeholders to ensure their children attend school to completion.

Finan (2010) indicated that appeal of a school meal is suddenly much less significant and dropout rates increase with the rising opportunity cost of staying in schools. He attributes

this to children being viewed as valuable economic resources by their parents and the pressure to contribute to household chores and earnings steadily mounts. Finan (2010) indicated that in Africa, affiliations to local traditions in rural areas are much stronger that in urban areas and as a result, urbanized traditions are not easily acceptable. He further suggested that, for the school feeding programme to be successful, there is need to help the communities understand first, the benefit of education and the importance of school feeding programme. This he asserted, would enhance implementation of the school feeding programme and having the community to participate in the implementation of the programme.

According to Peel (2016) Ghana school feeding programe which was implemented by the Ghanaian government in partnership with donor agencies attributed its success to enhancing community participation. The programme implementation employed community participation as key to achieving successful implementation of the programme. The programme outsourced the services of community members, relying on caterers for food procurement, preparation and distribution. It is notes that the planning approach to involve community members (small scale farmers, parents, local businesses and government institutions) in the implementation of school feeding programme has created jobs for the communities, and allows schools to focus on education rather than food duties. This has enabled the delivery of quality education. Cleaver (1999) observes participatory approaches as ways of building synergy, ownership and enhancement of sustainability.

2.4 Funding and Implementation of School Feeding Programme

Since the introduction of the school feeding programme in 1980, it has been noted that international donor communities have continued to fund school feeding programmes in collaboration with the Kenya government (WFP, USAID) and (Regnault De La Mothe 2008). With increasing number of pupil enrolment in various primary schools after the introduction of the free primary education. The funding capacity for the programme becomes too demanding (MoE, 2003). According to MoE (2003) there is dire need to increase funding towards implementation of the programme. Due to budget constraint and heavy reliance on donor funding, continuous dwindling funding for programme has influenced implementation of school feeding programmes.

A study of nine African sub-sahara countries indicated that although efforts have been made to ensure successful implementation of school feeding programme, funding is a major challenge towards implementation of the programme. Further, it is noted that majority of countries under study lack the capacity to fund school feeding programmes ,hence they depend on donor funding. He also indicated that most governments although have allocated funds towards implementation of school feeding programmes, the allocation has never been satisfactory. Kwak (2002) noted that donor funding towards school feeding programmes depend on the donor policies and the type of programme being funded. According to Kwak (2002) long term programmes receive varied funds from donors as compared to short term programmes that are allocated funds within the same period. He further noted that donor funding for programmes is mainly a short term process as they only provide support to enhance successful implementation of the

programme. USDA (2010) noted that due to lack of innovative and creative ways of reducing costs associated with implementing school feeding programmes, funding remain a major challenge towards achieving a sustainable school feeding. According to USDA (2010) donor funds availability is mainly dependent on the donor country and institutional policies of donor country and regulations.

Financial investment plans are a critical component in implementation of programmes. In the absence of investment plans sufficiently detailed (to pre-feasibility quality), further development may succeed and could in the long run adversely influence successful implementation of projects. The consequence has been low value for money and unacceptably low investment realization (Kwak, 2002). There is need to have a comprehensive feasibility study and investment plan indicating the investment necessary to achieve the progressive realization of programmes as desired as per the plans upon completion (Matta&Ashkenas, 2005).

The financial investment plan, funding plan and financial structure adopted during programme implementation can determine if the programme would be implemented as per the schedule. Financing of the school feeding programme in Kenya is funded from various sources; government funds, donor funds, contributions from corporates organizations, religious institutions among others (Osiemo, 2014). He further noted that with a two tire government system in Kenya, there is need to have a well-coordinated financing structure to utilize the allocated funds towards implementation of the school feeding programme. Osiemo (2014) study established that funding and funds utilization influence implementation of school feeding programmes. He further argued that schools lack the capacity to enhance implementation of programmes hence funding provided

would not meet the demand. He noted that with increased enrollment and lack of facilities like kitchens, inadequate cooking equipment's, dining hall stretched the funding allocated towards implementation of the school feeding programme

. Finan (2010) noted that although funds are allocated towards implementation of the school feeding programme, mismanagement of funds pose a challenge towards implementation of the school feeding programmes. It was also noted that without proper management and accountability structures of funds allocated towards programme implementation. The allocated funds would make the desired impact . There is need to manage efficiently funds allocated to ensure maximum output is achieved through implementation of school programmes.

2.5 Monitoring and Evaluation on Implementation of School Feeding Programme

Monitoring and Evaluation are very important management functions for ensuring that programme goals and objectives are fully achieved and that implementation process remains on course. Monitoring and evaluating the progress of a programme is one of the most important management functions of programme management because it is a determinant of programme success (Kerzner, 2013). Every team member needs to know, in a timely and accurate manner, how the programme is progressing, where they are currently in line with the initially set out plans, whether deadlines are met, budgets are safely measured and followed. Monitoring and evaluation are often regarded as a single activity because they are both programme management functions, sequential and closely related. Anthony, (1965) acknowledges a close relationship but regards them as separate activities because monitoring leads to

control. Ritz, (1994) describes evaluation as the work of constraining, coordinating and regulating actions in accordance with plans to meet specific objectives.

According to Mauricio and Carlos, (2002) planning process defines the strategies, tactics and methods for achieving programme objectives, while monitoring and evaluation provides the required checks and balances for ensuring that the plans and overall programme objectives are achieved. Plans cannot bring about the required end results by themselves; they must be complemented by monitoring and evaluation to achieve their goals. Evaluation is a process distinguishable from monitoring by a number of activities through which schedule slippage in programme performance is corrected. If not all, major programme failures could be traced to inadequate and inaccurate planning or blind adherence to the originally formulated plans regardless of how the environment changes in the interim (Kharbanda and Pinto, 1996).

Monitoring and evaluation of projects by professionals and stakeholders is essential and it is of greatest benefit because of the improved insight they provide concerning programme completion status. Even with the best-laid programme funding undertaken a programme can go awry if not properly monitored. Through proper monitoring and evaluation, delays, project variations can be readily identified through periodic reports that are made and corrective action taken in good time therefore monitoring and evaluation is a very crucial function in programme management that should be executed by qualified personnel during implementation process (Lawal and Onohaebi, 2010).

Peel (2016) and Osiemo (2014) school feeding programmes lack monitoring and evaluation systems that is critical in ensuring the programmes meet its desired objectives and goals. School feeding programmes are capital intensive, sanitation which requires a

monitoring and evaluation system that ensures the desired goals and objectives are achieved. They argue that the shortcomings of the school feeding programme and challenges influencing implementation of the programmes can be addressed through an elaborate and effective monitoring and evaluation system.

The Home Grown School feeding programme initiated by the Kenyan government is anchored on reducing costs and Interco-operation between ministry of education and agriculture to boost local economy and enhance sustainability of the programme in the long run. WFP (2014) indicated that for the HGSF programme to be successfully implemented as desired there is need to have a coordinating team and a monitoring and evaluation mechanism that ensures the two ministries and other partners operate towards a common goal and objective.

2.6 Theoretical framework

The study was guided by two theories namely stakeholders theory and Henry Fayols administrative theory of management. The researcher identified the theories as they provide information with respect to research objectives and variables of the study.

2.6.1 Stakeholder theory

Stakeholder theory focuses on the relationship that exists between entities and their stakeholders (Freeman 1984). Andriof & Waddock, (2002) defined the relationship as one that goes beyond those that entities have with shareholders. According to the theory, stakeholders are those who affect, are affected by the operations of an entity. Such may include; customers, users, suppliers, community, government, shareholders among others who have vested interest in the entity. The theory pays equal credence to all the stakeholders involved and there is no priority for benefits among stakeholders. Relevance

to this study, the stakeholders that are involved in project implementation include community members (end users of the programme), contractors, donors, national and county governments, In tandem with the stakeholder theory, the stakeholders have different interest in regards to the implementation of the school feeding programme and it is upon the national government through the ministry of education to ensure that the different interest of the stakeholders are met. The management should therefore balance the stake or both the stakeholders. The stakeholder's theory influences the programme implementation process. Therefore, the national government should incorporate all the stakeholders during all stages of the programme. That is, involve them in decision making, communicate to them on the purpose, value and other effects of the programme in order to eliminate resistance and increase the chances of successful implementation of the programme. Indeed, Miles (2013) observes that involvement of stakeholders promotes social cohesion due to the value created in working together.

2.6.2 Administrative Theory of Management

The administrative theory of management is based on how management should interact with employees within an organization to achieve the outlined goals and objectives. The management theory provides a broad and analytical framework of the process of administration which overcomes the drawbacks of Taylor's scientific management theory. According to the administrative theory of management, the five basic elements of management are planning, organizing, commanding, coordinating and controlling. According Fayol planning involves forecasting the future and making a structural plan of action and determining the goals and objectives of the action. Fayol considers planning as most essential function. Organizing is the creation of an organizational structure which

brings human resources and non-human resources together to work together. Commanding is the process of giving direction and orders by the superior to the subordinate is known as commanding. There are various divisions in an organization. So, coordinating is the process of bringing the action of all the divisions and departments and integrating their efforts for the fulfillment of organizational goals .Controlling means comparing the actual performance of the organization with the desired performance level and checking if there is the need for improvement and when a deviation is found implementing the necessary changes to improve the performance. Fayol further identified 14 principles of management particularly focused on the five management function of an organization. These are the basic guidelines to management of the organization as a whole. These principles are universal and can be applied in any organization in any part of the world. Fayol suggests that these principles are not rigid but they are flexible and should be used according to the need at hand.

The administrative theory is relevant to the study as project implementation has adopted management approach in organizations where different activities are departmentalized and coordinated towards achieving a common goal. Programme implementation involves several stakeholders who undertake different tasks towards achievement of a common goal. Since project management team is responsible for the overall planning and implementation of the programme, the five basic elements of management namely; planning, organizing, commanding, coordinating and controlling are critical towards successful implementation of a programme. Further application of the 14 principals of management if applied as per the programme at hand would enhance successful implementation of the programme

2.7 Conceptual framework

A conceptual framework is a diagrammatic representation that shows the perceived relationship between study variables. The framework shows that there are four sets of variables which include independent, dependent, intervening and moderating variables. Independent variables include planning, community participation, funding and monitoring and evaluation while implementation of school feeding programme is the dependent variable. The moderating variables are government policy and regulation, and donor policy and regulations. The intervening variable is drought. As indicated in Figure1, each of the study variables has distinct parameters or indicators. Planning is represented by programme implementation schedule, procurement and distribution mechanism of resources, coordinating involved stakeholders and competency of programme managers. Community participation is represented by communication channels, consultations and engagement mechanisms and stakeholder involvement. On funding, adequate budgeting, adequate allocation of funds, financial investment plan and management and accountability mechanism. Indicators for monitoring and evaluation are programme implementation schedule, monitoring mechanism, evaluation mechanism and timely decision making and action implementation.

