

**INFLUENCE OF SCHOOL FEEDING PROGRAMME ON PUPILS'  
PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN BARINGO  
NORTH, BARINGO COUNTY – KENYA**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

I dedicate this project to my dear wife Dinah for her selfless support throughout my study and my children Victor, Elisha, Karen and Onesmus for their unconditional love as I toiled to go through my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ASAL</b>	Arid and Semi Arid lands
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for all
<b>FPE</b>	Free Primary Education
<b>GOK</b>	Government of Kenya
<b>KESSP</b>	Kenya Sector Support Programme
<b>KCPE</b>	Kenya certificate of primary education
<b>MDGS</b>	Millennium Development goals
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NGO</b>	Non Governmental Organization
<b>ROK</b>	Republic of Kenya
<b>SFP</b>	School feeding programme
<b>UN</b>	United Nations
<b>UNESCO</b>	United nation Education scientific and cultural organizations
<b>UNICEF</b>	United Nations international children's Emergency fund.
<b>UPE</b>	Universal Primary Education
<b>WFP</b>	World Food Programme

## ABSTRACT

The purpose of the study was to investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. Four research objectives were formulated to guide the study. Research objective one sought to determine the extent to which the school feeding programme influences pupils' school attendance in public primary school in Baringo North. Research objective two aimed at establishing the influence of school feeding programme on pupils' enrolment in public primary schools in Baringo North. Research objective three aimed at determining whether the school feeding programme had any influence on pupils' retention in public primary schools in Baringo north while research objective four sought to determine the role played by the school feeding programme on the KCPE performance of pupils in public primary schools in Baringo North district. The study employed descriptive survey research design. The sample comprised on the 20 headteachers, 74 teachers and 95 pupils. Data were collected by use of questionnaires and were analysed by use of qualitative and quantitative techniques. Findings revealed hat school feeding programme influenced pupils' school attendance. Findings also revealed that school feeding programme influenced pupils' enrolment school enrollment.. Findings also revealed that school feeding programme influenced on pupils' retention. Findings further revealed that school feeding programme influenced pupils' KCPE performance Based on the findings, it was concluded that school feeding programme had an influence on pupils' school attendance. School food attracted pupils to join school. School feeding program had increased school attendance to a great extent. School feeding programme had a positive impact on pupils' enrolment in the schools. The study also concluded that school feeding programme had an influence on pupils' enrolment. The study also concluded that school feeding programme influenced pupils' retention. For example, headteachers indicated that lunch provided to the pupils gave them energy to concentrate in their afternoon sessions. Teachers also indicated that pupils were active during learning in the afternoon sessions since they had taken lunch. Teachers reported that pupils were ready to attend both morning and afternoon sessions as most of the homes had one meal per day. Among the pupils respondents they indicated that without food they could not concentrate in class. School meals gave them energy and strength hence encouraged pupils to attend school to achieve their future dreams. Headteachers indicated that pupils drop out of school due to lack of food at home and with school feeding programme, had pupils retention increased. Headteacher indicated that school feeding programme had increased on pupils' retention. The study also concluded that school feeding programme had an influence on pupils' KCPE performance. The headteacher and teachers reported that meals assisted the pupils to improve their class performance. The headteacher further indicated that the school meal is there to solve the short-term hunger and enable the learner to have full concentration in learning. The study recommended that there is need for the government to increase food rations to the schools so that more pupils could be enrolled in the schools. It was also

recommended that school management committee should be involved in the schools feeding programme so that they can sensitize parents on the need to get involved in the programme to avoid any failure incase of funding. The study also recommended that as it has been established that school feeding programme had an effect on pupils participation, pupils retention, pupils enrollment and performance, this study recommends that the programme should be rolled out to other areas that are faced with pupil participation in schools. The study suggested that a study on the influence of parental participation in school food programme on its success should be conducted. A study on the effectiveness of government policy on school feeding programme be conducted and lastly a study on administrative constraints affecting the implementation of school feeding programme should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Many programmes have been implemented in developing countries to improve the physical health and psychological health of students. School feeding is along standing and popular development assistance programme in developing countries. In fact, it is implemented in 72 countries by the world food programme (WFP), Alone, (WFP, 2008) . in India, an evaluation of the countries school feeding programs found that girls with the SFP had higher chance of completing school compared to their male counter parts in school that do not have SFP (WFP, 2005 ) . In Pakistan, introduction of SFP found 48 % percent of the parents take their children to school. The influence of SFP is greater in girls in terms of enrolment, attendance and completion of school (WFP, 2006).

The school feeding programme was incorporated by the government of Gambia in a number of schools however; pressure to maintain universal coverage of school feeding resulted in a less effective program. The programme had diminishing resources as enrolment increased. Programme administrators had to dilute ration in view of targeting to particular schools, efforts were made to produce local foods in schools garden as a way to increase suppliers .Although the effort was not wholly successful (Del Rosso, 1999).

In January 2000 WFP initiated SFP in Arusha, Dodoma and Singida, Three of Tanzania poorest twenty region. The Programmes has been very successfully in boosting enrolment stabilizing attendance and reducing drop out. Indeed, the three regions realized 15 % increase in their enrolment in the first two years (WFP 2002).Education particularly basic education makes an important contribution in alleviating hunger and improving people's lives (UNESCO) 1999 the Kenyan sessional paper number 1 of 2005 on education training and research indicates that education is a key determining of earnings. Therefore an important exit route from poverty (government of Kenya; 2005) it does through improving people's ability to take advantage of the opportunities that can improve their well being (Economic recovery strategy 2003 – 2007 in ministry of education, 2008), the overall education policy goal of the government of Kenya is to achieve Education For All EFA , by 2015.

In accordance with the various international commitments of which it is a signatories to (Ministry of Education 2008). There are four objectives commonly associated with school feeding programme. It is to improve the attention span and learning capacity of the pupils by reducing short term hunger, thus improving cognitive academic achievement of the children. At he same time providing a significant contribution to the nutrient intake of primary school children through the continuation of school feeding programme and the targeted districts of arid and semi arid lands . It can also reduce disparities in enrolment and attendance rate among



different region (WFP 2001) and lastly, it is to prevent drop outs, increase enrolment and stabilize attendance as well as retention in primary schools.

The MoE implements the School Feeding Programme SFP as one of the intervention measures. This programme target pre-school and public primary schools pupils in drought affected districts for example Baringo North. Its long term objective is to promote universal primary education of socially – economically disadvantaged and vulnerable children. SFP in the country is administered as a lunch programme organized at school level. The school managers implement the programme at school level by hiring cooks, constructing kitchens, storage facilities , water and firewood .

The recommended rations per pupils are cereals – 150 grams, pulse – 40 grams, vegetable oil – 5 grams (MOE 2006). Baringo North District is one of the six Districts which make the larger Baringo County. The District is particularly unique because it borders East pokot where cattle’s rustling is rampant. Most of the schools that benefit from SFP are situated in ASAL areas where rain is in adequate, infertile sandy soil, aridity, higher evaporation rate and a few in the highlands which are unproductive. The number of schools in Baringo North District and those with School feeding programme are shown

**Table 1.1 District SFP Schools**

<b>Division</b>	<b>No. of Schools in the District</b>	<b>No. of Schools with SFP</b>
Kabartonjo	<b>52</b>	<b>13</b>
Barwessa	<b>43</b>	<b>27</b>
Bartabwa	<b>22</b>	<b>18</b>
Kisaraman	<b>31</b>	<b>16</b>
<b>Total</b>	<b>148</b>	<b>74</b>

**Source DEO'S Office Baringo North, 2013.**

The goal of primary education is to provide access to quality education to all children of primary school going age on an equitable basis, thus ensuring education for all at this level MoEST 2003. External and internal factors have played a role in influencing performance in primary schools, world wide. One of the most important findings of the Education For All EFA 2000, assessment held in Dakar in April 2000 was that the performance of primary education fell below the desired levels. The conference further noted that classes are too large, there is constant lack of educational materials, teachers are not properly trained, schools are not properly ran and poorly supervised. All the factors have resulted in pupils participation falling below expectations. It is therefore imperative that primary education should remain high on global agenda for education. It is importance in social and economic development which makes it a basic right for every child without discrimination (UNESCO 2000). A primary school head teacher from Nyanza province attributed

the good performance of his school at the Kenya certificate of primary education (KCPE), to the SFP in the school. He cited the program as allowing the pupils to have adequate time to study as opposed to when they would go home for lunch and delay (Madanje, 2008).

Baringo north district is one of the ASAL districts where the World Food Programme, school feeding was introduced. There are 74 schools under feeding programme. However pupils' participation has been going down over the years with the district means scores falling below average as indicated in table 1.2 below.

