

**INFLUENCE OF HEAD TEACHERS' PRACTICES IN MANAGEMENT OF SCHOOL  
FEEDING PROGRAMME ON PRIMARY SCHOOL PUPILS' RETENTION IN  
MBEERE SOUTH DISTRICT, KENYA**

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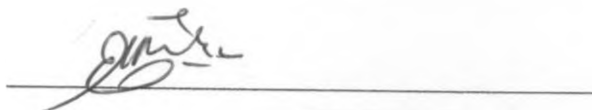
**A Research Project submitted in Partial Fulfillment of the Requirements of the Degree of  
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## DECLARATION

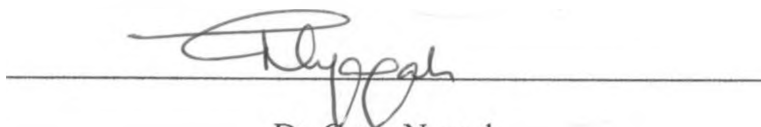
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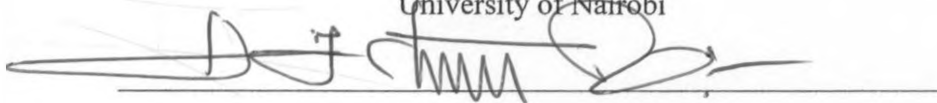


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## **DEDICATION**

This project is dedicated to my wife Alice Wanjia, daughters Newslina Karimi and Fery Wanjuki, son Kelvin Muchangi, my father Hesbon Njuki and my mother Beatrice Kethi.

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May God bless you all!

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title.....	i
Declaration .....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of Appendices.....	ix
List of tables .....	x
List of figures.....	xi
Abbreviations and acronyms .....	xii
Abstract.....	xiv

### CHAPTER ONE

#### INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem .....	5
1.3 Purpose of the study.....	9
1.4 Objectives of the study .....	9
1.5 Research questions.....	9
1.6 Significance of the study.....	10
1.7 Limitation of the study.....	10

1.8 Delimitations of the study .....	11
1.9 Basic assumptions of the study .....	11
1.10 Definition of significant terms.....	12
1.11 Organization of the study.....	13

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction .....	14
2.2 Global perspective of school feeding programmes.....	14
2.3 School feeding programmes in Africa .....	15
2.4 School feeding programmes in Kenya.....	16
2.5 Policy guidelines on access to education .....	17
2.6 Summary of literature review .....	19
2.7 Theoretical framework .....	20
2.8 Conceptual framework.....	21

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction .....	23
3.2 Research design .....	23
3.3 Target population .....	23
3.4 Sample size and sampling procedures .....	24

3.5	Research instruments .....	25
3.6	Instruments' validity .....	26
3.7	Instruments' reliability.....	26
3.8	Data collection procedures.....	27
3.9	Data analysis techniques .....	28

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.1	Introduction.....	29
4.2	Questionnaire return rate.....	30
4.3	Demographic details of the respondents.....	31
4.4	Data analysis.....	35
4.5	Factors influencing participation and retention.....	41
4.6	School Feeding Programme and primary school pupils' dropout.....	48
4.7	Challenges faced in implementation of School Feeding Programme.....	50
4.8	Evaluation of management of SFP.....	56
4.9	Benefits of the School Feeding Programme.....	61

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	63
5.2 Summary of the study .....	63
5.3 Conclusion .....	65
5.4 Recommendations.....	67
5.5 Recommendations for further research.....	67
<b>REFERENCES .....</b>	<b>69</b>



## LIST OF APPENDICES

Appendix A: Letter of introduction to head teachers .....	73
Appendix B: Questionnaires for head teachers .....	74
Appendix C: Questionnaire for teachers .....	79
Appendix D: Focus Group Discussion (FGD) guide for the pupils .....	82
Appendix E: List of Mbeere South district schools.....	83
Appendix F: Map of Mbeere district.....	85
Appendix G: Research Authorization letter .....	86
Appendix H: Research Permit .....	87

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1.1: Malnutrition rate among the three IDP camps in Somalia .....	4
Table 1. 2: Primary school enrolment in Mbeere South district 2009-2011 ...	8
Table 4.1: Questionnaire return rate .....	30
Table 4.2: Gender distribution of head teachers and teachers .....	32
Table 4.3: Age of head teachers and teachers.....	33
Table 4.4: Enrolment of pupils in Mbeere South district 2003-2011 .....	36
Table 4.5: Factors that influence absenteeism and encourage dropout in schools .....	38
Table 4.6: Parents' attitude/concern towards education .....	40
Table 4.7: Factors influencing enrolment and retention as cited by teachers .....	42
Table 4.8: Other factors contributing to regular attendance of pupils as cited by head teachers.....	44
Table 4.9: Available facilities to enhance SFP .....	45
Table 4.10: Possible effects of withdrawing SFP from schools as cited by teachers .....	49
Table 4.11: Challenges faced by managers on implementing SFP .....	51
Table 4.12: SFP resources' level of adequacy.....	57
Table 4.13: Effectiveness of SFP as cited by pupils.....	60

## LIST OF FIGURES

Figure	Page
Figure 1.1: Drop out in the Horn of Africa in 2009.....	2
Figure 2.1: Interrelationships between inputs and outputs in School Feeding programme .....	21
Figure 4.1: Comparison of number of pupils who carry lunch and those who do not when SFP stocks are over .....	47

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## ABBREVIATIONS AND ACRONYMS

ASALS	Arid and Semi-Arid lands
DEO	District Education Officer
EFA	Education for All
ESMP	Expanded School Meals Programme
FGD	Focus Group Discussions
FPE	Free Primary Education
FHW	Fighting Hunger World Wide
GER	Gross Enrolment rate
GOK	Government of Kenya
HAWO	Horn of Africa Weather Outlook
HGSM	Home Growth School Meals
IDP	Internally Displaced Persons
IFRC	International Federation of Red Cross
KRCS	Kenya Red Cross Society
MOE	Ministry of Education
NGO	Non Governmental Organization
PHASE	Personal Hygiene and Sanitary Education
PHPP	Primary Healthcare Promotion Programme
ROK	Republic of Kenya
SFPO	School Feeding Programme Officer
SMC	School Management Committee

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UPE	Universal Primary Education
WFP	World Food Programme

## ABSTRACT

The purpose of this study was to investigate the influence of head teachers' practices in Management of School Feeding Programme on Primary School Pupils' Retention in Mbeere South District, Kenya. Five research objectives were formulated to guide the study. The study sought to determine the strategies used by head teachers to influence pupils' retention, establish methods they use to mobilize resources to support School Feeding Programme, determine the extent to which the programme is influenced by funds from various sources, analyze the challenges faced by head teachers as they implement the programme and the strategies they use to ensure that food is kept safely in the store, free from misappropriation by support staff.