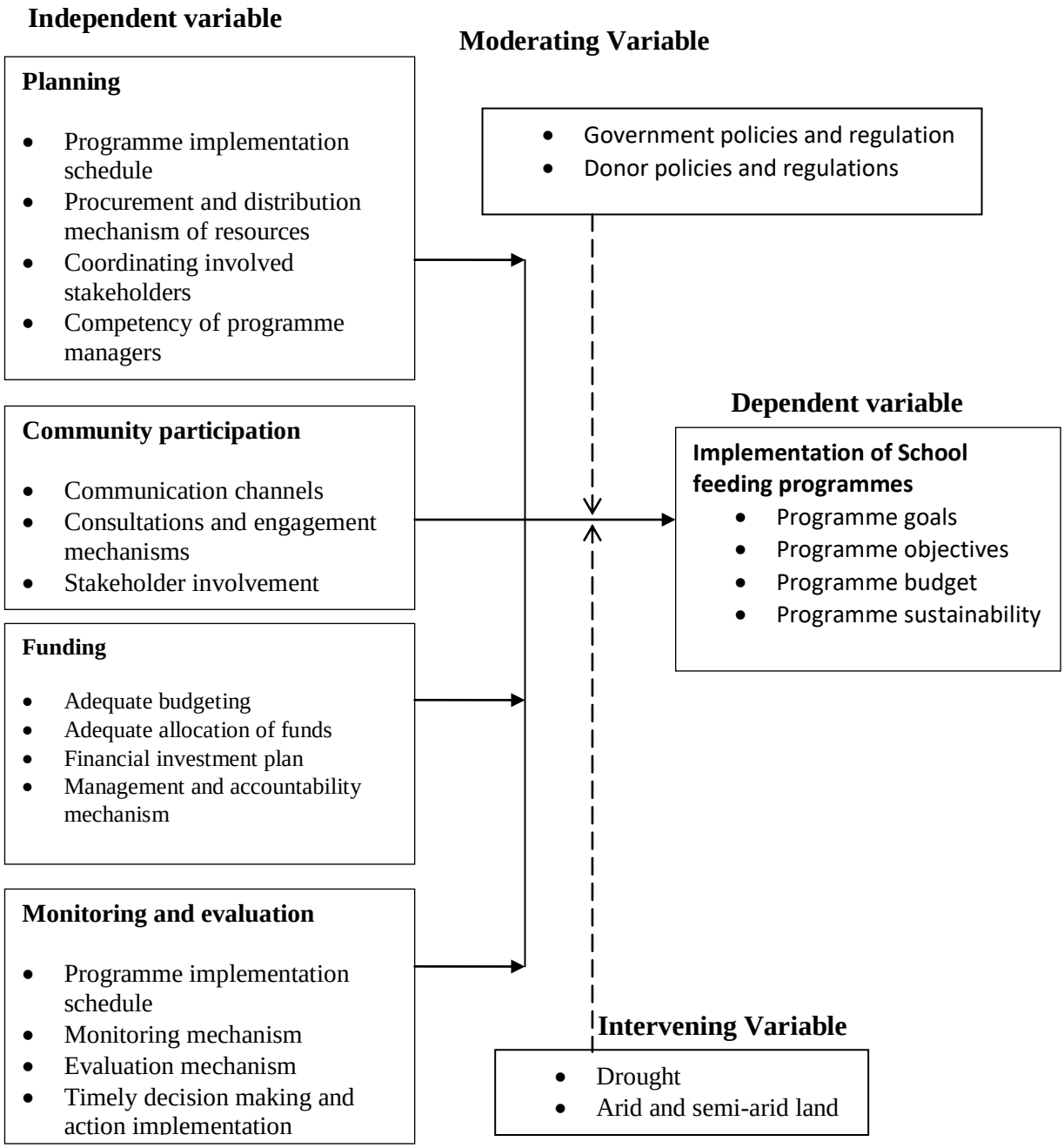

Figure 1: Conceptual Framework

2.8 Knowledge Gap

From the reviewed studies carried out, it is evident that implementation of programme's is a major problem to both government and nongovernmental organizations. From observation of past studies done in theoretical literature review, it is very clear that for any programme to be successfully implemented there is need to have adequate planning to ensure resources and required manpower is acquired, coordination of stakeholders, financial budgeting and allocations, monitoring and evaluation mechanisms, community participation and engagement. The literature reviewed on school feeding programmes indicated that programmes face challenges ranging from funding, planning, monitoring and evaluation to management challenges. Awuor (2016) study findings revealed that poor planning, funding and utilization of funds affected successful implementation of school feeding programme in Matungulu Sub County, Machakos County. The findings further revealed that poor community involvement and lack of monitoring and evaluation mechanisms also contributed to unsuccessful implementation of the school feeding programme t. Awuor suggested further studies on effect of monitoring and evaluation and community participation on implementation of school feeding programme. Awuor further suggested that the study should be conducted in a different set up to compare with her findings. Olubayo (2015) study findings also indicated that planning, financial utilization, community participation and monitoring and control influenced greatly successful implementation of the school feeding programme. Olubayo further indicted that there exists a knowledge gap with respect to how the study variables influenced implementation of school feeding programme. He suggested further studies as these factors would have different degrees of influence as to how they influence

implementation of school feeding programme . From the studies conducted by Awuor (2016) and Olubayo (2015), there exists gaps in school feeding programme implementation cycle as far as planning, community participation, funding, monitoring and evaluation is concerned. Most community members may not have capacity to get really involved in all stages of the school feeding programme implementation cycle while programme management team lack the competencies to ensure programme implementation is done to success. Monitoring and evaluation is critical to ensuring a programme is implemented as desired. This study tried to access how planning, community participation, funding, monitoring and evaluation influence implementation of school feeding programme in public primary schools in Baringo Central Sub county, Baringo County

2.9 Summary of Literature Review

Kerzner (2013) identified planning, scheduling and control as critical elements in programme implementation and management. Planning is a critical element for success in implementation of programmes as it formulates a guide that indicates what is to be done; persons responsible and the timeliness to complete the tasks assigned to each team. Planning involves determining the costs associated with implementing a programme and the required human resource to achieve the goal (Kerzner, 2013). Planning ensures coordination of the necessary resources towards successful implementation of the programme (Zouaghi and Laghouag, 2012).

Programmes are implemented within communities with an aim of meeting specific needs. In a diverse setting characterized by individuals with different ideologies in reference to the programme. it is important to engage all the stakeholders involved in implementation

of the programme (Chambers, 2002). Chambers (2002) indicated that programmes involve several stakeholders with divergent interests; hence all the need to engage all the stakeholders and community members to ensure an understanding is reached. He further noted that majority of programmes failed or stalled as a result of differences between stakeholders. Poor management of funds allocated towards implementation of programmes influence negatively the implementation process .In addition, lack of due procedure in procurement process as stated in the procurement laws contribute to unsuccessful implementation of programmes (Gatti 2007). Osiemo (2014) indicated that miss-management of funds allocated towards implementation of the school feeding programmes influenced negatively implementation process.

Monitoring and evaluation is a critical element in successful implementation of school feeding programmes. Kerzner (2004) monitoring and evaluation enables programme management teams to implement those programmes as per the initial schedule, cost and within the agreed timeliness. Monitoring and evaluation acts as a control mechanism to ensure that variations experienced during implementation can be addressed by programme implementation schedule. Munuhe (2014) noted that for a programme to be implemented successfully there is need to have a monitoring and evaluation system in place to ensure variations are addressed to allow for successful implementation of the programmes. The literature reviewed indicated that factors as planning, community participation, funding, monitoring and evaluation can either influence the programme implementation process negatively or positively. Hence the study seeks to investigate the effect of the above mentioned factors on implementation of school feeding programmes in Baringo Central Sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology which the researcher followed in order to arrive at research findings that address both the research problem and objectives of the study. It covers the research design, the target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis, ethical considerations and operationalization of variables.

3.2 Research Design

The study adopted a descriptive survey research design to explore factors influencing implementation of school feeding programmes. A Research design is described as a guide for carrying out a research study and shows the procedure of conducting a research study (Kothari, 2008). Descriptive survey is defined as a procedure of collecting information by use of interviews and administering questionnaires to a sample of individuals (Kothari, 2008). Descriptive survey enables the collection of information through questionnaires to determine the opinions, attitudes, preferences and perceptions of persons of interests to the research (Kothari, 2008). According to Mugenda and Mugenda (2009) descriptive design allows the researcher to generate both numerical and descriptive data which could be used in measuring the relationship between variables as well as determining their influence on the implementation of school feeding programmes. The aspect of survey was attributed to the fact that the study carried out over a period of two months and cut across four public primary schools in Baringo Central Sub-county where the school feeding programme was being implemented.

3.3 Target Population

Population is the total target group who would in the ideal world, be the subject a researcher is interested with in gaining information and drawing conclusion (Mugenda and Mugenda, 2009). The target population comprises an aggregate of individuals with similar characteristics and in respect to a particular study. This is the population to which the study findings are ultimately generalized (Kothari, 2008). In this respect, the population consists of representatives from national ministries of education, agriculture and ministry finance from the national government, representatives from the county ministries of education, agriculture and finance, County education officials (MoE, 2013). The head teachers, deputy head teachers, and teachers from the 31 identified schools who were beneficiaries of the school feeding programme project from the four zones namely Tenges zone, Sacho zone, Kabarnet Zone and Salawa Zone in Baringo central sub county (TSC, 2014).

Table 3.1: Target Population

	Description	Population
1	Ministry of Education	4
2	Ministry of Agriculture	3
3	Ministry of Finance	3
4	Ministry of Education, County of Baringo	4
5	Ministry of Agriculture, County of Baringo	3
6	Ministry of Finance, County of Baringo	3
7	County Education Officials	3
8	Head teacher	31
9	Deputy head teacher	31
10	Teachers	128
	Total	213

3.4 Sample size and sampling procedure

A sample is defined as a subset of the target population. According to Kothari (2008) a sample should be a representative of the target population.