**Table 1.2: Comparative analysis of KCPE performance 2008 – 2012**

<b>Year</b>	<b>No. of school</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
	<b>with SFP</b>					
Baringo District	97	291.78	283.15	288.36	280.18	295.18
Marigat District	65	250.17	262.28	255.94	265.11	263.13
Baringo North District	74	260.14	255.93	238.01	232.45	213.33
East Pokot District	84	245.67	228.14	235.84	238.73	236.30
Mogotio District	119	248.33	267.56	270.17	264.12	269.35

Source DEO'S office – Baringo, Marigat, Baringo North , Mogotio and East pokot , 2013 .

The above figure shows the mean score of the district for the last five years. Since the district were created in 2008. The down hill performance in Baringo North calls

on all educationist administrators, researchers and all stakeholders to cooperate in the identification of the cause.

In 2009, the government introduced the home grown school feeding programme in order to involve and empower the community in the provision of school food to support school access and retention of their children in schools (Langinger, 2011). Although, many studies have been carried out to analyze the impact of school feeding program on education (Rukmani, 2011; Songa, 2011; Wambua, 2008 and Obonyo, 2009), few have been done after the introduction of home grown school feeding programme in Baringo North District. Hence this study aimed to find out the influence of SFP on pupils' participation in terms of attendance enrolment, retention and KCPE performance in Baringo North District.

## **1.2 Statement of the problem**

Baringo North District hails from one of the ASAL areas in Baringo County thus food security is inadequate due to frequent prolonged drought. Some of the factors which have caused food insecurity are inadequate rainfall, aridity, infertile sandy soil, higher evaporation rate than the rainfall hence high water loss. Insecurity within the district due to conflict over the few resources for example the water and the pasture.

Education therefore is quite important for the school going children however, it has been threatened by inadequate food hence, introduction of school feeding

programme in the district. According to the Daily Nation of 17<sup>th</sup> April, 2013, the children who live in arid and semi arid lands have lower school enrolment and completion rates. Access to pre-primary and primary school is limited due to malnutrition. The provision of food is significant in the education especially to the vulnerable children , even though the government has been making attempts of keeping pupils in school through free primary education (FPE) majority are failing to enroll , but instead drop out of school due to hunger ( Republic of Kenya August, 2010 ) parents have continued to provide water, firewood, employ cooks and built kitchens and classrooms in their schools but pupils participation is going down particularly in KCPE performance hence the researcher seeks to investigate the influence of school feeding programme on pupils participation in relation to attendance, enrolment , KCPE performance and retention.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District.

### **1.4 objective of the study**

The following objectives guided the study;

- i) To determine the extent to which the school feeding programme influences pupils school attendance in public primary school in Baringo North

- ii) To establish the influence of school feeding programme on pupils enrolment in public primary schools in Baringo North.
- iii) To determine whether the school feeding programme had any influence on pupils retention in public primary schools in Baringo north.
- iv) To determine the role played by the school feeding programme on the KCPE performance of pupils in public primary schools in Baringo North district.

### **1.5 Research Questions**

The current research tried to seek out responses to the following questions.

- i) To what extent does the school feeding programme influence school attendance by pupils in public primary schools in Baringo North?
- ii) To what extent does the school feeding programe influence enrolment in public primary school in Baringo north district?
- iii) How has the school feeding programme influence pupil's retention in public primary schools in Baringo North?
- iv) What role does the school feeding programme play on the K.C.P.E performance of pupils in public primary schools in Baringo North?

### **1.6 Significance of the study**

From the research findings, the study may assist educational administrators' curriculum developers, ministry of education when formulating policies on school feeding programme. It may also help in analyzing challenges faced by school feeding programme and look for solution so as to achieve the expected education objectives. It may provide clear information to the donors and country directors of school feeding programs which may add knowledge to the existing body of knowledge by pointing out issues pertaining pupils school attendance, enrolment, retention and performance .

### **1.7 Limitations of the study**

During the study, the researcher may face some of the limitations of this study that, the investigator will not control the attitude of the respondent which was likely to affect the research findings (Mulusa 1999) noted that a times respondents might give socially accepted answers to avoid offending the researcher.

### **1.8 Delimitation of the Study**

The study was delimited to the investigation of the influence of school feeding programme in 74 public primary schools in Baringo North district, it involved 74 head teachers and 74 teachers in charge of school feeding programme.

## **1.9 Assumption of the study**

- i) That the food supplies were available throughout the year.
- ii) That all the respondents will give accurate and truthful response to that questionnaires
- iii) That the needed records and data will be available and within reach in schools and district education office.

## **1.10 Definitions of significant terms**

The following are the operational definitions of terms;

**Drop out** refers to pupils who do not finish their eight years of primary cycle.

**Enrolment** refers to the number of children enrolled in a public primary school

**Feeding programme** refers to a meal given to pupils while in school.

**Goal** refers to expected achievement level.

**Performance** refers to level of achievement a student attains in the examination in this study it refers to KCPE performance.

**Policy** refers to the officially stated guidelines of school feeding programme.

**Public primary school** refers to government owned institutions that offer primary education



**Pupils participation** refers to increased attendance, increased enrolment, high retention rate of pupils in the school and improved performance.

**Retention** refers to a state where school pupil proceeds from standard one to standard eight without dropping out of school.

**School attendance** refers to the aspects of student coming daily to school after being enrolled in the school.

**School Feeding Programme** refers to partnership project co-sponsored by the world food programme and the Government of Kenya to provide food to targeted schools in Kenya.

### **1.11 organization of the study**

The study is organized into five chapters. Chapter one is the introduction which includes background information of the study, followed by the statement of the problem, purpose of the study, objectives of the study, research questions, Significant of the study, limitation of the study, Delimitation of the study, assumptions of the study, definition of significant terms and the organization of the study.

Chapter two reviews literature related to the influence of school feeding programme on pupils' participation in public primary schools under the following headings. Global overview of the school feeding programme, the school feeding programme in Kenya , school feeding programme and pupils attendance , school feeding

programme and pupils enrolment , school feeding programme and pupils retention , school feeding program and pupils performance , theoretical framework and conceptual framework of the study .

Chapter three describes the research methodology to be used. This includes research design , target population, sample size and sampling technique, research instruments, data collection procedures, data analysis techniques. Chapter four focuses on data analysis, presentation, interpretation of the findings, and summary of findings. Chapter five contains a summary of study findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is the literature review. The chapter focuses on Global overview of school feeding programme, the school feeding programme in Kenya, school feeding programme and pupils' attendance, school feeding programme and pupils' enrolment, school feeding programme and pupils' performance, influence of school feeding programme on pupil's retention. The chapter further presents the theoretical framework of the study and the conceptual framework of the study

#### **2.2 Global overview of school feeding programme**

The idea of having school feeding programme was to give children the opportunity to be provided with a meal at school with the expectation that they would attend school regularly thus improve concentration as well as performance of many children in schools. The reason for advocating for education in an area was to remove an individual out of poverty syndrome according to world food programme of (2008) evaluation reports, (WFP, 2008).

Each year, World Food Program provides millions of school children with food in the world as an incentive to lure children to school and maintain their attendance. The programme targets areas where enrolment ratios are lowest and which can

have greatest effect towards improving education standards of the children (WFP, 1999). In 2001, WFP launched a global campaign to expand access to education for millions of children in the world. By then, there were 66 million school children attending school hungry in the world (World Food Program, 2001)

From the world perspective many institution had come out to address the school feeding programme as being part of that humanitarian assistance. It helps to improve literacy rate and to break the cycle of poverty. School feeding programme contributed to the development of the necessary human infrastructure needed to develop the country. According to the study carried out by WFP in 2004, only 37% of the displaced household stated that their child received food at school.

According to world food programme, (April, 2004) one of the advantage of school feeding is that it has direct and indirect benefits relating to a number of development goals , namely for gender equity , poverty and hunger reduction , partnerships and cooperation, HIV/AIDS care, prevention, and improved health. School feeding provided a healthy meal which reduced hunger during the Childs school day. It also provided an incentive for families to encourage regular school attendances for their children. It is also safety net that can be used as a flat form to support children of emergency and their families in a variety of context. These could be at the onset of emergency like after the 2004 Tsunami in south East Asia during economic shocks such as those related to increasing food prices or during

protracted crises in order to reinforce livelihood and prevent those affected from adopting negative coping strategies.

This has been done in countries like Haiti, Liberia, Pakistan and Senegal. School feeding can also be linked with local purchases to increase the incomes of small scale farmers and stimulate local development. School feeding programme exist in almost all high and middle income countries and are present typically with WFP support. In some 70 % of 108 low and lower middle income countries. According to the World Food Programme WFP (2009). The main direct contribution to WFP School feeding activities are the United States i.e. Canada, Italy, Iceland and Brazil. The programme enjoys strong political support of those countries and has been identified by the international communities as a major strategy to respond to the consequences of rising food prices. The level of community participation and involvement also varies. In some cases, the community contributes a lot of resources to the programme inform of food, utensils, firewood and labors, whether by making voluntary contributions or by selling its products, the community benefits from the link.