The study was guided by Vroom Valence Expectancy theory of motivation where food was used as an incentive to attract children to school. The study used descriptive survey design and was conducted on 22 public primary schools in Mbeere South district. Random sampling was used to select twenty two head teachers, eighty eight teachers and three hundred and sixty pupils. Data was collected using two types of questionnaires and a Focus Group Discussion guide.

The collected data was analyzed using frequencies, percentages and averages. The statistical Package for Social Sciences (SPSS) was used for generating tables, figures and diagrams. The findings revealed that proper management of School Feeding Programme had a big influence of 95 percent on the retention of pupils in Mbeere South district. Head teachers mobilized resources to supplement what the Government and Non-Governmental Organizations supplied, addressing the challenges that they encountered during implementation as well as employing methods to ensure that food was kept safely in the store.

The researcher recommended that the Government and all the stakeholders in education fraternity should support School Feeding Programme under all cost because among many other factors, it was rated the strongest in enhancing retention in schools. In conclusion, the researcher suggested that a similar study should be done in other parts of the country on Head teachers' practices in management of School Feeding Programme on primary school pupils' retention in order to enable generalization of findings.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

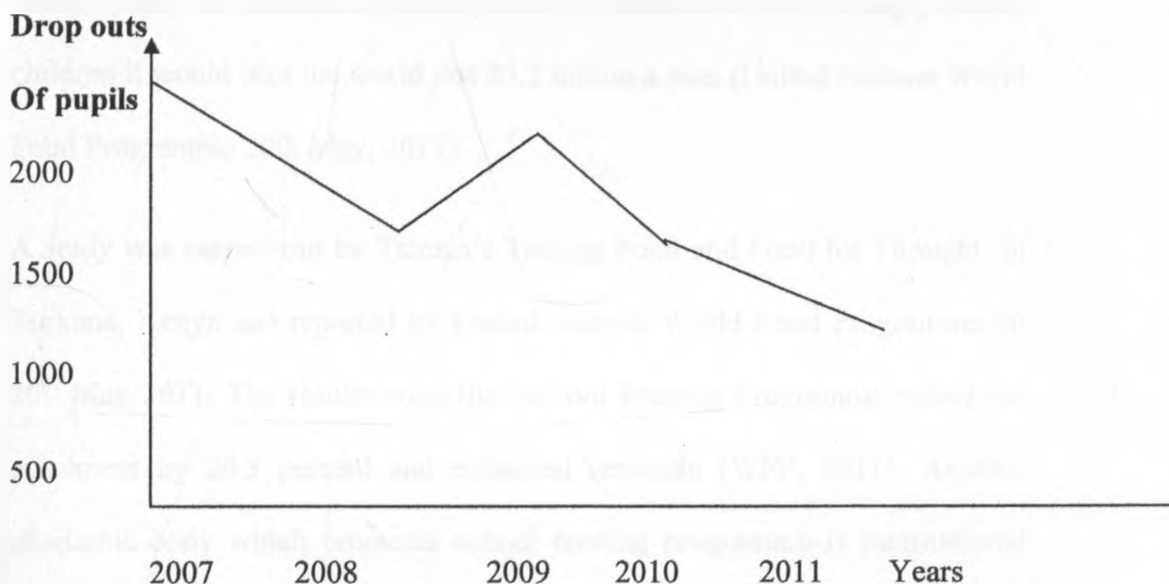
Many international milestones have been made in education. For example, in adopting the Universal Declaration of Human Rights in December 1948, education was declared a human right for all (World Declaration, 1948). In 1969, the recommendations of international convention on the elimination of all forms of racial discrimination worldwide were put into force, thus creating the right of education to all regardless of race or ethnicity. This later led to the world conference in 1990 in Jomtien-Thailand which called for universal quality education. Kenya is a signatory to many such international agreements that have among other things recommended the attainment of Universal Primary Education (UPE).

Horn of Africa Weather Outlook (2011) in collaboration with World Food Programme (WFP) has mobilized resources from aid professionals, students, teachers, private sectors, government donors, media and executive board to mitigate the hunger crisis in the Horn of Africa. Their ultimate goal is Fighting Hunger Worldwide (FHW). They work in Africa, America, Asia, and Middle East (Horn of Africa weather Outlook, 2011). The School Feeding Programme has a role to play in reducing drop outs in school and promoting retention. A study done by Horn of Africa Weather Outlook (HAWO) shows that the number of drop outs reduced drastically when the School Feeding Programme

(SFP) was intensified. This study was carried out between 2007 and 2011 in Horn of Africa Region by Horn of Africa Weather Outlook. The number of drop outs in 2007 were 2400 and after the intensification of School Feeding Programme, the drop outs reduced to 1000 (58.3%). There was remarkable rise in drop outs in 2009, when the programme was affected by a severe drought.

**Figure: 1.1**

**Drop out of pupils in the Horn of Africa in 2009.**



**Source:** Horn of Africa weather outlook, October 2011.

In Kenya, the poor performance of the March to May 2011 long rains, coming successfully after the failed seasons have greatly undermined the food security situation in the country. Up to 3.8 million people were affected by the drought and their plight was worsened by high food prices resulting from both local and global factors (WFP and Climate Change 25th November, 2011).



A survey was conducted by Regional Assessment Team with the approval of Kenya Food Security Steering Group (KFSSG) in Mwea and Gachoka Divisions in January 2008. This was after the Expanded School Feeding Programme (ESFP) was phased out in mid-2007. The survey showed that school feeding programme can influence the school enrolment. WFP school meal programmes work towards achieving the seven Millennium Development Goals (MDGs). The programmes directly address the goals of reducing hunger by half, achieving universal primary education and achieving gender parity in education for all by 2015. To feed 66 million hungry school children it would take the world just \$3.2 billion a year (United Nations World Food Programme 20th May, 2011).

A study was carried out by Tamsin's Talking Point and Food for Thought in Turkana, Kenya and reported by United Nations World Food Programme on 20<sup>th</sup> May 2011. The results were that School Feeding Programme raised the enrolment by 20.3 percent and enhanced retention (WFP, 2011). Another charitable body which promotes school feeding programme is International Federation of Red Cross. In collaboration with this body, Kenya Red Cross Society (IFRC) assists in promoting school feeding programme in dry areas of Kenya like Turkana (IFRC, 2011).