Table 3.2: Sample Size

	Description	Population
1	Ministry of Education	4
2	Ministry of Agriculture	3
3	Ministry of Finance	3
4	Ministry of Education, County of Baringo	4
5	Ministry of Agriculture, County of Baringo	3
6	Ministry of Finance, County of Baringo	3
7	County Education Officials	3
8	Head teacher	4
9	Deputy head teacher	4
10	Teachers	24
	Total	55

Mugenda and Mugenda (2009) defined sampling procedure as a systematic process of identifying individuals for a study to represent the target population from which they are selected. Purposive sampling technique was used to identify the respondents from the ministries of finance, education and agriculture from the national government, county ministries of finance, education and agriculture, county education officials. The researcher adopted purposive sampling to identify the respondents as they were directly

involved in implementation of school feeding programme. The ministry officials at the county and national level play a critical in resource mobilization and policy development in implementing the school feeding programme. The researcher used simple random sampling technique to determine the schools from each zone that had implemented the school feeding programme. The researcher identified the schools in every zone and put them in tins labeled by the zones names. The researcher then randomly picked a name from each tin that formed part of the sample size. The identified schools were Kapkelelwa Primary School in Sacho zone, Bekibon Primary School in Tenges Zone, Kiboino Primary School in Salawa and Kapcherebet Primary school in Kabarnet zone in Baringo central sub county, Baringo County. The researcher further used census sampling to identify the head teachers, deputy head teachers and teachers from the four identified schools as the sample size. The head teachers and deputy head teachers had a managerial role in implementation of school feeding programmes. Creswell (2012) defined Census sampling as the quantitative research method, in which all the members of the population are enumerated. Census sampling technique was employed to identify 32teachers (head teachers, deputy head teachers and teachers) from the four identified schools as they were important in providing the much necessary needed information for implementation of school feeding programme as they were directly involved in implementation of the school feeding programme.

3.5 Data collection instruments

The study used questionnaires to collect primary data from the respondents. Questionnaires are the most appropriate data collection tool particularly in survey studies (Mugenda&Mugenda, 2009). A questionnaire was chosen because they are easy to

administer, gives the respondent sufficient time to arrive at a well thought out response and are free from researcher's bias. The questionnaire comprise of five parts. Capturing the respondent's demographics and focusing on the four research objectives which include planning, community participation, funding, monitoring and evaluation.

3.6 Pilot Testing

A pilot study was carried out before the main study. The rationale behind the pilot study was to assess both the validity and reliability of the research instrument. The researcher identified respondents from Kamwen Primary School, Kabarnet Zone and Eron Primary School, Salawa Zone (Head teacher, deputy and other teachers) and two respondents each from the Ministry of Education, Ministry of Agriculture, Ministry of Finance, Ministry of Education, County of Baringo Ministry of Agriculture, County government oft Baringo, Ministry of Finance, County of Baringo and County government of Education Officials to participate in the pilot study. The respondents identified for the pilot study were not used to participate in the final study.

3.7 Validity of Research Instruments

Mugenda and Mugenda (2009) define validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To achieve this, both internal and external validity of research instruments has to be ensured. Internal validity refers to the instruments ability to measure what it intends to be measure while content validity refers to the extent to which the questions provide adequate coverage of the subject matter. According to Mugenda and Mugenda (2009), determination of validity is primarily judgmental and intuitive. It can also be determined by using a panel of persons who shall judge how well the measuring instruments meets the standards, but

there is no numerical way to express it. Validity of the research instrument was verified using experienced professional in research who assessed and reviewed the suitability of the instrument in measuring the intended variables and its comprehensiveness in content using Best and Kahn's two-step method of demonstrating evidence of validity. The method requires that first, the universe of content could be included in the test and defined, followed by ensuring that the test items are representatives of the universe.

3.8 Reliability of Research Instruments

Mugenda and Mugenda (2009) define reliability as a measure of the degree to which a research instrument yields consistent result or data on repeated trials. The aim of reliability is to minimize the error and biases in a study. Reliability comes to the forefront when variables developed from summated scales are used as predictor components in objective models. Reliability was tested using the Cronbach's test of reliability. Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the "underlying construct". Construct is the hypothetical variable that is being measured (Hatcher, 1994). Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous, that is, questions with two possible answers and or multi-point formatted questionnaires or scales(rating scale:1 = poor, 5 = excellent). The higher the score, the more reliable the generated scale is. Nunnaly (1978) has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. The alpha coefficient was found to be greater than 0.7 which implies that the research instrument was found to be reliable enough to be used in collecting data for the study.

3.9 Data Collection Procedures

The questionnaires were delivered personally by the researcher. The researcher was present during filling in by the respondent's to provide guidance and clarifications. The questionnaires were distributed for a period of one week to ensure sufficient data is collected. Secondary data was collected from documents related to the objectives under study; planning, community participation, funding, monitoring and evaluation. Content analysis of these documents enables the researcher gain deeper insight on factors that influence implementation of school feeding programme.

3.10 Data Analysis

Data analysis methods adopted depends on the research design used, nature of data collected and measurement methods. This study was a descriptive survey and hence descriptive data analysis method was suitable. Descriptive analysis describes a phenomenon in statistical terms as it happens. Data was quantitative and qualitative using the statistical Package for Social Scientists (SPSS) version 21. Qualitative data analysis was used to summarize information generated by the open ended questions in the questionnaires. Quantitative data was analyzed using descriptive statistics calculated as proportions, frequency and percentages. The researcher then used the Pearson correlation coefficient to determine the relationship between the study variables.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where N = number of pairs of scores

$\sum xy$ = sum of the products paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

3.11 Ethical considerations

An introductory letter from the University was useful for seeking permission to carry out research was obtained. Researcher also had obtained a clearance certificate from NACOSTI giving authority to conduct research. Also made available were letters from the office of sub county director of education, Baringo central. Ethical issues relating to the study were addressed by seeking permission from the respondents to collect data and a letter of introduction to the respondents attached to each questionnaire while maintaining high level confidentiality of the information volunteered by the respondents. The information was used for purposes of drawing conclusions of the study.

3.12 Operationalization of Variables

Operationalization means finding and defining measurable and quantifiable concept in a summarized form to show the achievements of the research variables, specific objectives and tools of analysis (Mugenda and Mugenda, 2009). Operationalization of variables shows how major variables; independent and dependent variables are manipulated to produce measurable results where tools of analysis and measurements as well are provided. The measures make it possible to construct a meaningful data collection instruments that can be relied upon.

Table 3.3:Operationalization of Variables

Objectives	Independent Variable	Indicators	Measurement scale	Research approach	Tools of analysis
1. To establish the extent to which planning influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.	Planning	Programme plementation schedule, Procurement and distribution mechanism of resources, Coordinating involved stakeholders, Competency of programme managers	Ordinal Nominal	Questionnaire	Means, Standard deviations, Frequencies and Percentages
2. To assess how community participation influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.	Community participation	Communication channels, Consultations and engagement mechanisms, Stakeholder involvement	Ordinal Nominal	Questionnaire	Means, Standard deviations, Frequencies and Percentages
3. To examine the extent to which funding influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county.	Funding	Adequate budgeting, Adequate allocation of funds, Financial investment plan, Management and accountability mechanism	Ordinal Nominal	Questionnaire	Means, Standard deviations, Frequencies and Percentages
4. To assess how monitoring and evaluation influence implementation of school feeding programmes in public primary schools in Baringo Central sub-county.	Monitoring and evaluation	Programme implementation schedule, Monitoring mechanism, Evaluation mechanism, Timely decision making and action implementation	Ordinal Nominal	Questionnaire	Means, Standard deviations, Frequencies and Percentages
	Independent Variable Implementation of School feeding programme	Programme goals Programme objectives Programme budget Programme sustainability	Ordinal Nominal	Questionnaire	Means, Standard deviations, Frequencies and Percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter analyses the data which was collected, presents it in tables and offer interpretations of the results from the findings collected from the sampled respondents.

4.2 Questionnaire return rate

The study responses rate from the identified number of respondents was 84%. The researcher issued a total of 55 questionnaires, 46 questionnaires were returned dully filled and 9 were never returned. Table4.1 shows the percentages and distribution of how questionnaires were returned back to the researcher.

Table 4.1: Response rate

Category	Response rate	Percentage
Questionnaires returned	46	84%
Questionnaires not returned	9	16%
Total	**55**	**100%**

4.3 Demographics of the Respondents

This section presents the findings with common characteristics among the respondents. This includes; gender, age, education and role in implementation of the school feeding programme.

4.3.1 Distribution of Respondents by Gender

The study sought to establish the gender distribution of the respondents in the study. The study findings revealed that out of the 46 respondents, 27 respondents were male while

19 respondents were female. This accounted for male 59% and female 41% of the total respondents. Gender distribution of the respondents is presented in table 4.2.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	27	59%
Female	19	41%
Total	**46**	**100%**

4.3.2 Distribution of Respondents by Level of Education

The researcher sought to establish the level of education of the respondents. The study findings showed that out of the 46 respondents, 21(45%) respondents have bachelor's degrees, 6(13%) have post graduate degrees, 15(33%) have diploma while 4(9%) of the respondents have certificates. The study findings indicate that the respondents are knowledgeable and have acquired basic education which is critical in programme implementation. Al though the study findings did not capture the specific courses the respondents have undertaken, 58% of the respondents have bachelor's degrees and post graduate degree while 42% of the respondents had diploma and certificates. The study findings further revealed that the respondents who had direct implementation role in the programme either had a post graduate degree and a bachelor's degree. The above findings on level of education of the respondents are presented in table 4.3.

Table 4:3: Level of Education of Respondents

Education level	Frequency	Percentage
Post graduate degree	6	13%
Bachelors degree	21	45%
Diploma	15	33%
Certificates	4	9%
Total	**46**	**100%**

4.3.3 Distribution of Respondents by Duration Worked On the Programme

The study sought to establish the duration worked by the respondents in the school feeding programme. The study findings indicated that 24% of the respondents had worked between 1 – 3 years, 30% of the respondents had worked between 4 -6 years while 22% of the respondents had worked between 7 – 9 years. 24% of the respondents had worked in the school feeding programme for 10 years and above. The study findings indicate that the respondents have enough experience required for implementation of the school feeding programme. The study further revealed that respondents who had worked for over 10 years and above were among respondents from the ministries of agriculture, finance and education. The findings on duration the respondents have worked on the project is presented in table 4.4.