### **2.3: The school feeding programme in Kenya**

Provision of food in schools has been perceived as a incentive to increase demand for education in the ASAL districts. Following the severe drought and famine that Kenya suffered in 1979, the government appealed to the WFP for food assistance for pre-primary and primary pupils in ASAL districts as away of enhancing

learners level of enrolment and school attendance. In East pokot and Turkana District for instance, food provided at school was the only meal that children got during periods of severe drought. This food also fed the community who migrated to live near schools. However attendance and enrolment tended to fall sharply when the rainy season set in with its improved food situation. Consequently the SFP had a very negligible impact on school participation and retention in most of the ASAL districts in which enrolment hardly include more that 20% of school age children (Ngome 2002 cited in Sifuna 2006).

Pupils' participation in education or learning is the act of lively and willingly taking part in learning activities to acquire education. It includes; the pupils' attendance, enrollment, high retention or reduced dropout, high performance and the lively class learning activities; taking part in learning activities. To achieve a satisfactory pupils' participation, the learner must be healthy and free from any disturbances. However, many children in the world experience adverse conditions which deter them from participating effectively in learning. As a result of this problem the United Nation World Food Program started providing the marginalized areas with school food to enable children to attend schools (WFP, 2001).

## **2.4 School feeding programme and pupils' attendance**

According to World Food Program (2000), when school feeding program is implemented in a school, the attendance rate of disadvantaged and vulnerable children stabilizes as World Food Program (2000) found out that providing a meal to school children (a hot breakfast or lunch) significantly increases their attendance rates. For instance, a pilot school feeding program in Malawi resulted to 36 percent increase in pupils' attendance to school within duration of 3 months (World Food Program, 1996). Therefore, school meals influence the attendance of pupils' positively as the studies have proved. However, in Kenya Steinmeyer (2009) noted that the school feeding program had some general objectives to achieve stabilizing pupils' attendance was one of them.

Studies conducted in morocco, in India explains that SFP can be available tool for motivating enrolment and regular school attendance as well as preventing drop outs to some extend (UNESCO, 1999) there is evidence that school feeding program plays a particular role in increasing enrolment and school attendance of girls Bundy et al (2009) explains that food incentives offered to students or families compensate parent for direct educational cost and opportunity cost from the loss of child labour when children go to school.

Ahmed al Nino (2002) asserted that take home rations programme in Bangladesh increased girls enrolment in programme schools by 44 % and boys enrolment by 28 percent while in non – programme schools enrolment increased by 2.5 % for

girls during the same period .In Mali, school meal programme has changed schools dramatically, previously some students would go for morning lessons but leave for lunch or at recess at break time and would not come to school at all because they had no food. According to winch Leland (2009) both a coded evidence and attendance date indicates that rate of enrolment and attendance in Mali have grown more significant in the school with canteens than those without. Studies conducted by Levinger (2000) suggest evidence that school feeding programmes may be most active in meeting their attendance related objectives in settings where attendance is already enough and where children come from rural relatively low social economic backgrounds, several studies also points into the need of programme regularities which is too low in the developing world due to dependence on imported commodities.

### **2.5 School feeding programme and pupils' enrolment**

Enrolment in this study is the number of pupils that joined the school and recorded and maintained in the school register from class one to eight. Many organizations had come up to assist in the school feeding programme so as to boost enrolment. The Government of Kenya had a policy on education sector focusing on attainment of the Education For All (EFA) and Millennium Development Goals (MDGs) which were to be attained by 2015 in tandem with a national and international conventions and commitments. The sector had specific policy objective to ensure that all children, especially girls, those in difficult



circumstances and those from marginalized / vulnerable groups had access to free and compulsory primary education by 2010.

Secondly it was to enhance access, equity, quality and relevance at all levels of education and training by 2010 (GOK Education sector report 2006). In Jamaica under achievement in school was a major problem and was most prevalent like in any other developing countries of the world studies conducted Jamaica were such that, under nutrition was prevalent among school going age therefore children could not do well, in school, when the government implemented the feeding programme. It was expected to benefit both the nutrition aspects and enrolment, but (Simeon, 1998). In Ethiopia, the Northern part has seen five fold increases in enrolment since 1998 when world food programme started school feeding program activities. In this part, Considerable efforts have been made at local level to improve girls access to school beside that SFP has managed to reduce the number of drop outs in the same country. In January 2000, WFP initiated SFP in Arusha, Dodoma and Singida . In the study conducted by Steinmeyer (2007) there were general objectives typically pursued by school feeding programs.

Those objectives helped to address the following areas, particularly improvement of enrolment and attendance, reduction of afternoon absenteeism, the relief of short – term hunger and the reduction of gender related or geographical disparities. In addition, traumatic and disrupted conditions often inherent in emergencies added the need to protect children from risk and disruptions in their

education to enhance the psycho-social development of children and to alleviate strain on the family food supply in Kenya , the country programme action plan 2004 to 2008 notes that SFP has enabled a large number of young Kenyans from extremely poor household in the Arid and semi-arid lands (ASALS )

## **2.6 School feeding programme and pupils' performance.**

In many cultures breakfast is not provided meaning the child may not have eaten since the evening before that combined with long travel may mean that the child begins school hungry and unable to concentrate. The provision of even a small snack at the start of the day or mid-morning alleviate the short – term hunger and has been linking to an increased awareness activities and learning capacity (Briggs, 2008).

School Feeding Program has been successful in increasing pupils' performance (Pollitt, Jacoby & Cueto 1995 and Ahmed 2004). In Kenya, a study conducted in 2008 in Mwala division, Machakos County concluded that school feeding program improves performance of pupils (Wambua, 2008) but Obonyo (2009) in Yala division in Busia county contradicted the belief and expectations by concluding that school meals do not affect pupils' performance. Therefore, the last phenomenon warranting more studies to prove whether it is true according to the prevailing conditions that school feeding does not influence performance of pupils'.

In this study, performance was referred to pupils scoring higher than in the previous examination. Performance had been addressed in many documents including economic recovery strategy for health and employment creation 2003 / 2007. This was summarized as “an important exit route from poverty by improving peoples ability to take advantage of opportunities that can improve the wellbeing as an individual and enable them to participate more effectively in the community and market”, thus guarantee of quality education and training for all was the responsibility of the government and its partners according to Kenya consultative group meeting, (2003). The study will be relevant because the class eight examinations were very vital in the life of pupils, when the right marks were obtained, the pupils gained entry to form one, which was equally important. The world food programme (WFP) and other agencies NGOS’ operated school feeding programme at the national and the local levels. Most of the organizations are concerned with the wellbeing of the children to ensure their participation in the school system which will lead to improved performance. The researcher based the studies on influence of school feeding programme on curriculum implementation. The school need to be provided with all the essential resources, once availed in the right quantity, quality and time, these resources should interact dynamically.

## **2.7. Influence of school feeding programme on pupil's retention**

School feeding programme was a well recognized programme alleviated hunger while supplying education, health and community development (Del Rosso, 1999). Classes were expected to be maintained in schools from standard one to eight. From the objectives and strategies for revised education in the year 2006, education sector that called for enhanced partnership and collaboration between various stakeholders in the sector were highlighted. One of the objectives was access to early childhood education that could lay a strong foundation for future learning hence development of children in their early years would have a positive effect on enrolment and retention in primary schools.

According to 2006, education sector report (revised), many countries of the world tried so much to ensure that there was retention of pupils in schools after making sure they were enrolled in schools . In rural Pakistan, Alderman et al, (2001) found out that malnutrition decreased the probability of ever attending school, particularly for girls. Lunch and snacks and take home rations were sometimes compiled with micro-nutrients supplementations and had been implemented in most of the developing world, representing a huge investment of the resources. This study will be relevant because will help to find whether the school feeding programme would have significant influence on retention of pupils in school the way it had been in Pakistan.

## **2.8 Summary of literature review**

The chapter focuses on Global overview of school feeding programme, the school feeding programme in Kenya, school feeding programme and pupils' attendance, school feeding programme and pupils' enrolment, school feeding programme and pupils' performance, influence of school feeding programme on pupil's retention.

The literature review has focused on several scholars and what they have investigated the influence of school feeding programme on learner participation.

Ngome, 2002 cited in Sifuna 2006) has established that school feeding programme has impacted on pupil attendance and enrolment tended. Steinmeyer (2009) noted that the school feeding program had some general objectives to achieve stabilizing pupils' attendance was one of them. Levinger (2000) suggest evidence that school feeding programmes may be most active in meeting their attendance related objectives in settings where attendance is already enough and where children come from rural relatively low social economic backgrounds, several studies also points into the need of programme regularities which is too low in the developing world due to dependence on imported commodities. Steinmeyer (2007) has noted that the objectives of school feeding programme have helped to address the following areas, particularly improvement of enrolment and attendance, reduction of afternoon absenteeism.