Malnutrition is a common phenomenon among children and this seems to influence dropout rates. A study was carried out by the Primary Health Promotion programme (PHPP) between December 2004 and January 2005 on malnutrition rate in Internal Displaced Persons (IDPs) camps in Somalia

showed the following results.

**Table: 1.1**

**Malnutrition rate among the three IDP camps –Somalia.**

<b>IDP camps</b>	<b>Population</b>	<b>Cases of malnutrition</b>	<b>Percentage</b>
Mukulya	234	20	8.5
Tuha	264	11	4.2
Kangaembi	135	3	2.2
<b>Total</b>	<b>633</b>	<b>34</b>	<b>5.4</b>

**Source:** Primary Healthcare Promotion Programme (PHPP) Dec 2004-Jan 2005.

For a period of two months, 24 children (70.6%) of the malnourished cases were rehabilitated and the health status for the remaining 10 (29.4%) improved. Mukulya IDP camp accounted for more cases of malnutrition because it was introduced in the programme in October 2004 whereas the two other camps had been receiving support since April 2004. Children born from mothers who attended the programme were born with a very good health status.

The Ministry of Education (MOE) started SFP in Mbeere South district in July 2000; by then it was Mbeere district proper. (DEO's office Mbeere North data, 2003). Currently, Mbeere South District has 131 schools and only 60 are

benefiting from SFP with a total of 15972 pupils (Mbeere South District DEO's office data, November 2011).

In 2008, the government stopped sending actual food to schools and started giving money to buy food for them. This money is allocated to individual pupils and therefore the bigger the school enrolment, the more money allocated to the school. This method is better because food is bought locally thus, it is cheap and saves transport expenses. However, the money can be fraud or misappropriated. In 2008, the allocation was Ksh 910 per pupil per year (District Education Office, Mbeere South, 2008).

As a result the name changed from school feeding programme to Home Grown School Meals (HGSM) because food is locally procured by the school at its convenience. Whenever there is a drought, the government runs another programme which is referred to as Expanded School Meals Programme (ESMP) and it takes the remaining 61 schools, with 15941 pupils. The allocation for 2010 was KSH 200 per pupil (DEO's Circular November 2011).

## **1.2 Statement of the problem**

A study was carried out by Weru (2012) about the management of Home Grown School Feeding Programme (HGSFP) and its implication on retention of primary school pupils in Kathonzwi district in March 2012. The objectives of the study were to assess the management of Home Grown School Feeding Programme, determine its impact on pupil's retention and suggest strategies that can be employed to improve the management of the programme. The study employed a descriptive survey research design

targeting 88 primary schools including 48 schools that benefit from Home Grown School Feeding Programme and 40 that do not benefit. Stratified sampling was used to select 12 schools implementing Home Grown School Feeding Programme and 16 schools not implementing the programme, giving a total of 28 schools.

The study sampled 28 head teachers, 56 School Management Committee (SMC) representatives, one District School Feeding Programme Officer (DSFPO) and 24 School Feeding Programme Committee members (SFPC), giving a total of 109 respondents. Data was collected using questionnaires, interview schedules and observation guides. The collected data was coded and entered in the computer for analysis using Statistical Package for Social Science (SPSS). Descriptive statistical methods such as percentages, mean and frequencies were used to report the data. The results of the data were reported using frequency tables, frequency polygons, bar graphs and pie charts. The study revealed that HGSFP raised enrolment and enhanced retention of pupils. Few or no drop outs were registered. The study recommended that: Government should ensure that there is proper and regular feeding programme in all schools in Kathonzweni district.

The problem of pupils dropping out of school in Mbeere South district is rampant as shown by the records in the District Education Office ( November, 2011). Scholars have attributed this to various factors like; parental ignorance, increased poverty, class repetition, miraa growing and selling among others. Mugambi (2003) carried out a study in Siakago Division of Mbeere North and

found out that despite the efforts to intensify School Feeding Programme, the problem still exists. Mbeere South district is a semi-arid land with 131 public schools and an enrolment of 30,303 pupils. It has seven educational zones, five of them under Home Grown School Meals while the rest two are under Expanded School Meals Programme. The table below shows the enrolment per zone for three consecutive years. There is decline in enrolment in the last two zones (Kianjiru and Rwika) which had no regular School Feeding Programme especially in 2010-2011 severe droughts. The table below shows the enrolment of pupils by zones in Mbeere South district between 2009 and 2011.

**Table: 1.2****Primary school enrolments by zones in Mbeere South District 2009-2011**

<b>Name of Zone</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Kiritiri	6490	6481	6461
Makima	5580	5571	5568
Kiambere	4368	4347	4314
Riakanau	3172	3102	3089
Karaba	2798	2771	2759
Kianjiru	4989	4891	4733
Rwika	3575	3483	3379
<b>Total</b>	<b>30972</b>	<b>30646</b>	<b>30303</b>

**Source:** District Education Office - Mbeere South district (2011).

The study sought to determine the influence of head teachers' practice in management of school feeding programme on primary school pupils' retention in Mbeere South district. The enrolment in the district had a downward trend in the three consecutive years. This was attributed to the severe drought that ravaged the area during this time. The drop out was minimal in the first five zones which received little food and rampant in the last two zones which were not in regular School Feeding Programme.

### **1.3 Purpose of the study**

The purpose of this study was to establish the influence of the head teachers' practice in management of school feeding programme on primary school pupils' retention in Mbeere South district, Kenya.

### **1.4 Objectives of the study**

The study sought to achieve the following objectives:

- i) To determine the extent to which head teachers' implementation of Government School Feeding Programme influences pupils' retention in primary schools.
- ii) Establish the strategies used by primary school head teachers in resource mobilization for School Feeding Programme.
- iii) To determine the influence of head teachers' implementation of Non-Governmental Organizations' Initiatives on pupils' retention in primary schools.
- iii) Examine the challenges head teachers face in management of School Feeding Programme in primary schools.
- iv) Establish the methods employed by primary school head teachers for safe keeping of food for School Feeding Programme.

### **1.5 Research questions**

The study was guided by the following research questions.

- i. What strategies do the primary school head teachers use to influence pupils' retention in Mbeere South district?