Table 4.4: Duration Worked on the Programme

Duration worked on programme	Frequency	Percentage
1 – 3 years	11	24%
4 – 6 years	14	30%
7 – 9 years	10	22%
10 years and above	11	24%
Total	**46**	**100%**

4.3.4 Distribution of Respondents by Age

The researcher sought to establish the respondents age. The study findings indicate that 9% of the respondents were aged 18 – 23 years, 13% of the respondents were aged 24 – 29 while 24% of the respondents were aged 30 -35 years. 30% of the respondents were aged 36 – 40, 11% of the respondents were aged 41 -45 years while 13% of the respondents were aged 46 years and above. The study findings indicate that majority of the respondents were aged between 30 -35 years and 36 – 40 years. Respondents aged 18 – 23 years were the least among the sampled respondents. Table 4.5 presents the age distribution of the respondents.

Table 4.5: Age of the respondents

Age groups	Frequency	Percentage
18 – 23	4	9
24 – 29	6	13
30 – 35	11	24
36 – 40	14	30
41 – 45	5	11
46 years and above	6	13
Total	**46**	**100**

4.4 Planning and Implementation of School Feeding Programme

To first objective that guided the study was to establish the extent to which planning influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county. The descriptive statistics on planning and implementation of the school feeding programme is presented in table 4.6.

Table 4.6: Descriptive Statistic on Planning

	1(SD)		2(D)		3(N)		4(A)		5(SA)		Mean	Std
	F	%	F	%	F	%	F	%	F	%		Dev
The programme planning process was inclusive			6	13	13	28.3	19	41.3	8	17.4	3.108	0.8
The programme planning process was adequate			10	22	8	17	22	48	6	13	3.521	1.5
The programme planning process had provision for managing uncertainty during implementation	3	7	11	24	14	30	13	28	5	11	3.130	0.9
The programme planning process developed a programme implementation schedule			4	9	21	46	15	32	6	13	3.5	1.2
The programme implementation schedule was adequate to guide implementation of the programme	3	7	6	13	18	39	14	30	5	11	2.652	0.8
The planning process ensured efficient and effective coordination of resources			9	19	15	33	15	33	7	15	3.108	0.9
The planning process ensured effective procurement of resources			4	9	22	48	15	33	5	10	3.456	1.3
The planning process ensured effective programme management			5	11	14	30	18	39	9	20	3.673	0.9
The planning process ensured that timely decisions and actions were implemented on time			7	15	13	28	23	50	3	7	2.478	0.8

The study sought to establish if the planning process was inclusive, 41.3% and 17.4% of the respondents agree and strongly agree respectively that planning process was inclusive, 13% of the respondents disagree while 28.3% were neutral on the issue. On the adequacy of the planning process, 48% and 13% of the respondents agreed and strongly agree that the planning process was adequate, 22% of the respondents disagreed while 17% of the respondents were neutral. 28% and 11% of the respondents agree and strongly agree respectively that the planning process had provisions for managing uncertainty during implementation while 30% were neutral. 7% and 24% of the respondents strongly disagree and disagree respectively on planning process having provisions for managing uncertainty during implementation. The study further wanted to establish if a program implementation schedule was available during implementation. 32% and 13% of respondents agreed and strongly agree that there was a program implementation schedule while 46% were neutral. 9% disagree that there was no programme implementation schedule available. 30% and 11% of the respondents agreed and strongly agree that the program implementation schedule was adequate, 7% and 13% of respondents strongly disagree and disagree respectively on adequacy of the program implementation schedule to guide implementation process. 39% of the respondents were neutral.

On efficient and effective coordination of resource towards implementation of the programme, 33% and 15% of respondents agreed and strongly agree respectively that coordination was efficient and effective, 33% were neutral while 19% of respondents disagree that the coordination of resources was not efficient and effective. On procurement of resources, 33% and 10% of the respondents agreed and strongly agreed respectively that procurement of goods was effective while 48% were neutral. 9% of the

respondents disagree that procurement was effective. The study further investigated effectiveness of management of the program, 39% and 20% of the respondents agreed and strongly agreed that the planning process ensure efficient management of the programme. 11% of the respondents disagreed that the planning process ensured efficient management of the programme while 30% were neutral. 50% and 7% of respondents agreed and strongly agreed that the planning process ensured timely decision making and approval during implementation, 28% of the respondents were neutral. 15% of the respondents disagreed that the planning process ensured timely decision making and approvals during implementation of the program. The study findings further revealed that 52% of the respondents indicated that planning influenced implementation of the school feeding programme to a great extent while 22%of the respondents indicated it influences implementation to a moderate extent. 26% of the respondents were neutral on the influence of planning on implementation of the school feeding programme.

The study findings on planning and implementation of the school feeding programme revealed that the planning process was inclusive of the community members and stakeholders. The study findings indicated that the project planning process was adequate enough to enhance implementation of the programme. The finding revealed that there was planning for uncertainty and variations during implementation of the program. The study findings also indicated that there was a programme implementation schedule that guided implementation of the program and further indicated the programme implementation schedule was adequate to enhance program implementation. The study also indicated that the planning process ensured efficient and effective coordination of resources during programme implementation and ensures procurement of resources was

made in a timely manner. The planning process was also noted to ensure efficient management of the program during implementation. Finally the study indicated that the planning process ensured timely decision making and action taken during programme planning and during implementation. The study findings revealed planning influences successful implementation of the school feeding programme.

To test whether there existed association between planning and school feeding programme implementation, correlation test was conducted. The findings imply that planning and program me

Implementation has a strong correlation where r =0.668, p<0.000). The p-values for the correlation between planning and school feeding programme implementation are both less than the significance level of 0.05 which indicates the correlation coefficient is significant. The correlation results for planning and implementation of SFP project is presented in table 4.7.

Table 4.7: Correlation Results for Planning and Implementation of SFP Programme

		Programme implementation	**Influence of planning**
Programme implementation mean	Pearson correlation	1	. 0.668**
	Sig. (2-tailed)		.000
	N	46	46
Influence of planning	Pearson correlation	. 0.668**	1
	Sig. (2-tailed)	.000	
	N	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

4.5 Community Participation and Implementation of the School Feeding Programme

The second objective that guided the study was to assess how community participation influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county. Table 4.8 presents the descriptive statistics on community participation and implementation of school feeding programme.

Table 4.8: Descriptive Statistics on Community Participation

	1(SD)		2(D)		3(N)		4(A)		5(SA)		Mean	StdDev
	F	%	F	%	F	%	F	%	F	%		
Community engagement and participation was conducted	5	11	9	20	13	28	12	26	7	15	3.152	1.0
Stakeholders fully involved the community in implementation of the programme			10	22	16	35	11	24	9	19	3.413	1.3
Effective communication between stakeholders and the community			6	13	21	46	14	30	5	11	3.391	0.9
Community was consulted during implementation process of the programme	7	15	15	32	14	30	11	23			2.673	0.7
Community opinions and suggestions were considered during implementation of the programme	5	11	4	8	22	48	15	33			3.021	1.4
Resistance from community members during implementation of the programme	28	60	18	40							1.391	0.7
Community members appreciate the initiative of the programme							15	33	31	67	3.804	0.9

The study finding showed that on community participation and engagement, 26% and 15% of the respondents agreed and strongly agreed that the community was engaged in implementation of the programme, 11% and 20% of respondents strongly disagreed and disagreed respectively that the community was not engaged in implementation of the program. 28% of the respondents were neutral. On stakeholder's involvement of community members in implementation of the programme, 24% and 19% of the respondents agreed and strongly agreed respectively that the stakeholders involved the community in implementation of the programme. 35% of the respondents were neutral while 22% of the respondents disagreed that the stakeholders did not involve the community in implementation of the programme. 30% and 11% of the respondents agreed and strongly agreed that there was effective communication between the stakeholders and community members during implementation f the programme, 46% of respondents were neutral while 13% of the respondents disagree there was effective communication between stakeholders and community members.

On consultation of the community during implementation, 23% of the respondents agree while 30% were neutral, 32% and 15% of the respondents disagreed and strongly disagreed respectively that the community was consulted. Further the study sought to establish if the community opinions and suggestions were adopted by the programme management team, 33% of respondents agree while 11% and 8% of the respondents strongly disagree and disagree. 48% of the respondents were neutral as to whether community opinions and suggestions were taken into consideration. On resistance experienced during implementation of the programme by the community members, 60% and 40% of the respondents strongly disagree and disagree respectively that no resistance

was experienced during implementation of the programme. 33% and 67% of the respondents agree and strongly agree that the programme is of great benefit to them and appreciates its implementation.

The researcher further sought to establish the aspects of community participation during implementation of the school feeding programme. The study findings indicated that the community participation was minimal as either community members were involved as employees helping in preparation of the meals. Very few were involved through procurement of resources from the small scale farmers as an initiative to enhance implementation of the programme. The findings further revealed that community participation was low as the community members were not involved directly in the implementation of the programme. The community members were not involved in decision making on planning and implementation. The study findings further revealed that 24% of the respondents indicated that community participation influenced implementation of school feeding programme to a great extent while 17% of the respondents indicated community participation moderately influences implementation of the school feeding programme. 59% of the respondents were neutral on influence of community participation in implementation of school feeding programme.

The study findings on community participation and implementation of the school feeding programme revealed that community engagement and involvement during project planning and implementation was conducted. The stake holders fully involved the community members in implementation of the SFP. The study findings also indicated that communication between the community and the stakeholders was efficient and effective to enhance project implementation. Further the opinions and the suggestions of

the community members were taken into consideration during planning and implementation of the programme. The study findings revealed that the community was consulted by the stakeholders on the implementation of the programme. The study findings also revealed that there was no resistance experienced during planning and implementation of the project. The study further established that the community members appreciated the contributions of the school feeding programme. The study further revealed that the community members were not actively involved in the implementation of the programme. The community members were either engaged as cooks in various schools while small scale farmers benefited through procurement of resources during cases of shortages experienced from suppliers. The community members had no direct involvement in implementation of the programme. The study further revealed that majority of the respondents was neutral on whether community participation influences successful implementation of the school feeding programme . This finding is attributed to involvement and controlled decision making and planning process at the respective ministries and government agencies.

To test whether there existed association between community participation and school feeding programme implementation, correlation test was conducted. The finding implies the community participation and programme implementation has a strong correlation where $r = 0.654$, $p < 0.000$). The p-values for the correlation between community participation and school feeding programme implementation are both less than the significance level of 0.05 which indicates the correlation coefficient is significant. Correlation results for community participation and implementation of SFP is presented in table 4.9.