Pollitt, Jacoby and Cueto (1995) and Ahmed (2004) has established that school Feeding Program has been successful in increasing pupils' performance while

Obonyo (2009) in Yala division in Busia county contradicted the belief and expectations by concluding that school meals do not affect pupils' performance. These studies were conducted in different areas hence the current study will be conducted in public primary school in Baringo North District. The study will fill in the gap.

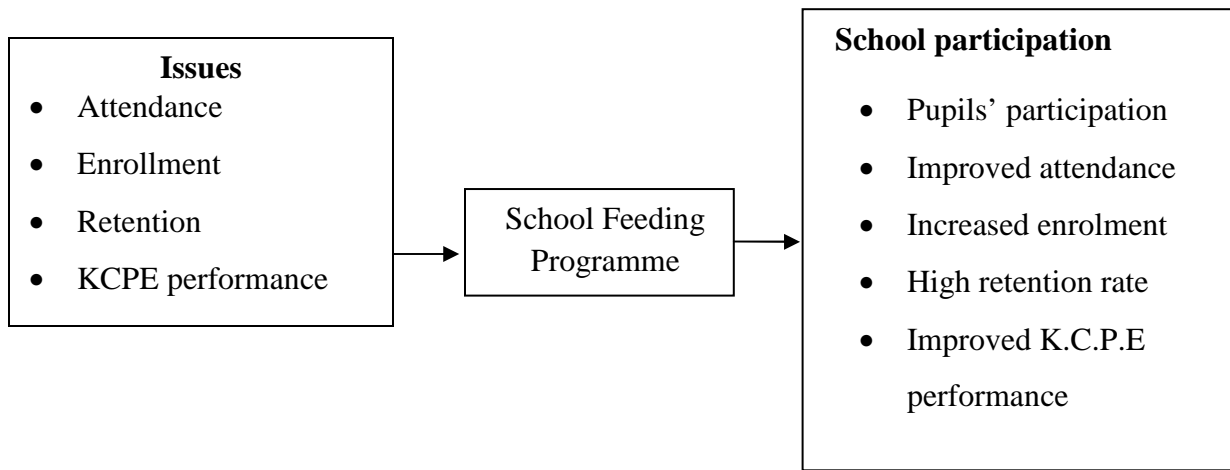
## **2.9 The theoretical framework of the study in Liberal egalitarian theory**

The study will be guided by Liberal Egalitarian theories. This theory states that there is need to protect the individual from arbitrary external factors that could prevent the achievement of his or her full potential, (Manchenry 1993). This theory is employed in the study supports the notion that children from lower strata should be assisted to achieve full realization of their potential by competing effectively with their counterparts. They should also be able to enjoy their rights just like their counterparts who are living in better conditions.

Tumin (1955) argues that children born into the lower strata can never have the same opportunities for realizing their talents as those born in the higher strata and that its only when there is equal access to those opportunities. This study therefore seeks to determine the influence of School Feeding Programme on pupils participation. Although there is Free Primary Education children from low income homes are still disadvantaged of going to school on empty stomach, hence the introduction of the School Feeding Programme.

## 2.10 The conceptual framework of the study

**Figure 2.1 Conceptual framework on the influence of school feeding program on pupils participation**



The conceptual framework was based on the influence of school feeding program on pupils' participation whereby it addressed high school attendance, increased enrolment, high retention rate and improved KCPE performance. School feeding program is the independent variable while pupils' participation is the dependent variable. Therefore, the incentive SFP will lead to increased pupils participation in learning and finally achieve the universal primary education. The framework illustrates that the pupils' participation results from the school SFP which reduced hunger pangs hence leading to increased enrolment, attendance, participation, improved performance and reduced drop out.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1: Introduction**

This consist of research design, target population , sample and sampling techniques, research instruments, validity and reliability of the instrument, data collection procedures and data analysis techniques used in the study .

#### **3.2: Research design**

Research design is a structure of research; it is the “glue “that holds all the elements of the research project together according to Orodho (2003). The research design used in the study was descriptive survey design. Descriptive survey design is a method of collecting information by administering a questionnaire to sampled individuals , the same views were accepted by OSO and Onen (2008) who said that it is used to investigate population by collecting samples to analyze and discover occurrences , therefore it was relevant in this study .

The study aimed at collecting information from respondents on their opinions in relation to the influence of school feeding programme on pupils’ participation. The researcher used public primary school in Baringo North. It was obtained using the questionnaire, qualitative and quantitative methods were used in the study, for qualitative method questionnaire will be used while for quantitative method returns



from head teacher's office. This in line with what Kombo and Tomp (2006) indicated that collection of data analysis and interpretation will be developed from available information. This will be done to determine the influence of school feeding programme on pupils participation in public primary schools in Baringo North East District.

### **3.3: Target population**

According to Borg and Gall (1982) have defined target population or the universe as being all the members of the real set of people, events or objects to which the researcher wishes to generate the findings. The target population consisted of all head teachers and teachers in charge of school feeding programme which comprises of 74 head teachers and 74 teachers in charge of school feeding programme participate in the study. The head teachers was be chosen because they are the administrators of the school feeding programme in the day today running of the school, teachers in charge of school feeding programme was targeted because they are in a position to determine the influence of school feeding programme on pupils participation also pupils were chosen because they are direct beneficiaries.

### **3.4: Sample size and sampling techniques**

Gray (1976) has recommended 10 percent of the population for a descriptive study and 27 percent for a small population study. There are 74 public primary schools in the district; therefore 27 percent of 74 schools gave a sample size of 19.98 schools

which is 20 schools. A sample is a smaller group obtained from the accessible population Mugenda and Mugenda, (2003). Simple random sampling is used to get the desired number of schools to be involved in the study. The method of sampling which involved is giving of numbers to every subject or member of accessible population placing the number in a container and picking only one number at a time randomly. The subjects is corresponding to the numbers picked was included in the sample, (Mugenda & Mugenda, 2003). Purposive sampling technique was used to select the teachers in charge of feeding programme. Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objective of the study (Mugenda & Mugenda 2003). For this study, all the twenty head teachers and teachers in charge of school feeding programmed were purposely selected because they were informative and poses the required characteristics. The sample was therefore by 20 headteachers, 74 teachers and 95 pupils.

### **3.5: Research instruments**

The data for this study were collected using the questionnaire, observation schedule. The questionnaires were administered to the head teachers, teachers in charge of school feeding programme and pupils in the sampled schools in Baringo North District. The tools were used to collect the basic statistical facts on the enrolment, attendance, and retention rate and pupils performance. Two sets of questionnaires were used, one for the head teachers and one for teachers in charge of school feeding

programme. The head teacher's questionnaires have two sections A and B. Items in section A sought demographic information while those in section B sought information in school feeding programme, the same for the teachers in charge of school feeding programme and also pupil's questionnaire. The questionnaire items were closed ended and open ended.

### **3.5.1: Validity of the instruments**

According to Richard (2001) validity is the degree to which a test measured what it purported to measure. It is concerned with soundness and the effectiveness of the measuring instruments. The researcher used two schools and two headteachers from Baringo Central for pilot study. The choice of the two schools by the virtue of being away from Baringo North District but had feeding program in the school. Content validity was done by using the results of the pilot study. The data collected during pilot testing were prepared, analysed and interpreted based on the outcomes, the instruments will be reviewed further in readiness for data collection. The researcher had the instruments appraised and amended by experts in the are of the study. The purpose of pilot study is to do away with ambiguities before the actual study is carried out.

### 3.5.2: Reliability of the instruments

Reliability is the measure of the degree to which a research instrument yields consistent result or data after repeated trials Mugenda and Mugenda (2003). The researcher employed the test retest technique in order to improve reliability whereby the questionnaires were administered twice to headteachers, teachers and pupils. After the first administration the researcher revisited the schools after two weeks for the second administration. The research then used the person correlation coefficient formula to determine the reliability of instrument. This formular was used :

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (X)^2(\Sigma Y)^2]}}$$

Where

R is the degree of reliability

X is the score obtained during the first test

Y is the score obtained during the second test

$\Sigma$  is the summation sign

N is the number of scores within each distribution

Correlation coefficient of 0.84 for headteachers, 0.87 for teachers and 0.89 for pupils were obtained which indicated that the instruments were reliable, Gatimu and Ingule (1995)

### **3.6 Data collection procedures**

The researcher sought for a research permit from the National Council of Science and Technology, authorizing him to carry out the research. The researcher then presented the permit to the DEO and district commissioner as required. The researcher then visited the participating schools to get permission from the head teachers and arranged for the appropriate days for data collection. During data collection, the questionnaires were filled in by the respondents and the researcher collected the questionnaires on the same day where it was possible.