- ii. Which methods are used by primary school head teachers to enhance resource mobilization for School Feeding Programme?
- iii. To what extent is the School Feeding Programme influenced by levels of funding?
- iv. What challenges do the primary school head teachers face in the management of school feeding programme?
- v. What strategies do the primary school head teachers employ in ensuring that food is well kept in the store and it is safe from misappropriation by support staff?

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

The study sought to determine the influence of Head teachers' Management of School Feeding Programme on primary school pupils' retention in Mbeere South district. The main beneficiaries were the pupils while head teachers gained management skills and knowledge as they managed the programme. The study also revealed the level of adequacy of Government and Non-Governmental Organizations' resources into School Feeding Programme.

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

The researcher experienced many challenges when carrying out this study. In some schools, the head teachers were not physically available to give managerial strategies that they employ in School Feeding Programme but the information the researcher got from the Deputy Head teacher was equally helpful. The management of the finances made the head teachers apprehensive



and skeptical in divulging information. Involvement of Parent Teacher Association (PTA) was difficult though they had important information. The information I would have got from the PTA was, however, got from the head teacher. Holidays, school closures and session breaks caused difficulties. Time for filling in the questionnaires and for meeting pupils, for Focus Group Discussion was a challenge but the little time available sufficed.

### **1.8 Delimitations of the study**

The investigation of the influence of head teachers' Management of School Feeding Programme on primary school pupils' retention in Mbeere South district involved head teachers of public primary schools because they are the managers of the programme, teachers in the same schools because they have the information on the ground as to how SFP is run. Also, mature pupils, that is, class seven and eight were involved on the study because they are the actual beneficiaries of the programme and therefore they had the relevant and accurate information.

### **1.9 Basic Assumptions of the study**

The study was based on the following assumptions;

- i. That the relevant records and data were available and accessible at school, divisional and district educational offices.
- ii. That there was to be constant provision of food throughout the year of the study (2012) in Mbeere South district.

- iii. That the respondents were knowledgeable and competent and were willing to provide the required information.
- iv. That all the stakeholders who were involved in managing SFP were willing to change in order to manage the programme effectively after the recommendations were made.

### **1.10 Definitions of the significant terms**

The following are the definitions of the significant terms as used within the context of this study.

**Education manager:** refers to a person designated to perform administrative duties in an educational institution i.e. head teacher, deputy head teacher.

**Enrolment:** refers to the number of children registered in a school.

**Gross enrolment:** refers to the total number of pupils enrolled in a school at a given time i.e. number of pupils in the year 2011 or 2012.

**Gross Enrolment Rate (GER):** refers to the total number of pupils that are retained at school at a given period i.e. one year.

**Management:** Refers to the process of controlling human, material and financial resources in order to achieve the stipulated goals. In a primary school, the head teacher controls teachers, pupils and parents. He/she controls learning and teaching materials and finances.

**Pupil Completion:** refers to a state of going through all the grades in primary level of education i.e. from standard one to eight.

**Retention:** where school pupils progress from standard one to Standard eight without dropping out.

**School Feeding Programme:** refers to partnership project co-sponsored by World Food Programme and the Government of Kenya to provide food to targeted schools in Kenya, particularly in ASAL areas.

### **1.11 Organization of the study**

The study is organized into five chapters for research project. The first chapter focuses on introduction, which is also the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions underlying the study, definitions of significant terms and the organization of the study. Chapter two contains the literature review which is discussed at three levels; Global perspective of SFP, School feeding programme in Africa (Regional) and in Kenya (local), policy guidelines on access to education, summary of the Literature Review, theoretical framework and conceptual framework. Chapter three comprises of research methodology, highlighting subtopics such as research design, target population, sample size and sampling procedures, research instruments, data collection procedure and data analysis techniques. The fourth chapter discusses the analysis and interpretation of data from the study. The fifth chapter contains the summary of the study, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to school feeding programmes. The review was broadly divided into global perspective of school feeding programmes, School Feeding Programme in Africa and Kenya. It also contains policy guidelines on access to education and a summary of the literature review.

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

World Food Programme (WFP) uses food to help educate poor children. For more than forty years, WFP has been the target organizer of SFP in the developing world. Each year WFP feeds millions of school children in the world (WFP, 2001). WFP launched a global campaign to expand access and improve education for millions of children in 2001 (WFP, 2001). The United Nations food agency uses food as an incentive for parents to allow their children to go to school and maintain their attendance. According to the WFP 2005 reports, its major donors were United State of America, Britain, France, Canada, Japan, Sweden, Finland and United Arab Emirates (UAE).

Levinger (1986) published a comprehensive review of studies on education effect of SFP in developing countries. Levinger cites among others, the 1982 evaluation of the title (ii) programme in Dominican Republic. The programme started in 1962 but was interrupted in 1979. The results of the finding were;

about 1.3 percent of the children dropped out of school, decline in enrolment was lower for the first grade and higher for the 6<sup>th</sup> grade, for the lower 4 grades, girls enrolment declined more dramatically than that of boys. (This was also more significant in the rural areas than in urban areas). Levinger further notes that school feeding programme probably makes difference in enrolment and attendance if they take into account the environment in which they operate, for instance, the need to programme regularly.

### **2.3 School Feeding Programme in Africa**

Africa like the other continents of the world has areas that are adversely affected by drought and famines occasionally. These include the Horn of Africa region, the northern region parts of Eastern and Southern region parts of central as well as Western region. Indeed, WFP gives food assistance to schools in 29 countries in Africa. In most African countries, providing school meals play a critical role in ensuring that children learn once they are at school. Many children cannot afford to bring food from home to eat during the day. They are unable to benefit from education provided. This syndrome of hunger has been seen to affect children's cognitive functions and to a large extent make them lose interest in schooling (UNESCO, 1999).

In Morocco where the education system has been biased in favour of males and urban areas, SFP has been able to make positive impact. In 1998 only 52 percent of school age girls in rural areas attended primary schools compared to a 72 percent of boys, whereas in urban areas, 81 percent and 87 percent of

girls and boys attend respectively. In rural areas, four out of ten girls used to drop out of school before reaching grade five. This was due to strong socio-cultural tradition against girls' education (UNESCO, 1999). In January 2000, WFP initiated SFP in Arusha, Dodoma and Singida, three of the Tanzanian's poorest twenty regions .The programme was very successful in boosting enrolment in the first two years (WFP, 2002).