Table 4.9: Correlation Results for Community Participation and Implementation of SFP

		Programme implementation	Influence of community participation
Programme implementation mean	Pearson correlation	1	.654**
	Sig. (2-tailed)		.000
	N	46	46
Influence of community participation	Pearson correlation	.654**	1
	Sig. (2-tailed)	.000	
	N	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

4.6 Funding and Implementation of School Feeding Programme

The extent to which funding influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county was the third objective that guided the study. Table 4.10 presents the descriptive statistics on funding and implementation of school feeding programme.

Table 4.10: Descriptive Statistics on Funding

	1(SD)		2(D)		3(N)		4(A)		5(SA)		Mean	StdDev
	F	%	F	%	F	%	F	%	F	%		
Funding of the programme was adequate	8	17	9	20	21	46	8	17			2.630	0.9
Funds were budgeted adequately			8	17	29	63	9	20			3.021	1.0
Budgeted funds were allocated adequately towards programme implementation			6	13	28	61	12	26			3.130	1.3
Allocated funds were used optimally and efficiently towards implementation of the programme					27	59	14	30	5	11	3.521	1.0
A financial investment plan was available to ensure maximum utilization of the funds	3	7	8	17	24	52	11	24			2.934	0.7
Management and accountability systems were in place to ensure funds were used efficiently			13	28	21	46	9	20	3	6	3.043	1.2
Funds were disbursed in time	3	7	7	15	23	50	13	28			3	0.9
Payments to suppliers and service providers were made in time			7	15	29	63	10	22			2.673	0.8
Funds were allocated for project variations during implementation of the programme	8	17	11	24	27	59					2.413	0.7

The study findings show that 17% of the respondents agree that the funding of the programme was adequate, 17% and 20% of the respondents strongly disagree and disagreed that the funding for the project was not adequate. 46% of the respondents were

neutral on the issue of adequate funding for the project. 26% of respondents indicated that budgeted funds were allocated adequately toward project implementation, 61% of the respondents were neutral while 13% disagree that budget funds were allocated adequately towards project implementation. On optimal utilization of allocated funds, 30% and 11% of the respondents agree and strongly agree respectively that the funds were utilized optimally while 57% were neutral. The study further sought to establish if there was a financial investment plan to guide implementation of the project, 24% agreed a financial investment plan was available while 52% were neutral. 7%and 17% of the respondents strongly disagreed and disagreed that there was no financial investment plan to guide implementation of the project. 20% and 6% of the respondents agree and strongly agree that there were accountability mechanisms that ensure efficiency in utilization of funds during implementation, 28% of the respondents disagree that there were no accountability mechanisms while 46% were neutral. On disbursement of funds on time, 28% of the respondents agree, 50% were neutral while 7% and 15% of the respondents strongly disagree and disagree respectively on timely disbarment of funds. 22% of the respondents agreed that suppliers were paid on time, 15% disagree that payment to suppliers was made on time while 63% were neutral. On allocation of funds for programme variations during implementation, 17% and 24% of the respondents strongly disagreed and disagreed that financial allocation was made for project variations, 59% of the respondents were neutral on allocation of funds for project variations. The researcher sought to determine the extent to which funding influenced implementation of the school feeding programme. 67% and 33% of the respondents indicated that funding influences

implementation of the school feeding programme to a great and moderate extent respectively.

The findings of the study on funding and its influence on implementation of the school feeding programme revealed that funding for the programme was inadequate and funds allocated towards the program were budgeted for adequately. The finding further revealed that funds were budgeted for and allocated adequately to the various vote heads towards implementation of the programme. Findings on utilization of allocated funds optimally during implementation showed that the funds were optimally used as directed and budgeted for. The findings also showed that there was a financial investment plan that guided financial investments into the programme. On the other hand management's accountability on utilization of the funds and resources towards implementation of the programme was poor. The findings also indicated that disbursement of funds was made in a timely manner and payment of suppliers for services offered was also paid in time. The finding further revealed that there was no allocation of funds for programme variations and uncertainty experienced during implementation of the programme. The findings further revealed that funding influences implementation of the school feeding programme.

To test whether there existed association between funding and school feeding programme implementation, correlation test was conducted. The finding implies that funding and programme implementation has a strong correlation where $r = 0.658$, $p < 0.000$). The p-values for the correlation between funding and school feeding programme implementation are both less than the significance level of 0.05 which indicates the

correlation coefficient is significant. Table 4.11 presents the correlation results for funding, and implementation of SFP.

Table 4.11: Correlation Results for Funding, and Implementation of SFP

		Programme implementation	**Influence of funding**
Programme implementation mean	Pearson correlation	1	.658**
	Sig. (2-tailed)		.000
	N	46	46
Influence of monitoring and evaluation	Pearson correlation	.658**	1
	Sig. (2-tailed)	.000	
	N	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

4.7 Monitoring and Evaluation and Implementation of School Feeding Programme

The fourth objective that guided the study was to assess how monitoring and evaluation influences implementation of school feeding programmes in public primary schools in Baringo Central sub-county. The descriptive statistics on monitoring and evaluation on implementation of school feeding programme is presented in table 4.12

Table 4.12: Descriptive Statistics on Monitoring and Evaluation.

	1(SD)		2(D)		3(N)		4(A)		5(SA)		Mean	StdDev
	F	%	F	%	F	%	F	%	F	%		
Monitoring and evaluation systems were adequate to enhance successful implementation of the programme			8	17.3	16	35	14	30.4	8	17.3	3.478	1.5
Monitoring and evaluation process was inclusive of all stakeholders			11	24	21	46	14	30			3.065	1.0
Programme management team is capable of conducting the monitoring and evaluation process			7	15	18	39	12	26	9	20	3.065	0.9
Monitoring and evaluation schedule was available			8	17	24	52	12	26	2	4	2.739	0.8
Monitoring and evaluation schedule enhanced programme implementation as per the planning schedule			14	30	22	48	7	15	3	7	2.978	0.9

The study finding revealed that 30.4% and 17.3% of respondents agreed and strongly agreed that the monitoring and evaluation systems were adequate to enhance the implementation of the. 35% of the respondents were neutral while 17.3% of the respondents disagreed that the monitoring and evaluation systems were not adequate to enhance implementation of the programme. 30% of the respondents agreed that the monitoring and evaluation process was inclusive of all stakeholders, 46% were neutral while 24% of the respondents disagree that the process was inclusive. On programme management team's ability to conduct the monitoring and evaluation process, 26% and 20% of the respondents agreed and strongly agreed respectively that they were capable of

conducting the monitoring and evaluation process, 39% of the respondents were neutral while 15% of the respondents disagreed on the project manager's capability to conduct the monitoring and evaluation process. On the extent to which monitoring and evaluation influences implementation of the school feeding programme, 39% of respondents indicated to a great extent while 33% of respondents indicated moderate extent. 17% and 11% of respondents indicated neutral and little extent respectively.

The study findings on influence of monitoring and evaluation in implementation of school feeding programme revealed that the monitoring and evaluation systems adopted by the project management team was adequate to enhance strategy implementation. The findings indicated that the monitoring and evaluation process was inclusive of all stakeholders involved in implementation of the programme. Further the findings revealed that the project management team was capable of conducting the monitoring and evaluation process. The study further revealed that there existed a monitoring and control schedule used to control implementation process of the project. The finding also showed that monitoring and evaluation schedule did not enhance implementation of the project. The study findings also revealed that majority of the respondents had no response to the study questions as they were not conversant with the process or were not involved in the process. The study findings revealed that majority of the respondents indicated that monitoring and evaluation does influence successful implementation of the school feeding programme.

To test whether there existed association between monitoring and evaluation, and school feeding programme implementation, correlation test was conducted. The finding implies that monitoring and evaluation and implementation of the SFP programme has a strong

correlation where r =0.645, p<0.000). The p-values for the correlation between monitoring and evaluation, and school feeding programme implementation are both less than the significance level of 0.05 which indicates the correlation coefficient is significant. The correlation results for monitoring and evaluation, and implementation of SFP programme is presented in table 4.13.

Table 4.13: Correlation Results for Monitoring and Evaluation, and Implementation of SFP

		Programme implementation	**Influence of monitoring and evaluation**
Programme implementation mean	Pearson correlation	1	.645**
	Sig. (2-tailed)		.000
	N	46	46
Influence of monitoring and evaluation	Pearson correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents the summary of data findings, discussions from the findings and recommendations made. The conclusions and recommendations drawn focused on addressing the objectives upon which the study was based.

5.2 Summary of Findings

The study sought to examine factors influencing implementation of school feeding programme in Kenya: a case of Baringo central sub county, Baringo County. The study focused on the influence of planning, community participation, funding monitoring and evaluation influence on successful implementation of school feeding programmes in public primary schools in Baringo central sub county. The section provides summary of both descriptive and inferential finding of each of the variables under study.

5.2.1 Planning and Implementation of School Feeding Programme

It was established that the project planning process was inclusive of the community members and stakeholders. The study findings indicated that the project planning process was adequate enough to enhance implementation of the programme. The finding revealed that there was planning for uncertainty and variations during implementation of the project. The study findings also indicated that there was a programme implementation schedule that guided implementation of the programme and further indicated the project implementation schedule was adequate to enhance project implementation. The study also indicated that the planning process ensured efficient and effective coordination of

resources during project implementation and ensures procurement of resources was made in a timely manner. The planning process was also noted to ensure efficient management of the programme during implementation. Finally the study indicated that the planning process ensure timely decision making and action taken during project planning and during implementation. It was further noted that planning had a positive significant ($r=0.668$, $p< 0.000$) relationship with implementation of the school feeding programme.

5.2.2 Community Participation and Implementation of School Feeding Programme

The study established that community engagement and involvement during programme planning and implementation was conducted. The stake holders fully involved the community members in implementation of the programme. The study findings also indicated that communication between the community and the stakeholders was efficient and effective to enhance project implementation. Further the opinions and the suggestions of the community members were taken into consideration during planning and implementation of the programme. The study findings revealed that the community was consulted by the stakeholders on the implementation of the programme. The study findings also revealed that there was no resistance experienced during planning and implementation of the programme. The study further established that the community members appreciated the contributions of the school feeding programme . It was further noted that community participation had a positive significant ($r=0.654$, $p<0.000$) relationship with implementation of the school feeding programme.