### **3.7: Data analysis techniques**

According to Mugenda and Mugenda (1999) data analysis is the process of bringing order and meaning to raw data collected. The data were edited and information categorized into topics based on the research questions. Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS). Descriptive statistics such as frequency distribution, percentages, graphs and charts will be used to analyse the data collected. Tables were constructed to indicate responses for each item that were used. Qualitative data from open-ended questions were organized into sub-topics and tabulated accordingly.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

Presented in this chapter are data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented by use of frequency distribution tables and discussed by frequencies (f) and percentages (%).

#### **4.2 Response rate of headteachers, teachers and pupils**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 20 headteachers, 74 teachers and 95 pupils sampled during the study, 20 headteachers, 70 teachers and 91 pupils filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

#### **4.3 Demographic data of the respondents**

This section presents the demographic data headteachers, teachers and pupils that were sampled.

### 4.3.1 Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, level of education and the duration they had served as headteacher. To establish the gender of the headteachers, they were asked to indicate their gender. Table 4.1 tabulates their gender.

**Table 4.1 Distribution of headteacher according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	15	83.3
Female	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data shows that majority (83.3%) of headteachers were male while 16.7% of headteachers were female. Table 4.2 shows age of the headteachers.

**Table 4.2 Distribution of headteacher according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 30 years	1	5.6
31 – 35 years	13	72.2
41 – 45 years	3	16.7
51 and above	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data revealed that majority (72.2%) of headteachers were aged between 31 and 35 years while 3(16.7%) of headteachers were aged between 41 and 45 years. The data shows that majority of the respondents were relatively old and hence may have worked for a long time hence were exposed to experiences on the influence of school feeding programme on pupils' participation in public primary school in Baringo North District.



**Table 4.3 Distribution of headteacher according years they had served as a headteacher**

<b>Years</b>	<b>F</b>	<b>%</b>
Below 1 years	9	50.0
1 – 5 years	2	11.1
6-10 years	6	33.3
11 – 15 years	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data indicated that majority (50.0%) of headteachers had served for less than 1 year as a headteachers while 33.3% of headteachers had served for between 6 and 10 years. The data implies that headteachers had served for a relatively long duration able to have exposed to the experiences on the influence of school feeding programme on pupils’ participation in public primary school in Baringo North District.

Table 4.4 shows education level of headteachers in the study.

**Table 4.4 Distribution of headteacher according education level**

<b>Level</b>	<b>F</b>	<b>%</b>
PI	10	55.6
SI/SII	4	22.2
Graduate	4	22.2
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data indicated that majority (55.6%) of headteachers had PI education level while 22.2% of headteachers were graduates. The data shows that all the were adequately prepared and hence are able to provide information on the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. After discussing the demographic data of the headteachers, the researcher focused attention to the demographic data of the teachers. The demographic data of the teachers is presented in the following section.

#### **4.3.2 Demographic data of the teachers**

The demographic data of the teachers was based on their gender, age, level of education and the duration they had served as teacher. To establish the gender of the teachers, they were asked to indicate their gender. Table 4.5 tabulates their gender.

**Table 4.5 Distribution of teacher according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	58	82.9
Female	12	17.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

Data shows that majority (82.9%) of teachers were male while 17.1% of teachers were female. Table shows age of teachers. The data shows that there is a great disparity among teachers in the district in terms of gender.

**Table 4.6 Distribution of teacher according to age**

<b>Years</b>	<b>F</b>	<b>%</b>
Below 30 years	21	30.0
31 – 35 years	34	48.6
41 – 45 years	9	12.9
51 and above	6	8.6
<b>Total</b>	<b>70</b>	<b>100.0</b>

Data shows that (48.6%) of teachers were aged between 31 and 35 years while 30.0% of teachers were below 30 years. Data shows that teachers are distributed

across different ages. The researcher further sought to establish the years that teachers had taught. The data is presented in Table 4.7.

**Table 4.7 Years that the teachers had taught**

<b>Years</b>	<b>F</b>	<b>%</b>
Below 1 years	12	17.1
1 – 5 years	33	47.1
6-10 years	9	12.9
11 – 15 years	10	14.3
16 – 20 years	6	8.6
<b>Total</b>	<b>70</b>	<b>100.0</b>

Table 4.7 shows that 33(47.1%) of teachers had taught for between 1 and 5 years while 12(17.1%) of teachers had taught for below 1 year. Data shows that teachers had taught to a relatively long time adequate for them to provide information on the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. The researcher further sought to find out from the teachers their level of education. The data is presented in Table 4.8.

**Table 4.8 Education level of teachers**

<b>Education</b>	<b>F</b>	<b>%</b>
PI	38	54.3
SI/SII	23	32.9
Graduate	9	12.9
<b>Total</b>	<b>70</b>	<b>100.0</b>

Findings indicates that majority (54.3%) of teachers had OI education while 32.9% of teachers had SI/SII education level. Findings revealed that all teachers were qualified and hence are able to understand and provide information on the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. After presenting data of the demographics of the teachers, the researcher focused on the demographic data of the pupils. This is presented in the following section.

#### **4.3.3 Demographic data of the pupils**

The demographic data of the teachers was based on their sex. Table 4.9 tabulates their sex. To establish the gender of the pupil, they were asked to indicate their gender. Data on pupils' gender is presented in Table 4.9.

**Table 4.9 Gender of pupils**

<b>Sex</b>	<b>F</b>	<b>%</b>
Girl	55	60.4
Boy	36	39.6
<b>Total</b>	<b>91</b>	<b>100.0</b>

Data on the gender of pupils shows that 60.4% of pupils were girls while 36(39.6%) of pupils were boys. Data shows that there are a large disparity in terms of gender of the pupils in the district.

#### **4.4 Influence of school feeding programme on pupils' school attendance**

The researcher examined the respondents' responses on whether school feeding program encourage pupils to attended school. When the headteachers were asked to indicate whether school attendance had increased due to school feeding programme, majority 11(61.1%) of headteachers said that the program encourages pupils to attend school.

The study also sought to establish the teachers' responses on how pupils took part in learning sessions when there were school meals. Their responses are presented in table 4.10.

**Table 4.10 Teachers' responses on pupils participation in learning**

<b>Teachers response</b>	<b>F</b>	<b>%</b>
Dull	9	12.9
Lively	46	65.7
Very active	15	21.4
<b>Total</b>	<b>70</b>	<b>100.0</b>

Data revealed that majority (65.7%) of teachers indicated that pupils were lively in learning sessions when there were school meals while (21.4%) of teachers said they were very active. The data shows that school feeding programme had an effect on pupil's participation in class attendance, retention and enrolment.

The headteachers were further asked to indicate whether there was drop in enrollment in cases where there were no school meals. The data is presented in table 4.11.

**Table 4.11 Headteachers' responses on drop in enrollment**

<b>Headteachers' response</b>	<b>F</b>	<b>%</b>
Yes	13	72.2
No	5	27.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

Majority (72.2%) of teachers indicated that there was drop in enrollment in cases where there was no school meals. The data shows that school feeding programme had an effect on pupils' enrollment. Asked to indicate whether school food attract pupils to join school. The pupils responded as indicated in Table 4.12.

**Table 4.12 Pupils' responses on whether school food attract pupils to join school**

<b>Pupils' response</b>	<b>F</b>	<b>%</b>
Yes	60	65.9
No	31	34.1
<b>Total</b>	<b>91</b>	<b>100.0</b>

Data shows that 65.9% of pupils indicated that school food attract pupils to join school. The headteachers were asked to respond to the same item, majority



12(66.7%) of headteachers indicated that school food attracted pupils to join school

**Table 4.13 Headteachers rate on the school feeding program in increasing school attendance**

<b>Headteachers rating</b>	<b>F</b>	<b>%</b>
To a great extent	9	50.0
To a less extent	9	50.0
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data shows that half (50.0%) of headteachers indicated that school feeding program was increasing school attendance to a great extent while the same number of headteacher said it was increasing to a less extent. This data further confirms the teachers and headteachers responses that SFP had influence pupils enrollment in schools.

Teachers were also asked to indicate whether the class attendance increased due to school feeding programme. The data is presented in Table 4.14.

**Table 4.14 Teachers' responses on class attendance increased due to school feeding programme**

<b>Teachers' response</b>	<b>F</b>	<b>%</b>
Yes	42	60.0
No	28	40.0
<b>Total</b>	<b>70</b>	<b>100.0</b>

Data shows that (60.0%) of teachers indicated that class attendance increased due to school feeding programme. The data implies that class attendance increased due to school feeding programme hence the SFP had an effect on school attendance. When headteachers were asked whether the school attendance fluctuate as a result of school feeding programme, they responded as Table 4.15

**Table 4.15 Headteachers' responses on whether the school attendance fluctuate as a result of school feeding programme**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
Yes	16	88.9
No	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data in table 4.15 shows that majority (88.9%) of headteachers indicated that the school attendance fluctuate as a result of school feeding programme. When teachers were asked to respond to the same item, majority 52(74.3%) of teachers indicated that the school attendance fluctuated as a result of school feeding programme. The headteachers were further asked to indicate whether pupils drop out of school when there was not school feeding programme.. The data is presented in Table 4.16.