#### **2.4 School Feeding Programme in Kenya**

A study was done on the impact of School Feeding Programme on the school participation rates of primary school pupils in Kajiado district, Kenya by Ngome (2002) of Kenyatta University. The main objective was to find out how retention of pupils can be enhanced in primary schools in Kajiado district. The study employed descriptive analysis and used qualitative and quantitative techniques in data collection. The research design was comparative, based on schools with SFP and those without. The study revealed that though SFP had some incentive value, the main challenge that led to poor retention had historical dimension. The nomadic nature of the Maasai appeared to sustain underdevelopment, marginalization due to socio-cultural constraints. This barred especially the girls from completing education. The study concluded that SFP alone cannot enhance retention but efforts should be made to address the problems of rampant poverty, underdevelopment, socio-cultural impediments, inappropriate teaching methods and inadequate facilities in schools.

There is need to set up sensitization campaigns focusing on girls' low enrolment and completion rates, thus enhancement of retention. It is still necessary to address the question of sustainability of the SFP when donor assistance ceases. An assessment was carried out in fifteen schools that are under Action Aid Feeding Programme in Mbeere South district in September 2011. This involved a few secondary schools in Mwea division. The officers from Action Aid noted that the food incentives had raised the school enrolment by 30.7 percent and the retention was maintained (Action Aid, September 2011).

## **2.5 Policy guidelines on access to education**

The Government pledged its commitment to the public to ensure that education is accessible to them through these policy documents.

- i. World conference for education for all (Jomtien, Thailand, 1990)
- ii. World summit for social development (Copenhagen, Denmark 1995)
- iii. Fourth world conference on Women and poverty reduction (Beijing, China 1995).
- iv. Government made strategies to make education affordable by;

Provision of instructional materials, subsidizing tuition, expanding SFP to cover more schools, gender policy in education which increased access for girl child and reduced gender disparities (MOE, 2007).

Article 28 of the Convention on the Rights of Children requires that the states to recognize the rights of children to education. It therefore requires that

children to be provided with free compulsory basic schooling and that nation take measures to encourage regular attendance at schools and reduction of drop-out rates. World food programme committed itself to support strategic objectives adopted at the Beijing conference to provide universal access to basic education and ensure completion of primary education by at least 80% of primary school age children (UNESCO, 1999).

A study was undertaken by Mugambi (2003) on causes and effects of pupil drop out in primary schools in Siakago Division of Mbeere District. The purpose of the study was to investigate the factors that lead to pupil drop out in primary schools in Siakago Division, Mbeere District. The study was ex-post facto in design and targeted 38 primary schools in Siakago division. Two sets of questionnaires were used as instruments of data collection. The teachers and pupils were the main respondents. Descriptive statistics, mainly frequencies and percentages were used to analyze data. Data analysis revealed that there was education wastage though drop out in the division. Factors responsible for dropping out were parental ignorance, increased poverty, class repetition and emphasis on miraa growing and selling. To ensure that the problem is solved, the study identified several measures like strengthening feeding programme, sensitization of the community on education and enhancement of guidance and counselling. The head teacher plays a managerial role in the School Feeding Programme. He/she mobilizes parents to contribute the money to pay for the cook and other services as well as



making them fetch water and firewood. He/she ensures the food is cooked in a hygienic environment and also supervises cooking, serving and eating.

The head teacher is charged with the responsibility of managing School Feeding Programme. He/she solicits funds from Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF), Non-Governmental Organizations, Development Partners and others in order to run the programme. It is also the responsibility of the head teacher to ensure that food is kept safely in the store by mobilizing parents to provide a good store, treating the food against pests and guarding against theft. He/she implements Government policy on School Feeding Programme like ensuring that food is in good condition, the right weight and seeing to it that right rations are cooked.

## **2.6 Summary of Literature Review**

The summary of the literature review focuses on the areas of agreement between studies showing that School Feeding Programme actually leads to pupil's retention and those which do not. These among others consented that retention is enhanced by School Feeding Programme. Climate Change which conducted a survey in the Horn of Africa in 2011 and retention was evident. United States Agency for International Development (USAID, 2011) which did a research in Democratic Republic of Congo (DRC) in 2011 and the enrolment rose and retention was enhanced.

However, many studies have indicated that there are other factors other than School Feeding Programme that hamper pupil's retention as was shown by studies done by:

Ann K. Taylor in January 2007 at Mukuru and Kariobangi slums in Nairobi. The study showed that general poverty and poor attitude towards education affected pupils' retention (AKT, 2007).

A study done by Federation International of Red Cross and Red Crescent societies (IFC.Org) in South Sudan in October 2011 indicated that not only lack of food bar children from going to school, but insecurity among other factors (IFC.Org, 2011). Mugambi (2003) concurred with this study when she found out in her study that in Siakago Division, it is not lack of food that causes drop outs but ignorance among parents, poverty, class repetition and miraa growing and selling. The same point is emphasized by Ngome (2002) when he carried out a study in Kajiado district. He found that the major factor that influences pupils' drop out was live style of the Maasai other than lack of School Feeding Programme.

## **2.7 Theoretical Framework**

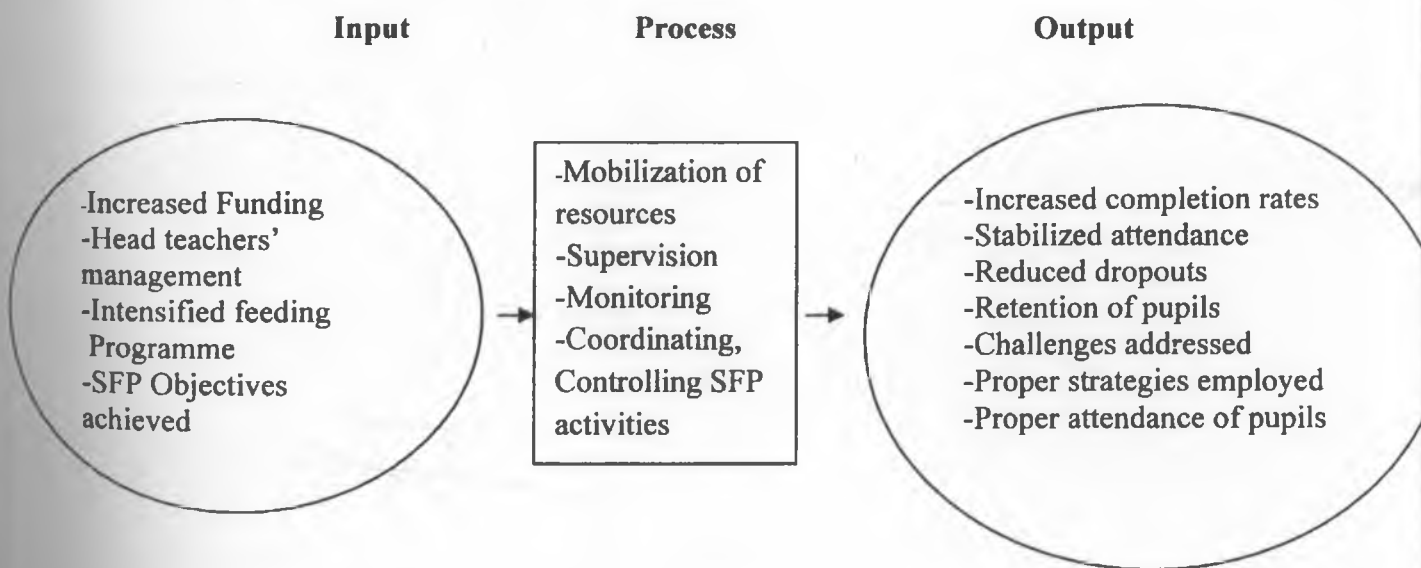
This study was guided by Vroom Valence Expectancy theory of motivation. Motivation is the process which starts with physiological or psychological deficiency (need) which activates behaviour or drive that is aimed at a goal. According to Vroom, Valence is the feeling about specific outcomes which is its attractiveness or preference for a particular outcome to an individual. For this study, School Feeding Programme and Free Primary Education were sure