5.2.3 Funding and Implementation of School Feeding Programme

It was noted that funding for the programme was inadequate and funds allocated towards the programmes were adequate. The finding further revealed that funds were budgeted

for and allocated adequately to the various vote heads towards implementation of the programme. Findings on utilization of allocated funds optimally during implementation showed that the funds were optimally used as directed and budgeted for. The findings also showed that there was a financial investment plan that guided financial investments into the programme. On the other hand management's accountability on utilization of the funds and resources towards implementation of the programme was poor. The findings also indicated that disbursement of funds was made in a timely manner and payment of suppliers for services offered was also paid in time. The finding further revealed that there was no allocation of funds for project variations and uncertainty experienced during implementation of the programme .It was further noted that funding had a positive significant ($r=0.658$, $p<0.000$) relationship with implementation of the school feeding programme

5.2.4 Monitoring and Evaluation and Implementation of School Feeding Programme

It was established that the monitoring and evaluation systems adopted by the programme management team was adequate to enhance strategy implementation. The findings indicated that the monitoring and evaluation process was inclusive of all stakeholders involved in implementation of the programme. Further the findings revealed that the project management team was capable of conducting the monitoring and evaluation process. The study further revealed that there existed a monitoring and control schedule used to control implementation process of the programme. The finding also showed that monitoring and evaluation schedule did not enhance implementation of the programme. The study findings also revealed that majority of the respondents had no response to the

study questions as they were not conversant with the process or were not involved in the process. It was further noted that community participation had a significant ($r=0.645$, $p<0.000$) relationship with implementation of the school feeding programme .

5.3 Discussion

The study findings were discussed in relation to the study objectives; planning, community participation, funding and monitoring and evaluation, review of past studies and previous findings as per the study objectives.

5.3.1 Planning and Implementation of School Feeding Programme

The study assessed the influence of planning on the implementation of school feeding programme in Baringo Central Sub-County. The study established that the programme planning process was inclusive, 41.3% and 17.4% of the respondents agree and strongly agree respectively, 13% of the respondents disagree while 28.3% were neutral. On the adequacy of the planning process, 48% and 13% of the respondents agreed and strongly agree that the planning process for programme implementation was adequate, 22% disagreed while 17% of the respondents were neutral. Further, on planning process providing for provisions to manage uncertainty during project implementation, 28% and 11% of the respondents agree and strongly agree respectively while 30% were neutral. 7% and 24% of the respondents strongly disagree and disagree respectively on planning process having provisions for managing uncertainty during implementation. On availability of a project implementation schedule to guide implementation of the programme, 32% and 13% of respondents agreed and strongly agree respectively while 46% were neutral. 9% disagree that there was no programme implementation schedule available. On adequacy of the programme implementation schedule, 30% and 11% of the

respondents agreed and strongly agree respectively, 7% and 13% of respondents strongly disagree and disagree respectively on adequacy of the project implementation schedule to guide implementation process. 39% of the respondents were neutral. On efficient and effective coordination of resource s towards implementation of the programme, 33% and 15% of respondents agreed and strongly agree respectively, 33% were neutral while 19% of respondents disagree that the coordination of resources was not efficient and effective. On procurement of resources, 33% and 10% of the respondents agreed and strongly agreed respectively that procurement of goods was effective while 48% were neutral. 9% of the respondents disagree that procurement was effective. More so, 39% and 20% of the respondents agreed and strongly agreed that the planning process ensure efficient management of the programme. 11% of the respondents disagreed that the planning process ensured efficient management of the programme while 30% were neutral. Further, on planning process ensuring timely decision making and approvals during programme implementation, 50% and 7% of respondents agreed and strongly agreed that the planning process ensured timely decision making and approval during implementation, 28% of the respondents were neutral while15% of the respondents disagreed.

Study findings by Osiemo (2014) indicated that planning process in programme implementation determines the success or failure of the project during programme implementation. The study findings indicated that there is a need to review the prgramme planning process to ensure changes that occur during and before implementation of the programme are incorporated into the programme planning implementation schedule. The study findings further indicated that the planning process of programme implementation

guides the entire implementation process and determines the resources needed, man power needed and the programme to be implemented. The planning process also enables the programme management and design team to develop the necessary control tools like programme implementation schedule, financial investment plan, funding plan, and monitoring and evaluation mechanism and identifies who is responsible to execute what responsibilities. Osiemo (2014) study findings further indicated that there was a positive significant relationship between planning and implementation of school feeding programme .

According to Olubayo, Auvi and Namusonge (2013) study findings on influence of planning on implementation of school feeding programme indicated that poor planning procedures and process of programme implementation influenced implementation of school feeding programme The study findings revealed that although adequate planning was conducted to ensure successful implementation of the school feeding programme programme, lack of adherence to the planning process towards programme implementation was poor resulting to negative effect on the programme's implementation process. Olubayo, Auvi and Namusonge (2013) indicated that low level of community participation, poor monitoring and evaluation of the programme was attributed to planning and lack of adherence to laid down procedures governing programme implementation. Kagendo (2013) study findings acknowledged that overall the planning process has a significant influence on success or failure on implementation of a programme. The study indicated that without a conclusive plan, coordination of all stakeholders involved and adherence to laid down procedure and regulations governing

implementation of the programme would only result to failure during project implementation process.

The above study findings are relevant to the study as they clearly indicate that successful implementation of a programme relies partly on effective and efficient planning on how to implement the project. This study finding indicate that although the planning process was adequate, challenges have been experienced during implementation and adherence to the programme implementation tools and extensive community engagement contributing significantly. This shows the importance of planning while undertaking programme implementation.

5.3.2 Community Participation and Implementation of School Feeding

The study further assessed the influence of community participation and implementation of school feeding programme. It was established that on community participation and engagement, 26% and 15% of the respondents agreed and strongly agreed that the community was engaged in implementation of the project, 11% and 20% of respondents strongly disagreed and disagreed respectively while 28% of the respondents were neutral. It was noted that 24% and 19% of the respondents agreed and strongly agreed respectively that the stakeholders involved the community in implementation of the project. 35% of the respondents were neutral while 22% of the respondents disagreed that the stakeholders did not involve the community in implementation of the programme. on effective communication between stakeholders and community members during programme implementation, 30% and 11% of the respondents agreed and strongly agreed that there was effective communication, 46% of respondents were neutral while 13% of the respondents disagree there was effective communication between stakeholders and

community members. On consultation of the community during project implementation, 23% of the respondents agree while 30% were neutral, 32% and 15% of the respondents disagreed and strongly disagreed respectively that the community was consulted. Further the study established that 33% of respondents agree, 11% and 8% of the respondents strongly disagree and disagree while 48% of the respondents were neutral on whether community opinions and suggestions were adopted during project implementation. On resistance experienced during implementation of the programme by the community members, 60% and 40% of the respondents strongly disagree and disagree respectively while 33% and 67% of the respondents agree and strongly agree on resistance by the community members and stakeholders during programme implementation.

The study findings support the findings by Olubayo, Auvi and Namusonge (2013) noted that programme planners and management tea should mobilize the community to contribute to school feeding programmes. There is need to conduct an assessment to establish how community leaders, teachers, local leaders, local government entities and voluntary organizations can participate in the process of successful implementation of the school feeding programme. This they indicate reduces instances of pursuing personal or selfish interest at the expense of implementing the programme successfully. They further noted that although on paper there is evidence of community engagement and involvement in implementation of School feeding programme control over implementation of the programme is under the control and management of the local government entities. This they note encourages political favoritism that influences succesful implementation of the school feeding programme,. Due to the total depenadacy on the local government and donor funding through government entities, it is important to

involve the community members to be part of the project own it and ensure its sustainability in the long run. Through this community members can actively be involved in income generating activities to ensure continuous funding of the project successful implementation of the programme This will enable the project to be of manipulation due to continuous control by local government entities and local leaders whom have selfish interest above the beneficiary community.

The above study findings validate the study findings on community engagement on implementation of school feeding programme . The study findings indicated that although the community was dully involved in implementation of the project, they played an insignificant role towards implementation of the programme as they were not directly involved in decision making on planning and implementation of the school feeding programme . The study findings showed that community participation is critical for successful implementation of the school feeding programme . community involvement and engagement during programme planning and implementation process ensures that the project is implemented as per the needs of the benefiting community and also provides the community members with an opportunity to be part and parcel of the project hence reducing resistance and enhancing sustainability of the programme in the long run once implementation process is complete.

5.3.3 Funding and Implementation of School Feeding Programme

The study sought to establish the influence of funding on implementation of school feeding programmes in public primary schools in Baringo Central sub-county.It was established that 17% of the respondents agree, 17% and 20% of the respondents strongly disagree and disagreed respectively while 46% of the respondents were neutral on

adequacy of the programme budget for implementation. On the issue of adequate funding for the project it was noted that 26% of respondents indicated that budgeted funds were allocated adequately toward project implementation, 61% of the respondents were neutral while 13% disagree that budget funds were allocated adequately towards programme implementation. More so,30% and 11% of the respondents agree and strongly agree respectively while 57% were neutral on optimal utilization of funds. The study further sought to establish if the was a financial investment plan to guide implementation of the programme, revealed 24% agreed a financial investment plan was available while 52% were neutral. 7%and 17% of the respondents strongly disagreed and disagreed that there was no financial investment plan to guide implementation of the project. Further, 20% and 6% of the respondents agree and strongly agree, 28% of the respondents' disagree while 46% were neutral on effectiveness of accountability mechanism adopted during implementation of the school feeding programme . On disbursement of funds on time, it was established that 28% of the respondents agree, 50% were neutral while 7% and 15% of the respondents strongly disagree and disagree respectively on timely disbarment of funds. It was noted that 22% of the respondents agreed, 15% disagree while 63% were neutral on payment to suppliers was made on time. On allocation of funds for programme variations during implementation, 17% and 24% of the respondents strongly disagreed and disagreed that financial allocation was made for programme variations, 59% of the respondents were neutral.

Olubayo, Aluvi and Namusonge (2013) study finding indicated that funding is important for successful implementation of a programme. They noted that even though the planning process for implementation of school feeding programme is adequate and provided for

control mechanisms to ensure successful implementation of the programme, without funds and optimal utilization of funds successful implementation of the project cannot be achieved. Financial management is an important component of project design and planning for implementation. When designing a project to be implemented, the programme management team and the school management must make a realistic assessment of both the fiscal requirements and the probable availability of funding. They further noted that although programmes have control and guiding tools like the financial investment plan and budget to facilitate project implementation, most of these tools are not adhered to due to guide financial allocations during programme implementation. This they note results into diverting of funds allocated towards programme implementation, challenges in disbursement of funds and miss appropriation of funds through allocations not guided by the budget and financial investment plan.