**Table 4.16 Headteachers’ responses on pupils drop out of school due to lack of food at home**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
Yes	12	66.7
No	6	33.3
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data revealed that majority (66.7%) of headteachers indicated that pupils drop out of school when there were no provision for food at schools. The data implies that SFP was an important factor in enhancing pupils participation in school. Asked whether with school meals, pupils were ready to attend morning and afternoon sessions, they responded as Table 4.17

**Table 4.17 Pupils’ responses on what mostly attracted children to come to school**

<b>Form of influence</b>	<b>F</b>	<b>%</b>
Free Primary Education	65	71.4
School food	22	24.2
Teacher good teaching	4	4.4
<b>Total</b>	<b>91</b>	<b>100.0</b>

Findings shows that majority (71.4%) of pupils said that Free Primary Education mostly attracted pupils to school while 22(24.2%) indicated that it was due to school food provided at the school. This findings shows that school feeding programme had a positive impact on pupils’ enrolment in the schools. Headteachers and teachers further indicated that when the school feeding programme was withdrawn, there was an effect on the school enrolment.

Table 4.18 presents data n headteachers response on whether with school meals, pupils were ready to attend morning and afternoon sessions

**Table 4.18 Headteachers' response on pupils participation in morning and afternoon sessions**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
Yes	11	61.1
No	7	38.9
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data indicated that majority (61.1%) of headteachers indicated that with school meals, pupils were ready to attend morning and afternoon sessions. Data showed that teachers and headteachers indicated that pupils get energy and strength to do school activities and remember what they have learnt during the day. These findings imply that school feeding programme had an influence on pupil's class attendance in class.

The findings are in line with Steinmeyer (2009) who found that the school feeding program had some general objectives to achieve stabilizing pupils' attendance was one of them. The findings further concurs with Bundy (2009) who found that food incentives offered to students or families compensate parent for direct educational cost and opportunity cost from the loss of child labour when children go to school. Its also in agreement with Levinger (2000) suggest evidence that school feeding programmes may be most active in meeting their attendance related objectives in settings where attendance is already enough and where

children come from rural relatively low social economic backgrounds, several studies also points into the need of programme regularities which is too low in the developing world due to dependence on imported commodities.

#### **4.5 Influence of school feeding programme on pupils’ enrolment**

To establish the influence of school feeding programme on pupils’ enrolment, the headteachers were asked whether the school feeding program encourage pupils to join school. Data is tabulated in Table 4.19

**Table 4.19 Headteachers’ responses on whether the school feeding program encourages pupils to join school**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
Yes	10	55.6
No	8	44.4
<b>Total</b>	<b>18</b>	<b>100.0</b>

Findings revealed that the school feeding program encourages pupils to join school as indicated by majority (55.6%) of headteachers. The data shows that SFP had influenced pupils joining school. Teachers were asked to indicate whether the school feeding program encourage pupils to actively participate in school. Their responses are presented in table 4.20.

**Table 4.20 Teachers responses on whether the school feeding program encourage pupils to actively participate in school**

Teachers' response	F	%
Yes	60	85.7
No	10	14.3
<b>Total</b>	<b>70</b>	<b>100.0</b>

Table 4.20 shows that majority (85.7%) of teaches indicated that school feeding program encouraged pupils to actively participate in school. The data further shows that SFP was a factor in enabling pupils participate in school. Asked whether pupils were encouraged to enroll in school as a result of school feeding programme, majority 38(54.3%) of teachers agreed with the statement.

The headteachers were further asked to indicate what mostly influences the school increased enrollment in their schools. Their responses are presented in Table 4.21.

**Table 4.21 Headteachers responses on what mostly influences the school increased enrollment**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
School feeding program meals	7	38.9
Free Primary Educations	7	38.9
Past School Performance	4	22.2
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data as presented in table 4.21 shows that (38.9%) of headteachers indicated that school feeding program meals influenced the school increased enrollment while the same number of headteachers indicated that it was influenced by Free Primary Education. When headteachers were asked whether pupil were encouraged to enroll in school as a result of school feeding programme, majority 10(55.6%) of headteachers indicated that they were encouraged.

The researcher further sought to establish whether there was drop in enrollment in cases where there were no school meals. When the headteachers were asked to indicate the same majority 13(72.2%) of headteachers indicated that there was drop in enrollment in cases where there were no school meals. The above findings indicate that SFP was a factor in the enrollment of pupils in school. These findings concur with Simeon, 1998) who found five fold increases in enrolment since 1998 when world food programme started school feeding program activities.



#### **4.6 Influence of school feeding programme on influence on pupils' retention**

Study further sought to establish how school feeding programme had influenced pupils' school retention. The respondents in the study were posed with questions requiring them to indicate how school feeding programme had influenced pupils' retention. The headteachers were asked to indicate whether school meals attract and retain pupils in school. Their responses indicated that the school meals attracted and retained pupil as indicated by majority 12(66.7%) of headteachers.

The headteachers further indicated that lunch provided to the pupils gave them energy to concentrate in their afternoon sessions. Teachers also indicated that pupils were active during learning in the afternoon sessions since they had taken lunch. Teachers reported that pupils were ready to attend both morning and afternoon sessions as most of the homes had one meal per day. Among the pupils respondents they indicated that without food they could not concentrate in class. School meals gave them energy and strength hence encouraged pupils to attend school to achieve their future dreams. Majority 12(66.7%) of headteachers indicated that pupils drop out of school due to lack of food at home and with school feeding programme, had pupils retention increased.

When headteachers rate on the influence of school feeding programme on pupils' retention, they responded as indicated in table 4.22.

**Table 4.22 Headteachers; rating SFP on pupils' retention**

<b>Headteachers' response</b>	<b>F</b>	<b>%</b>
It has increased pupils retention	10	55.6
It has not increased pupils retention	8	44.4
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data shows that majority (55.6%) of headteacher indicated that school feeding programme had increased on pupils' retention. When teachers were asked to respond to the same item, they responded as Table 4.23

**Table 4.23 Teachers' rating on the influence of school feeding programme on pupils' retention**

<b>Teachers' response</b>	<b>F</b>	<b>%</b>
It has increased pupils retention	24	34.3
It has not increased pupils retention	46	65.7
<b>Total</b>	<b>70</b>	<b>100.0</b>

Majority 46(65.7%) of teachers indicated that school feeding programme had increased on pupils' retention. When headteacher were asked whether feeding programme improve school performance, majority 10(55.6%) of headteachers agreed with the statement. It was revealed that school feeding program reduced pupils' dropout in the school as majority of the groups indicated that pupils were

able to acquire their future dreams, teachers are also able to complete the syllabus as there is no absenteeism and when people get food at school they are able to concentrate in school programme hence reducing drop.

The above findings are in line with Del Rosso, 1999) who found that due to SFP, classes were expected to be maintained in schools from standard one to eight. From the objectives and strategies for revised education in the year 2006, education sector that called for enhanced partnership and collaboration between various stakeholders in the sector were highlighted. The findings are also in line with Alderman et al, (2001) who found out that malnutrition decreased the probability of ever attending school, particularly for girls. Lunch and snacks and take home rations were sometimes compiled with micro-nutrients supplementations and had been implemented in most of the developing world, representing a huge investment of the resources.

#### **4.7 Influence of school feeding programme in pupils' KCPE performance**

The headteacher and teachers were of the opinion that meals assisted the pupils to improve their class performance. When asked to give reasons, they said that when the pupils had eaten, they are readily available and active for learning; school absenteeism is minimal hence improved performance, good balanced diet provided by school meals enable children to be healthy thus having good cognitive development which enable them acquire concepts well in class thus improving their performance, with school feeding programme the children are

stable and can concentrate seriously. They also said that people under normal circumstances have enough energy to do many things when they have eaten to fullness and due to regular feeding the pupils are protected from diseases which are caused by lack of food hence good performance.

**Table 4.24 Teachers responses on SFP in improving school performance in the class**

<b>Teachers' response</b>	<b>F</b>	<b>%</b>
Yes	44	62.9
No	26	37.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

Majority (62.9%) of teachers indicated that school feeding programme improve school performance in the class. The data implies that SFP was a factor in improving school performance. Table 4.25 shows headteachers responses on the variables has contributed to the school's performance.