incentives that are set to attract pupils to school. On the other hand, expectancy is the perception people have on the degree of the probability that the choice of a particular action will lead to the desired outcome. Providing food in school was a true incentive to attract pupils in school. In the above table it was evident that those zones that received food had fewer drop outs as compared to those which did not have.

## 2.8 Conceptual framework

**Figure: 2.1**

The figure below shows Interrelationship between input and output in School Feeding Programme.



The independent variable was School Feeding Programme while the dependent variable was retention of pupils. The independent variable (SFP) improved enrolment and retention and the ultimate Universal Primary Education (UPE) is dependent on SFP as one of the supply factors. SFP acted as a motivation factor for the socio-economically and nutritionally vulnerable

and hence stimulated demand for education. Both the demand and supply factors then led to improved enrolment and retention and ultimately attainment of Universal Primary Education.

On the supply side, sensitization, encouragement and material support by political system were important. Increased access and participation were encouraged through:-Introduction of feeding programme (including the school milk scheme of 1979) in Kenya, introduction of free primary education (FPE) in 2002 and Public investment in establishing boarding primary schools in ASALS, in the 1980s.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection and data analysis procedures.

#### **3.2 Research design**

This study adopted the descriptive survey design. Kerlinger (1973) says that descriptive survey design is that branch of social scientific investigation which studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidences, distribution and interrelations. Descriptive surveys have the advantage of securing evidence of current situation and can be used to explore the situation as it is. This research design was deemed suitable for this study because the researcher was interested in the state of affairs existing with the independent variable being School Feeding Programme and depended variable being retention of pupils.

#### **3.3 Target population**

Mugenda and Mugenda (2003) define population as a complete set of individual cases or objects with some common observable characteristics. A particular population has some characteristics that differentiate it from other

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populations, for instance all three –bedroom residential houses in Nairobi, all primary school children.

Borg and Gall (1993) have defined target population or the universe as being all the members of the real set of people, events or objects to which the research wishes to generate findings.

Mbeere South district has 60 schools under School Feeding Programme with a total of 60 head teachers, 320 teachers, 780 School Management Committee members and 15, 972 pupils (DEO's Office, 2011). The target population comprised of the head teachers, teachers and mature pupils, that is, Standard 7 and 8 who are about 1,800. The head teachers were targeted because they are the managers of the school feeding programmes, the teachers have the knowledge of how it is run while the pupils are the actual recipients of the programme and have the information on the ground on how effective the programme is.

### **3.4 Sample size and sampling procedures**

Mugenda and Mugenda (1999) define sample as a smaller group obtained from accessible population to represent the whole. To identify all the members of the target population, a list of all School Feeding Programme schools in the district was obtained from District Education Office, Mbeere South. Random sampling was carried out to select 22 schools that is (38%) to increase validity of the data. Random sampling was the best because all the schools are in a rural set up, thus enjoying equal opportunities. All the 22 head teachers participated in the study. The research further used stratified random sampling

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for each category to determine the respondents. Each school produced 4 teachers making a total of 88 teachers (27.5%). About 360 pupils (20%) participated in the study. These pupils participated in the focus group discussion (FGD). Anderson (1990) asserts that FGD composition should range from 6-12 participants to be able to achieve synergy and facilitate group dynamics. Data from pupils was be elicited through FGD.

### **3.5 Research Instruments**

The data for this study was collected using two types of questionnaires. One for the head teachers, the other one for the teachers and a Focus Group Discussion (FGD) guide for mature pupils, that is Class 7 and 8. The questionnaires were made of three parts. Part A consisted of structural questions, part B was made of matrix ended questions while part C had open ended questions. The questionnaires for head teachers were administered in order to gather information on how School Feeding Programme is managed. The questionnaires for teachers collected information on observed trends in participation and retention. The questionnaires were the most suitable because the target group was literate and they were easy to administer. The Focus Group Discussion (FGD) schedule was administered to Standard 7 and 8 pupils to collect the basic facts on School Feeding Programme. The schedule was suitable because it was easy to ask oral questions to very many pupils and get instant responses. The head teacher facilitated that class 7 and 8 pupils sit in one class and after conducting the introductions, the researcher had a discussion with them on School Feeding Programme.

### **3.6 Instrument validity**

Mugenda and Mugenda (2003) define validity as the accuracy and the meaningfulness of inferences which are based on the research results. In other words the degree, to which results obtained from the analysis of the data, actually represents the phenomenon under study. The purpose of pre-testing was to assess the clarity of the instruments and validity of each of the items in the instruments as well as the sustainability of the language used in the instruments (Best & Kahn, 2005). In validating the instrument; a pilot study was conducted in the two schools out of 60 SFP schools. The respondents participating in piloting were drawn from the two schools which did not participate in the main study. They were chosen as follows: the two head teachers, 4 teachers and 20 pupils. After each respondent had successfully completed the questionnaires, each question was then discussed with the respondents. The questionnaires were then re-edited and suggested changes were incorporated (Anderson, 1990).