The above study findings validated the study findings as it revealed that implementation of the programme was influenced by funding of the programme. The study findings indicated that funding of the programme was influenced by delays in disbursement of funds, delays in procurement of resources and poor budgetary allocations towards programme implementation. Although the respondents indicated funding of the programme was adequate, majority of the respondents could not provide responses as they were not fully involved in determining the funding needed for the programme. Study findings further noted that there is need to ensure that there are accountability mechanisms and policies that guide utilization of funds allocated towards implementation of the programme. According toOlubayo, Aluvi and Namusonge (2013) misuse of funds allocated towards implementation of the school feeding programme was high and

recommended clear policies and regulatory framework on utilization of funds allocated towards implementation of school feeding programmesprojects in public primary schools to ensure sound implementation of school feeding programmeand optimally utilization of the funds allocated.

5.3.4 Monitoring and Evaluation and Implementation of the School Feeding Programme

It was established that 30.4% and 17.3% of respondents agreed and strongly agreed that the monitoring and evaluation systems was adequate to enhance successful implementation of the programme. 35% of the respondents were neutral while 17.3% of the respondents disagreed that the monitoring and evaluation systems were not adequate to enhance successful implementation of the programme. Further, on how the monitoring and evaluation process was conducted, 30% of the respondents agreed that the monitoring and evaluation process was inclusive of all stakeholders, 46% were neutral while 24% of the respondents disagree that the process was inclusive. On programme management team's ability to conduct the monitoring and evaluation process, it was established that 26% and 20% of the respondents agreed and strongly agreed respectively, 39% of the respondents were neutral while 15% of the respondents disagreed on the programme manager's capability to conduct and manage the monitoring and evaluation process.

According to Agutu (2014) study findings, It was evident from the study findings that proper financial management should guarantee efficient allocation of resources required for monitoring and evaluation and beneficiaries' satisfaction in terms of quality service delivery during programme implementation process. The study also

found that active participation of all stakeholders in implementation of monitoring and evaluation is equally necessary for success and sustainability of the programme and that donors' partnership enhances implementation of monitoring and evaluation through funding and drawing more resources to assist in implementation. The study recommended that monitoring and evaluation of school feeding programme be strengthened by establishing a well facilitated monitoring and evaluation department, encouraging all stakeholders' participation in monitoring and evaluation of school feeding programme particularly ensuring that beneficiaries can participate effectively in monitoring and evaluating projects and adopting a modern information and communication systems in carrying out monitoring and evaluations.

Olubayo, Aluvi and Namusonge (2013) study findings revealed that there is need to engage the community members and stakeholders during the programme monitoring and evaluation process. The study findings indicted that monitoring and evaluation ensures that a programme is successfully implemented as desired and reduces increased costs associated with variations that occur during implementation. They further noted that involvement of community members in the monitoring and evaluation of the process enables the community to provide insights that guide the implementation of the programme successfully. Mwangu and Ivaro (2015) study findings indicated that successful implementation of community projects in Gatanga constituency was attributed to effective monitoring and evaluation mechanisms adopted to ensure implementation of the programme was successful. The study further indicated that involvement of community members and stakeholders in the monitoring and evaluation process ensured successful implementation of the project as desired since all parties involved were

represented and their views incorporated to ensure successful and sustainable programme implementation due to ownership of the programme by the stakeholders and community members which reduced resistance towards implementation of the programme.

The above study findings validate the findings of the study that indicate that although stakeholders and community members were involved in monitoring and evaluation of the programme, the extent to which the community was involved in programme implementation was not established. Further there was no clear indication as to whether adequate funds were allocated towards monitoring and evaluation of the programme during implementation. Therefore there is the need to ensure that monitoring and evaluation mechanism adopted is adequately funded to ensure effective and efficient control of the programme implementation process to enhance successful implementation of the programme

5.4 Conclusion of the Study

The study examined factors influencing implementation of school feeding programme in Kenya: a case of primary schools in Baringo Central Sub County. The following conclusions were made; it was evident that the planning process for implementation was inclusive and all the stakeholders and community members were engaged during implementation of the programme. Furthermore, the programme planning process ensured good communication between the stakeholders and the parties involved to enhance successful implementation of the programme. More so, the effective communication mechanism adopted ensured efficient and effective coordination of stakeholders and community members involved in the implementation of the school feeding programme. It was further established that the planning process for project

implementation was adequate and ensured timely decision making and approval on decisions during implementation of the school feeding programme It, however was established that implementation of the programme experienced delays during implementation with respect to procurement of resources. Although the respondents agreed that the planning process was effective on procurement, various challenges as drought, rising cost of supplies and dependency on single menu affected implementation of the project. As such, the study concludes that planning is important towards implementation of the schools feeding programme. Planning process towards implementation of the school feeding programme influence successful implementation of the project hence the need to ensure that the programme implementation is not disrupted as a result of factors that can be addressed through adequate planning and engagement of stakeholders.

It was established that community participation and engagement rating towards implementation of the programme was high. The stakeholders involved the community members in implementation of the school feeding programme and there was effective communication between the stakeholders and the community members. More so, it was noted that the project management team was able to coordinate engagement between the community and the stakeholders. However, it was evident that the community involvement was not highly incorporated into implementation of the programme. It was established that it was not certain whether the community member opinions and suggestions were considered during implementation. It was further established that community members were mainly involved in programme implementation through procurement of supplies from small scale farmers mainly during dry seasons or when

shortages was experienced. It was further noted that there has been no resistance by the community members and rather they appreciate the implementation of the programme as it enables their children attend school and afford a meal. As such the study concluded that community participation influenced successful implementation of the school feeding programme and therefore should be enhanced more to have the benefiting community members enjoy both the economic potential of the project and enhancing sustainability of the project. Community participation is fundamental in implementation of school feeding programme.

For a programme to be successfully implemented, adequate funding and utilization of the funds is critical. It was established that the programme budget was adequate and financial allocations were guided by the project budget. It was noted that the funds allocated towards implementation of the programme was optimally utilized towards implementation of the programme. However, it was noted that there lacked an adequate accountability mechanism to ensure funds allocated were utilized as desired. In some cases, respondents indicated poor management of funds and procurement influenced negatively implementation of the programme. Furthermore, disbursement of funds from the national government to the county government delayed and this was attributed to poor relations between the two levels of governance. It was further established that there was no allocation of funds for variations experienced during project implementation. Programme variations and changes during implementation included drought, change in supplies prices, increased transportation costs which when arises influenced implementation process of the programme. As such the study concluded that funding is critical and important in implementation of the school feeding programme, .there is need

to have effective financial management and accountability systems to ensure that funds allocated for the programme are utilized as desired.

Finally the study established that monitoring and evaluation is critical towards successful implementation of the school feeding programme. It was established that the monitoring and evaluation mechanism adopted was adequate and involved all stakeholders during implementation of the programme. However community members were not actively involved in monitoring and evaluation of school feeding programme .Further, the project management team was capable of conducting the monitoring and evaluation of the programme. However, it was established that although the monitoring and evaluation process is conducted, implementation of the recommendation is a challenge, making the tool less effective towards implementation of the programme. Furthermore, involvement of the community members enables the programme management team to review how viable the programme can be economically to the community members to be sustainable to the benefiting community. As such the study concluded that monitoring and evaluation is fundamental towards implementation of the schools feeding programme . There is need to involve both stakeholders and community members in monitoring and evaluation of the programme to ensure the programme is implemented as per the schedule and delivers the outcome desired.

5.5 Recommendations of the Study

It is recommended that the planning process for programme implementation should involve the community member and stakeholders involved. The planning process should ensure that there is set out structures that guide engagement between the parties involved in implementation of the programme. Further, the planning process should cater for

challenges that are both internal and external in nature to ensure successful implementation and sustainability of the programme .It also recommended that all stakeholders and community members ought to be adequately consulted and engaged in the programme implementation process to ensure that the implementation is successful. This implies that there should not be any selfish bias and interests in relation to representation from the national government, county government, donors, community members and benefiting schools.

It also recommends that funding should be appropriate as per the project budget and disbursement of funds should make in a timely manner to ensure programme is implemented on time and as per the schedule. More so, there should be a provision for adequate accountability of utilization of allocated funds by setting up mechanisms to ensure funds are used optimally towards project implementation. Financial procedures and procurement procedures should be streamlined to ensure sustainability of the programme through continuous supply of resources. It is further recommended that in order to ensure successful implementation of the school feeding programme, a sufficient and effective monitoring and evaluation mechanism installed to ensure the programme is implemented as per the schedule, time and of the desired quality. The monitoring and evaluation mechanism adopted should be in line with the programme implementation schedule. Community members and stakeholders should be involved in the monitoring and evaluation process and involve the community members in the monitoring and evaluation process.

5.6 Suggestions for Further Research

The study suggested areas in relation to implementation of school feeding programmes that can be carried out in future. These include studies on the following topics:

I. Influence of monitoring and evaluation on implementation of school feeding programmes in Kenya.

II. The role of county government in implementation of School feeding programmes in Kenya

III. Contribution of small scale farmers on implementation of School feeding programmes in Kenya.

IV. The researcher further suggested that the study should be conducted on both primary and secondary data collected and analyzed on implementation of school feeding programmes in Kenya.

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APPENDIX I: Research Questionnaire

Stella Kibet,
P.o box 17682-20100,
Nakuru.
Cell phone: 0702710994

Dear Respondent,

Re: letter of introduction

I am a student pursuing Masters Degree in Project Planning and management from the University of Nairobi. I am currently undertaking a research and this questionnaire is an integral part of a study whose title is "Factors influencing implementation of school feeding programmes in public primary schools in Kenya. A case of Baringo Central sub county, Baringo County.

You are kindly requested to fill in the questionnaire to the best of your knowledge. Kindly put a (√) against the correct choice.

Yours faithfully.

Stella Kibet

APPENDIX II: Research Questionnaire

Section A: Demographics characteristics of the respondents

1. Gender: Male [ ] Female [ ]

2. What is your level of education

Post-graduate degree	☐
Degree	☐
Diploma	☐
Certificate	☐

Other (specify)……..

3. Indicate your age group

41 and above	☐
36 – 40	☐
31 – 35	☐
26 – 30	☐
20 – 25	☐

4. What is your role in implementation of the school feeding programme?

……..