**Table 4.25 Headteachers’ responses on the variables has contributed to the school’s performance**

<b>Headteachers’ response</b>	<b>F</b>	<b>%</b>
School discipline	5	27.8
School meals	7	38.9
Culture of learning	4	22.2
Teacher – pupil competence	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Table 4.25 shows that 38.9% of headteachers indicated school meals has contributed to the school’s performance while 5(27.8%) of headteachers indicated that school meals contributed to performance. The data shows that SFP was one of the factors that had contributed to school performance. The headteachers were further asked to indicate role of school feeding programme on pupils’ academic performance. The data is presented in Table 4.26

**Table 4.26 Headteachers’ responses on the role of SFP on pupils’ academic performance**

<b>Headteachers response</b>	<b>F</b>	<b>%</b>
Has improved performance to a great extent	35	50.0
Has improved performance to a less extent	20	28.6
Has improved performance to a least extent	15	21.4
<b>Total</b>	<b>70</b>	<b>100.0</b>

Table 4.26 shows that half (50.0%) of teachers indicated that school feeding programme has improved performance to a great extent while 20(28.6%) of teachers indicated that it has improved performance to a least extent. When headteachers were asked to indicate the same, they indicated that school feeding programme has improved performance to a great extent. The headteacher further indicated that the school meal is there to solve the short-term hunger and enable the learner to have full concentration in learning. All the headteachers indicated that pupils were lively and very active in the classroom.

The above findings are in line with Briggs (2008) who found that in many cultures breakfast is not provided meaning the child may not have eaten since the evening before that combined with long travel may mean that the child begins school hungry and unable to concentrate. The provision of even a small snack at the start of the day or mid-morning alleviate the short – term hunger and has been linking to an increased awareness activities and learning capacity. The findings

are also in agreement with Wambua, 2008 concluded that school feeding program improves performance of pupils. But contradict Obonyo (2009) who concluded that school meals do not affect pupils' performance. Therefore, the last phenomenon warranting more studies to prove whether it is true according to the prevailing conditions that school feeding does not influence performance of pupils.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter further presents the suggestions for further research.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. Four research objectives were formulated to guide the study. Research objective one sought to determine the extent to which the school feeding programme influences pupils' school attendance in public primary school in Baringo North. Research objective two aimed at establishing the influence of school feeding programme on pupils' enrolment in public primary schools in Baringo North. Research objective three aimed at determining whether the school feeding programme had any influence on pupils' retention in public primary schools in Baringo north while research objective four sought to determine the role played by the school feeding programme on the KCPE performance of pupils in public primary schools in Baringo North district. The study employed descriptive survey research design. The sample comprised on the 20 headteachers,



74 teachers and 95 pupils. Data were collected by use of questionnaires and were analysed by use of qualitative and quantitative techniques.

Findings revealed that school feeding programme influenced pupils' school attendance. This was revealed by headteachers, teachers and pupils responses to questionnaire items. For example, majority 46(65.7%) of teachers indicated that pupils were lively in learning majority 13(72.2%) of teachers indicated that there was drop in enrollment in cases where there was no school meals. Majority 60 (65.9%) of pupils indicated that school food attract pupils to join school, while 9(50.0%) of headteachers indicated that school feeding program was increasing school attendance to a great extent. It was also reported by 42(60.0%) of teachers that class attendance increased due to school feeding programme. Majority 12(66.7%) of headteachers indicated that pupils drop out of school when there were no provision for food at schools while, majority 11(61.1%) of headteachers indicated that with school meals, pupils were ready to attend morning and afternoon sessions. The above data indicated that school feeding program had influenced pupils school attendance.

Findings also revealed that school feeding programme influenced pupils' enrolment school enrollment. For example, majority 13(72.2%) of teachers indicated that there was drop in enrollment in cases where there was no school meals. Majority 60(65.9%) of pupils indicated that school food attract pupils to join school. Ten (55.6%) of headteachers reported that school feeding program

encourages pupils to join school. Majority 60(85.7%) of teaches indicated that school feeding program encouraged pupils to actively participate in school. Majority 13(72.2%) of headteachers indicated that there was drop in enrollment in cases where there were no school meals. The above findings indicate that SFP was a factor in the enrollment of pupils in school.

Findings also revealed that school feeding programme influenced on pupils' retention. This finding was revealed from the respondents' responses where for example, majority 12(66.7%).headteachers indicated that the school meals attracted and retained pupils. Teachers reported that pupils were ready to attend both morning and afternoon sessions as most of the homes had one meal per day. Among the pupils respondents they indicated that without food they could not concentrate in class. School meals gave them energy and strength hence encouraged pupils to attend school to achieve their future dreams. Majority 12(66.7%) of headteachers indicated that pupils drop out of school due to lack of food at home and with school feeding programme, had pupils retention increased. Majority 10(55.6%) of headteacher indicated that school feeding programme had increased on pupils' retention. Majority 46(65.7%) of teachers indicated that school feeding programme had increased on pupils' retention. It was revealed that school feeding program reduced pupils' dropout in the school as majority of the groups indicated that pupils were able to acquire their future dreams, teachers are also able to complete the syllabus as there is no absenteeism and when people get

food at school they are able to concentrate in school programme hence reducing drop.

Findings on the influence of school feeding programme in pupils' KCPE performance showed that majority 44(62.9%) of teachers indicated that school feeding programme improve school performance in the class. Half 35(50.0%) of teachers indicated that school feeding programme has improved performance to a great extent while headteachers indicate the same. The headteachers further indicated that, school feeding programme has improved performance to a great extent. The headteacher further indicated that the school meal is there to solve the short-term hunger and enable the learner to have full concentration in learning. All the headteachers indicated that pupils were lively and very active in the classroom.

### **5.3 Conclusions**

Based on the findings, it was concluded that school feeding programme had an influence on pupils' school attendance. For example there was a drop in enrollment in cases where there was no school meal. School food attracts pupils to join school. School feeding program had increased school attendance to a great extent. The study also concluded that Class attendance increased as a result of school feeding programme. Pupils drop out of school when there was no provision for food at schools. The data implies that SFP was an important factor in enhancing pupils' participation in school. School feeding programme had a

positive impact on pupils' enrolment in the schools. As a result of school feeding programme, pupils were ready to attend morning and afternoon sessions since they had energy and strength to do school activities and remember what they have learnt during the day.

The study also concluded that school feeding programme had an influence on pupils' enrolment. This conclusion was made on the basis that school feeding program had encouraged pupils to join school. Pupils were encouraged to enroll in school as a result of school feeding programme. School feeding program influenced the school increased enrollment. The respondents indicated that there was drop in enrollment in cases where there were no school meals. The above findings indicate that SFP was a factor in the enrollment of pupils in school.

The study also concluded that school feeding programme influenced pupils' retention. For example, headteachers indicated that lunch provided to the pupils gave them energy to concentrate in their afternoon sessions. Teachers also indicated that pupils were active during learning in the afternoon sessions since they had taken lunch. Teachers reported that pupils were ready to attend both morning and afternoon sessions as most of the homes had one meal per day. Among the pupils respondents they indicated that without food they could not concentrate in class. School meals gave them energy and strength hence encouraged pupils to attend school to achieve their future dreams. Headteachers indicated that pupils drop out of school due to lack of food at home and with

school feeding programme, had pupils retention increased. Headteacher indicated that school feeding programme had increased on pupils' retention. School feeding program reduced pupils' dropout in the school as majority of the groups indicated that pupils were able to acquire their future dreams, teachers are also able to complete the syllabus as there is no absenteeism and when people get food at school they are able to concentrate in school programme hence reducing drop.

The study also concluded that school feeding programme had an influence on pupils' KCPE performance. The headteacher and teachers reported that meals assisted the pupils to improve their class performance. They stated that when the pupils had eaten, they are readily available and active for learning; school absenteeism is minimal hence improved performance, good balanced diet provided by school meals enable children to be healthy thus having good cognitive development which enable them acquire concepts well in class thus improving their performance, with school feeding programme the children are stable and can concentrate seriously. The headteacher further indicated that the school meal is there to solve the short-term hunger and enable the learner to have full concentration in learning. All the headteachers indicated that pupils were lively and very active in the classroom.

## **5.4 Recommendations**

The following were the recommendations for the study

- i. There is need for the government to increase food rations to the schools so that more pupils could be enrolled in the schools
- ii. School management committee should be involved in the schools feeding programme so that they can sensitize parents on the need to get involved in the programme to avoid any failure incase of funding.
- iii. As it has been established that school feeding programme had an effect on pupils participation, pupils retention, pupils enrollment and performance, this study recommends that the programme should be rolled out to other areas that are faced with pupil participation in schools.

## **5.5 Suggestions for further research**

The following areas were suggested for further research

- i. A study on the influence of parental participation in school food programme on its success.
- ii. A study on the effectiveness of government policy on school feeding programme.
- iii. A study on administrative constraints affecting the implementation of school feeding programme.

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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION

University of Nairobi,  
Department of Education,  
Administration and Planning,  
P.O BOX 92, KIKUYU.

The headteacher

\_\_\_\_\_ Primary school

Dear Sir/Madam

**RE: INFLUENCE OF THE SCHOOL FEEDING PROGRAMME ON  
PUPIL'S PARTICIPATION IN PUBLIC PRIMARY SCHOOL IN  
BARINGO NORTH DISTRICT**

I am a post graduate student at the University of Nairobi, undertaking a research project in curriculum studies. Attached is a questionnaire designed, so that you may give your views towards the influence of the school feeding programme on pupil's participation in public primary school in Baringo North District .please spend some time and respond to all the questions Please note that your identity will be treated as confidential and will only be used for the purpose of the study.