### **3.7 Instruments reliability**

Reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Best & Kahn, 2005). Reliability in research is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from a true measurement due to factors that have not effectively been advanced by the researcher (Mugenda & Mugenda, 2003). An instrument is reliable when it can measure a variable accurately and obtain some results under the same conditions over a

period of time. The best technique for testing reliability in this study was test - retest. This involved administering the same instrument twice to the same group of subjects at an interval of one week. The results of the two tests were correlated using Pearson's Product Moment Correlation Coefficient and this was taken to be an estimate of reliability. The range of the coefficient was (0-1) with the most acceptable being between 0.5 and 0.7 (Best & Kahn, 2005). This method of testing reliability produced a coefficient of 0.7 which was much acceptable.

### **3.8 Data collection procedures**

Authority to conduct study in Kenyan public educational institutions was obtained from the National Council for Science and Technology (NCST). The researcher then reported to the District Commissioner and District Educational Officer Mbeere South for clearance. After permission was granted the researcher then presented the questionnaires to the sampled schools in the study, to fill them on the spot. The head teacher received the introductory letter, read it and helped distribute the questionnaires to the teachers. He allowed them some time to fill them in and later collected them. The respondents were requested to respond to the items independently. For the FGD, the head teacher assembled the pupils, introduced the researcher and gave him time to discuss with them as he wrote the responses on the FGD schedule.

### **3.9 Data analysis techniques**

Descriptive statistical techniques were utilized in data analysis. Descriptive statistics such as mean and percentages were utilized to analyze demographic information. The information gathered from the research instruments was grouped into various themes and patterns. Once the themes, categories and patterns were identified, the researcher evaluated and analyzed the data to determine the adequacy of information (Mugenda & Mugenda, 2003). Responses that require quantitative analysis from the research instruments were organized, tabulated and analyzed through the use of frequencies and percentages. The information collected through Focus Group Discussion was analyzed and tabulated using descriptive method and percentages.

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## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1: Introduction

This chapter elucidates the significance of the study through provision of data that explicates the influence of head teacher's practice in management of school feeding programme in promoting pupils' retention in Mbeere South district. The findings in this chapter are presented in the context of the specific questions, findings are explained and implications of the same are given. The study set out to investigate the influence of Head teacher's practices in Management of School Feeding Programme in promoting retention in primary schools in Mbeere South district, Kenya. Specifically, the researcher set out to establish whether there is any relationship between provision of food in schools and pupils' retention and hence analyze the extent to which SFP has reduced pupils' drop out if any. The researcher was also interested in evaluating the management of the SFP so as to offer necessary policy recommendations.

The presentation and analysis of the data were based on descriptive statistics. The study was designed to address problems such as: - the strategies used by head teachers to mobilize funds, like challenging various bodies to support SFP, addressing the challenges of lack of water and firewood, ensuring that food is kept in a safe place free from misappropriation by support staff and

others and also strengthening administration tie like curbing absenteeism and indiscipline.

#### **4.2 Questionnaires return rate by respondents**

The study was carried out in 22 out of 60 SFP public primary schools in the district that had School Feeding Programmes. This constituted 37 percent of the total SFP schools in the district. Head teachers and teachers' questionnaires were used as the main instruments for data collection. They were administered to 22 head teachers (38%) and 88 class teachers (27.5%). Also, 360 pupils (20%) participated in Focus Group Discussion (FGD). The 22 questionnaires administered to head teachers were all returned, this constituting to 100 percent return rate while out of the 88 questionnaires administered to teachers, 85 were returned. This accounted for 96.6 percent return rate. This is demonstrated in table 3.

**Table 4.1**

#### **Questionnaires return rate**

<b>Target respondents</b>	<b>Expected respondents</b>	<b>Actual respondents</b>	<b>Percentage respondent rate</b>
Head teachers	22	22	100
Teachers	88	85	96.6
<b>Total</b>	<b>110</b>	<b>107</b>	<b>97.3</b>



The head teachers' return rate was 100 percent possibly because they were few and a manageable team. Also they were going to benefit more from the study. Teachers were many and some had little concern on the study thus a lower return rate. The FGD rate was 100 percent because the schedules were answered in groups whether the pupils were few or many. There were 22 Focus Group Discussions (FGD) schedules and were all administered to all the Standard seven and eight pupils in the 22 schools.

#### **4.3 Demographic details of the respondents**

To achieve the above stated objectives, there were three types of data collected from the study field. Two sets of questionnaires were administered to a sampled group of 110 respondents who comprised of head teachers and teachers in Mbeere South district primary schools. The items were structured to measure respondents' general characteristics, their opinions and the happenings on the ground with regard to SFP. The other data collection instrument was the Focus Group Discussion guide. This was administered to pupils in order to get the views on the effectiveness of the programme as well as the challenges faced during its management.

The head teachers and teachers' demographic details of gender were collected.

**Table 4.2**

**Gender distribution of head teachers and teachers**

<b>Gender</b>	<b>Head teachers</b>	<b>Teachers</b>
Males	17 (77%)	38 (45%)
Females	5 (23%)	47 (55%)
<b>Total</b>	<b>22(100%)</b>	<b>85(100%)</b>

There was a high male dominance in position of leadership and may have had a negative effect on the girl child, as she traced female role models. There are more male head teachers than female head teachers possibly because of the poor attitude in the community which does not appreciate female leadership. This attitude is possibly due to family commitments and seems to intimidate female teachers thus opting to remain Classroom teachers. It is possible that gender variable has effects on head teachers' management of SFP. Male head teachers have little family commitments and thus they are flexible in sourcing for funds and their management at school level is presumed to be more effective.

The table above reveals that gender parity is well taken care of among the teachers because there is a balance between males and females. However, the small disparity may trace its origin from the recent emphasis on the girl child in effort to achieve gender equity. There was a possibility that during the recruitment of teachers, more female teachers than males were recruited. At the same time, females are more than males in population and this may have

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some effects in recruitment of teachers. These are good role models for both boys and girls and this enhances retention.

Table 4.3 summarizes the age of head teachers and teachers

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**Age of head teachers and teachers**

<b>Age category in years</b>	<b>Head teachers</b>	<b>Teachers</b>
20-29	1 (5%)	7 (8.3%)
30-39	3 (14%)	17 (20%)
40-49	12 (55%)	41 (48.2%)
50 and above	6 (27%)	20 (23.5%)
<b>Total</b>	<b>22 (100%)</b>	<b>85 (100%)</b>

The findings revealed that the majority of the head teachers are middle aged people (54.5%). This means they are energetic and can run School Feeding Programme well. They are also role models to pupils and this can enhance retention. The length of time in service and especially in the position of headship improves effective service delivery. The fact that many heads of institutions are not new in administration works very well with the management of School Feeding Programme since head teachers are not given any training prior to appointment as managers of schools and consequently SFP managers. The possible reasons why the majority of head teachers are in the age gap of 40 to 49 is that head teachers are appointed after they have gained enough teaching experience. These would also manage school programmes better. The World Bank (2003) conducted a study on factors that

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contribute to the success of the project in Kenya. They found that the level of experience of those entrusted to carry out the task was of great importance.