5. How long have you worked on the programme?.....

Section B: Planning

What is your level of agreement with the following statements regarding planning and programme implementation? Use scale 1 – 5, where

1. Strongly agree 5
2. Agree 4
3. Neutral 3
4. Disagree 2
5. Strongly disagree 1

		1	2	3	4	5
1	The programme planning process was inclusive					
2	The programme planning process was adequate					
3	The programme planning process had provision for managing uncertainty during implementation					
4	The programme planning process developed a programme implementation schedule					
5	The programme implementation schedule was adequate to guide implementation of the programme					
6	The planning process ensured efficient and effective coordination of resources					
7	The planning process ensured effective procurement of resources					
8	The planning process ensured effective programme management					;
9	The planning process ensured that timely decisions and actions were implemented on time					

6. In your opinion, to what extent do you think planning influences implementation of school feeding programme?

Great extent	5
Moderate extent	4
Neutral	3
Little extent	2
Not at all	1

Section C: Community participation

1. What is your level of agreement with the following statements regarding planning and programme implementation? Use scale 1 – 5, where

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

		1	2	3	4	5
1	Community engagement and participation was conducted					
2	Stakeholders fully involved the community in implementation of the programme					
3	Effective communication between stakeholders and the community					
4	Community was consulted during implementation process of the programme					
5	Community opinions and suggestions were					

	considered during implementation of the programme					
6	Resistance from community members during implementation of the programme					
7	Community members appreciate the initiative of the programme					

7. Give three examples of community participation aspects during implementation of the school feeding programme?

I. ……

II. ……

III. ……

8. In your opinion, to what extent do you think community participation influences implementation of school feeding programmes?

Great extent	5
Moderate extent	4
Neutral	3
Little extent	2
Not at all	1

Section D: Funding

1. What is your level of agreement with the following statements regarding planning and programme implementation? Use scale 1 – 5, where

   Strongly agree 5

   Agree 4

   Neutral 3

   Disagree 2

   Strongly disagree 1

		1	2	3	4	5
1	Funding of the project was adequate					
2	Funds were budgeted adequately					
3	Budgeted funds were allocated adequately towards programme implementation					
4	Allocated funds were used optimally and efficiently towards implementation of the programme					
5	A financial investment plan was available to ensure maximum utilization of the funds					
6	Management and accountability systems were in place to ensure funds were used efficiently					
7	Funds were disbursed in time					
8	Payments to suppliers and service providers were made in time					
9	Funds were allocated for programme variations during implementation of the programme					

2. In your opinion, to what extent do you think funding influences implementation of school feeding prgrammes?

Great extent	5
Moderate extent	4
Neutral	3
Little extent	2
Not at all	1

Section E: Monitoring and evaluation

1. What is your level of agreement with the following statements regarding planning and programme implementation? Use scale 1 – 5, where

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

		1	2	3	4	5
1	Monitoring and evaluation systems were adequate to enhance successful implementation of the programme					
2	Monitoring and evaluation process was inclusive of all stakeholders					
3	Programme management team is capable of conducting the monitoring and evaluation process					
4	Monitoring and evaluation schedule was available					
5	Monitoring and evaluation schedule enhanced programme implementation as per the planning schedule					

2. In your opinion, to what extent do you think monitoring and evaluation influences implementation of school feeding programme?

Great extent	5
Moderate extent	4
Neutral	3
Little extent	2
Not at all	1

Thank you for your time and participation in the study

APPENDIX III: Letter of Introduction

UNIVERSITY OF NAIROBI
Open, Distance & e-Learning Campus
SCHOOL FOR OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN AND DISTANCE LEARNING
NAKURU LEARNING CENTRE

Tel 051 – 2210863
Our Ref: UoN/ODeL/NKRLC/1/12

P. O Box 1120, Nakuru
11 May 2017

To whom it may concern:

RE: STELLA KIBET L50/8294/2015

The above named is a student of the University of Nairobi at Nakuru Extra-Mural Centre Pursuing Masters of Arts Project Planning And Management.

Part of the course requirement is that students must undertake a research project during their course of study. She has now been released to undertake the same and has identified your institution for the purpose of data collection on "Factors Influencing Successful Implementation of School Feeding Program in Public Primary Schools in Kenya, A Case Study of Public Primary Schools in Baringo Central Sub County, Baringo County".

The information obtained will strictly be used for the purpose of the study.

For that reason, I am writing this, requesting you to assist her.

Yours Faithfully,

NAKURU EXTRA-MURAL CENTRE
RESIDENT LECTURER
P.O. Box 1120
NAKURU
UNIVERSITY OF NAIROBI

Mamo Mureke
Centre Coordinator
Nakuru Learning Centre

APPENDIX IV: Approval Letter from Organization

THIS IS TO CERTIFY THAT:
MS. STELLA JEMATOR KIBET
of UNIVERSITY OF NAIROBI,
17682-20100 NAKURU,has been
permitted to conduct research in
Baringo County

on the topic: *FACTORS INFLUENCING SUCCESSFUL IMPLEMENTATION OF SCHOOL FEEDING PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE OF PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, BARINGO COUNTY*

for the period ending:
13th June,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/11261/17424
Date Of Issue : 13th June,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX V: Letter From NACOSTI

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/11261/17424**

Date: **13th June, 2017**

Stella Jemator Kibet
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing successful implementation of school feeding programme in public primary schools in Kenya: A case of Public Primary Schools in Baringo Central Sub County, Baringo County,"*** I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **13th June, 2018.**

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

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation isISO9001:2008 Certified

APPENDIX VI: Letter from Ministry of Education, Baringo Sub-County Director

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
OFFICE OF THE SUB COUNTY DIRECTOR
(**BARINGO CENTRAL**)

Our Email:countyedubaringo@gmail.com
Tel / Fax: 053/21282

P.O. BOX 6
KABARNET

19th June, 2017

REF: BAR/RESEARCH GEN/ VOL.1/NO.1/58

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH.
STELLA KIBET NO.L50/8294/2015

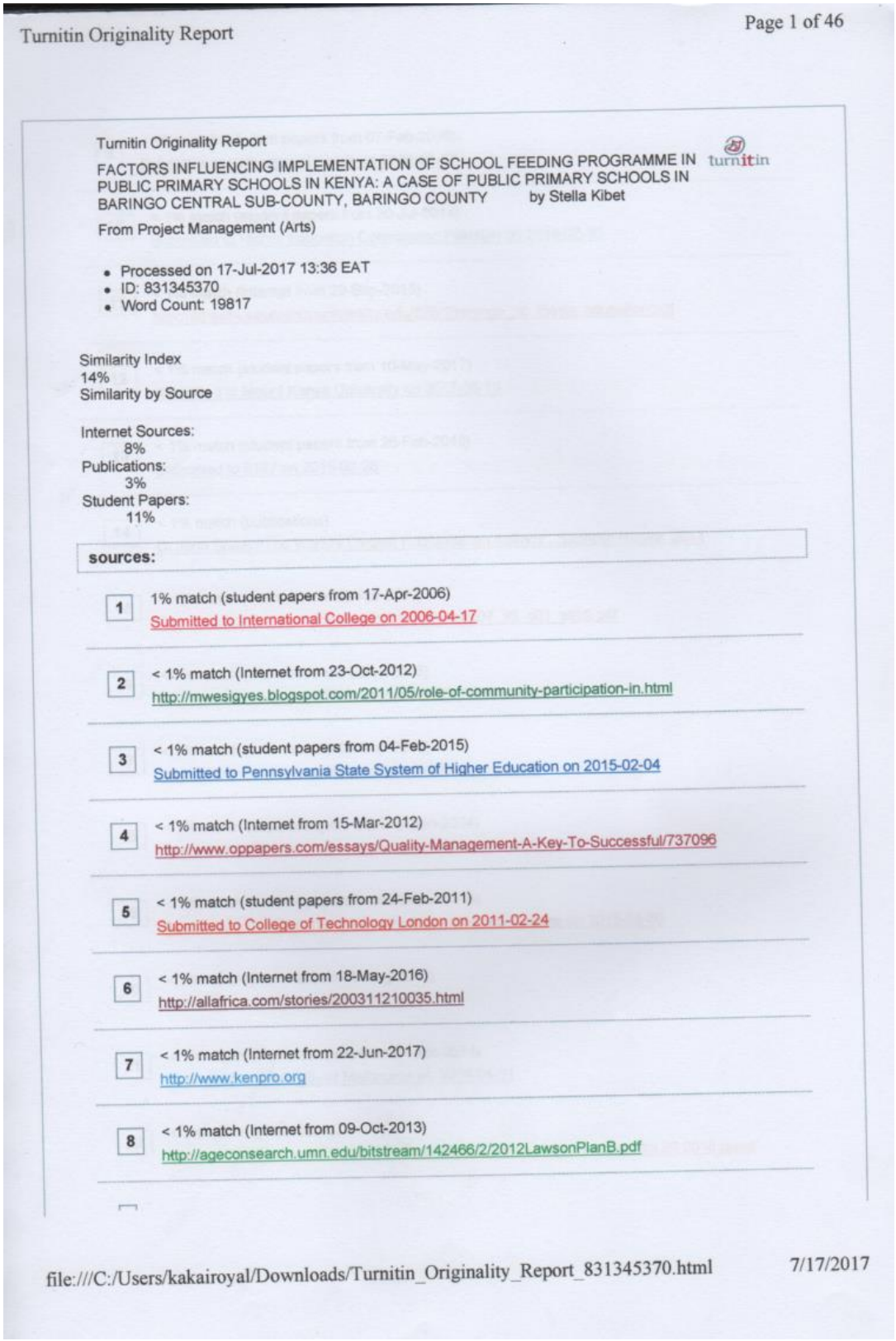
Your request to carry out research on " Factors influencing Successful Implementation of School Feeding Program in Public Primary schools in Baringo Central Sub County, Baringo County Kenya " is hereby granted.

Any assistance accorded to her is highly appreciated.

SUB-COUNTY EDUCATION OFFICER
BARINGO CENTRAL
Box 6 KABARNET-30400

Samuel K. Salgong.....Sign.....
For: Sub County Director of Education
BARINGO CENTRAL

Appendix VI: Turnitin Report



Turnitin Originality Report

FACTORS INFLUENCING IMPLEMENTATION OF SCHOOL FEEDING PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE OF PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, BARINGO COUNTY by Stella Kibet

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