Do not therefore, write your name anywhere on the questionnaire.

Thank you for your co-operation.

**Yours faithfully,**

**Kandie George Cheserem**

## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

#### Section A Demographic data

1. What is your gender?

Male [ ] Female [ ]

2. What is your age?

Below 30 years [ ] 31 – 35 years [ ]

36 – 40 years [ ] 41 – 45 years [ ]

46 – 50 years [ ] 51 and above [ ]

3. How long have you been a headteacher?

Below 1 years [ ] 1 – 5 years [ ]

6-10 years [ ] 11 – 15 years [ ]

16 – 20 years [ ] Over 20 years [ ]

4. What is the level of your education?

Untrained [ ] PI [ ]

SI/SII/ [ ] Graduate [ ]

**Section B: Influence of school feeding programme on pupils school attendance**

5. Has the school attendance increased due to school feeding programme?

Yes [ ] No [ ]

Please explain your answer

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6. How would you rate the school feeding program in increasing school attendance?

To a great extent [ ]

To a less extent [ ]

To no extent at all [ ]

7. Does school attendance fluctuate as a result of school feeding programme?

Yes [ ] No [ ]

Please explain your answer

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8. With school meals, are pupils ready to attend morning and afternoon sessions?

Yes [ ] No [ ]

Please explain your answer

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**Section C: Influence of school feeding programme on pupils' enrolment**

9. Does school feeding program encourage pupils to join school?

Yes [ ] No [ ]

Please explain your answer

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10. What mostly influences the school increased enrollment?

School feeding program meals [ ]

Free Primary Educations [ ]

Past School Performance [ ]

Others (Specify) \_\_\_\_\_

11. Are pupils encouraged to enroll in school as a result of school feeding programme?

Yes [ ] No [ ]

Please explain your answer

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12. Are there drop in enrollment in cases where there is no school meals?

Yes [ ] No [ ]

Please explain your answer

**Section D: Influence of school feeding programme on influence on pupils' retention**

13. Do school meals attract and retain pupils in school?

Yes [     ]                      No [     ]

Please explain your answer

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14. Do pupils drop out of school due to lack of food at home?

Yes [     ]                      No [     ]

Please explain your answer

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15. With school feeding programme, has pupils retention increased?

Yes [     ]                      No [     ]

Please explain your answer

---

---

16. Rate the influence of school feeding programme on pupils retention

It has increased pupils retention [      ]

It has not increased pupils retention [      ]

**Section E: Influence of school feeding programme in pupils' KCPE performance**

17. Has school feeding programme improve school performance?

Yes [      ]                      No [      ]

Please explain your answer

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18. Which among the following variables has contributed to the school's performance?

School meals [      ]

School discipline [      ]

Culture of learning [      ]

Teacher – pupil competence [      ]

Others (specify)\_\_\_\_\_

19. How do you rate the role of school feeding programme on pupils academic performance?

Has improved performance to a great extent [     ]

Has improved performance to a less extent [     ]

Has improved performance to a least extent [     ]

20. What suggestions would you give for improving school feeding programmes?

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## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

#### Section A Demographic data

1. What is your gender?

Male [ ] Female [ ]

2. What is your age?

Below 30 years [ ] 31 – 35 years [ ]

36 – 40 years [ ] 41 – 45 years [ ]

46 – 50 years [ ] 51 and above [ ]

3. How long have you been a teacher?

Below 1 years [ ] 1 – 5 years [ ]

6-10 years [ ] 11 – 15 years [ ]

16 – 20 years [ ] Over 20 years [ ]

4. What is the level of your education?

Untrained [ ] PI [ ]

SI/SII/ [ ] Graduate [ ]

**Section B: Influence of school feeding programme on pupils school attendance**

5. How do pupils take part in learning sessions when there are school meals?

Dull [     ]

Lively [     ]

Very active [     ]

6. Has the class attendance increased due to school feeding programme?

Yes [     ]                      No [     ]

Please explain your answer

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7. How would you rate the school feeding program in increasing class attendance?

To a great extent [     ]                      To a less extent [     ]

To no extent at all [     ]

8. Does class attendance fluctuate as a result of school feeding programme?

Yes [     ]                      No [     ]

Please explain your answer

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9. With school meals, are pupils ready to attend morning and afternoon sessions?

Yes [     ]                      No [     ]

Please explain your answer

---

---

**Section C: Influence of school feeding programme on pupils' enrolment**

10. Does school feeding program encourage pupils to actively participate in school?

Yes [     ]                      No [     ]

Please explain your answer

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11. What mostly influences the school increased enrollment?

School feeding program meals [     ]

Free Primary Educations [     ]

Past School Performance [     ]

Others (Specify) \_\_\_\_\_

12. Are pupils encouraged to enroll in school as a result of school feeding programme?

Yes [     ]                      No [     ]

Please explain your answer

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13. Are there drop in enrollment in cases where there are no school meals?

Yes [     ]                      No [     ]

Please explain your answer

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**Section D: Influence of school feeding programme on influence on pupils' retention**

14. Do school meals attract and retain pupils in school?

Yes [     ]                      No [     ]

Please explain your answer

---

---

15. Do pupils drop out of school due to lack of food at school?

Yes [     ]                      No [     ]

Please explain your answer

---

---

With school feeding programme, has pupils retention increased?

Yes [     ]                      No [     ]

Please explain your answer

---

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Rate the influence of school feeding programme on pupils retention

It has increased pupils retention [     ]

It has not increased pupils retention [     ]

**Section E: Influence of school feeding programme in pupils' KCPE performance**

16. Has school feeding programme improve school performance in your class?

Yes [     ]                      No [     ]

Please explain your answer

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17. Which among the following variables has contributed to the school's performance?

School meals [     ]

School discipline [     ]

Culture of learning [     ]

Teacher – pupil competence [     ]

Others

(specify) \_\_\_\_\_

18. How do you rate the role of school feeding programme on pupils' academic performance?

Has improved performance to a great extent [     ]

Has improved performance to a less extent [     ]

Has improved performance to a least extent [     ]

19. What suggestions would you give for improving school feeding programmes?

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## APPENDIX IV

### QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed to help the researcher investigate the influence of school feeding programme on pupils' participation in public primary school in Baringo North District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

#### Demographic information

Please tick (✓) to indicate your answer

1. What is your sex? (a) Boy  (b) Girl

2. Do school food attract pupils to join school?

Yes  No

3. If yes, give reasons.

---

---

4. In this area, what mostly attracts children to come to school?

Free Primary Education

School food

Teacher good teaching

5. Do school meals help you to attend school regularly?

Yes [     ]     No     [     ]

6. If yes, give reasons.

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7. Does school food enable you to be active in school activities?

Yes [     ]     No     [     ]

8. If yes, give reasons.

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9. Does school meals help you to study better?

Yes [     ]     No     [     ]

10. What were your total marks in the last terms exam?

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11. Do school food help stop pupils dropout in your school?

Yes [     ]     No [     ]

12. Among the following, which one mainly attracts children to continue coming to school?

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REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

Date:

NCST/RCD/14/013/1098

18<sup>th</sup> June, 2013

George Cheserem Kandie  
University of Nairobi  
P.O.Box 92-0902  
Kikuyu

### RE: RESEARCH AUTHORIZATION

Following your application dated *14<sup>th</sup> June, 2013* for authority to carry out research on *“Influence of school feeding programme on pupils’ participation in public primary schools in Baringo North, Baringo County - Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Baringo North District** for a period ending **31<sup>st</sup> December, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Baringo North District** 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.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Research Permit No. **NCST/RCD/14/013/1098**

Date of issue **18<sup>th</sup> June, 2013**

Fee received **KSH. 1000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**George Cheserem Kandie**

**of (Address) University of Nairobi**

**P.O Box 92-0902, Kikuyu.**

**has been permitted to conduct research in**

**Baringo North District**  
**Rift Valley Province**

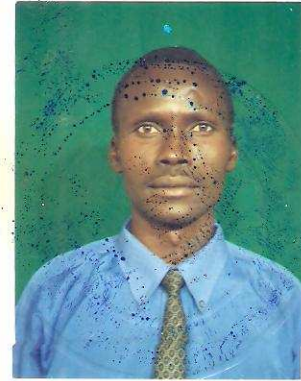
**on the topic: Influence of school feeding**

**programme on pupils' participation in public**

**primary schools in Baringo North, Baringo**

**County-Kenya.**

**for a period ending: 31<sup>st</sup> December, 2013.**



*George Cheserem Kandie*  
Applicant's  
Signature

*[Signature]*  
For Secretary  
National Council for  
Science & Technology