The need to establish the age of the head teachers is important to this study since it was presumed to be a key determinant to the success of the management of the School Feeding Programme. Working for a long time and especially in the same institution has an influence in the service delivery. One is able to learn the school factors that can be mobilized to improve on the service delivery. In this regard, the head teacher is able to call upon parents to raise some funds, contribute food or solicit for donor support when the Government food finishes. This effective management of the head teachers boosts enrolment, thus retention is realized.

The table reveals that majority of the teachers in Mbeere South district are middle aged (48.2%). These also serve as good role models to the pupils as well as giving adequate moral support to the management of School Feeding Programme which in return enhances pupils' retention. These teachers mobilize pupils to bring water and firewood to school as well as supervising the cooking, serving and eating. When this is done, enrolment builds up and retention is assured. The number of teachers' age can trace its origin from recruitment. In the past, the Government used to post teachers when they finish training but now few are employed. This explains why the number is lessening as the age goes down. Age is an important variable in management because experience goes by age. It is presumed that middle aged teachers have



enough experience in handling programmes and therefore they can offer great assistance in the management of SFP.

#### **4.4 Data Analysis**

This section of the study tried to find out the strategies used by head teachers to influence pupils' retention, the methods they use to enhance resource mobilization for School Feeding Programme, the influence of levels of funding on SFP, the challenges they face in the management of SFP and the strategies they employ in ensuring food is safe in the store. The information was gathered using the two questionnaires and the Focus Group discussion guides were analyzed as shown below:-

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**Table 4.4:**

**Enrolment of pupils in Mbeere South district 2003 - 2011.**

<b>Year</b>	<b>Enrolment</b>	<b>Percentage Change</b>
2003	29170	-
2004	29320	+0.5
2005	29780	+1.6
2006	29800	+0.1
2007	30420	+2.1
2008	30520	+0.3
2009	30972	+1.5
2010	30646	-1.1
2011	30303	-0.8

Generally, it is evident that schools in the study area have relatively low enrolment which is attributed to the semi-arid weather patterns and consequently sparse population. As can be observed from the table above, the enrolment has been increasing from 2003 to 2009. A notable drop is seen in 2010 and 2011. This is perhaps due to the severe drought that ravaged the area during that period. This shows that despite the provision of food to schools, there are other factors that can lead to pupils' drop out. This is in line with the information that was collected by teachers when they responded to the question on how the attendance was when there was no food at school. The changes indicated could be attributed to: natural population growth,

introduction of FPE, sensitization on need for education and introduction and strengthening of SFP.

It is seen that at the onset of SFP in the year 2000, the enrolment in Mbeere South started growing. In 2003, the enrolment was 29170 and over nine years, it has grown to 30,303 pupils. This increase is traced to various factors among them being the introduction of Free Primary Education (FPE) and School Feeding Programme. Some of the inhabitants of the district have been rated to be poor and it is noted that they are not able to provide enough food to their children. This is best shown by the responses from head teachers when they were responding to the item asking them to give their level of agreement the number of pupils that go without lunch when there is no lunch at school. It was noted that about 80 percent go without lunch. With the introduction of FPE in 2003, enrolment increased slightly with some margins, but with continued strengthening of SFP in the same year, enrolment started rising steadily as the majority of the pupils were attracted to school.

Economic factors on the other hand have an influence on enrolment and retention in school. According to the responses obtained from teachers, economic factors were ranked first among the causes of dropping out and failure to attain retention. These findings were obtained by a Likert scale conducted on head teachers and teachers through questionnaires that were coded on causes of drop out and how to enhance retention. In response to the

item that required the head teachers to list down the reasons that contributed to pupils' absenteeism, the findings are summarized in the table below:

**Table 4.5:**

**Factors that influence absenteeism and encourage drop out in schools**

<b>Factors</b>	<b>influencing</b>	<b>Frequency</b>	<b>Percentage</b>
<b>absenteeism/dropout</b>			
Poverty/Economic factors in families		7	31.8
Social/cultural factor		6	27.3
Interest by parents and pupils		5	22.7
School environment		2	9.1
Lack of role models		2	9.1
<b>Total</b>		<b>22</b>	<b>100</b>

From the table, a total of 7 (31.8%) of respondents ranked poverty and economic factors as first among those highly influenced retention and dropout rate in primary schools while 27.3 percent ranked social-cultural factors. Lack of interest by parents and pupils was ranked by 22.7 percent while school environment and lack of role models to the pupils were ranked to have the same weight 9.1 percent. The possible reasons for these trends are as follows: Mbeere South district has had unreliable rainfall in the recent past and therefore there was food production failure. This led to poverty hence many parents could not support the education of their children. In some parts of the district, social/cultural aspects affected in that, girls used to drop out of school

in favour of boys' education especially where the parents were unable to support many children. In some cases, parents and pupils lacked interest in education because they reasoned that there is little or no employment even when one was educated. Some school environments were not conducive for learning since they lacked basic facilities like proper classrooms, desks among others. These pose a great threat to education. Due to the low economic status, many families have no educated people who can serve as role models to the pupils. Some therefore drop out of school because they have no one to encourage them and copy from. The head teachers strongly argued that there is an equally powerful reason for keeping children at home or pulling them out of school or else families need addition income. In addition to the above, other reasons were given by head teachers as they responded to the item about absenteeism as follows: Pupils help parents in their farm especially during weeding and harvesting, Pupils help parents in household work like cooking, washing, baby-sitting among others. Sometimes, pupils look for casual jobs in order to supplement their parents' income. Pupils' health problems also lead to absenteeism. In some cases, pupils do not want to go to school perhaps because they are hungry, have worn out uniform or mishandled in one way or another. Some pupils stay out of school due to indiscipline cases such as fighting, stealing bullying among others. These lead to the head teachers expelling them from school or parents making them to stay at home.

Most pupils who miss school usually do so with the consent of the parents as they do so to assist them in the farm, household tasks and looking for casual

jobs. Most of these factors can be addressed by the head teachers by sensitizing parents on education, guiding and counselling pupils, instilling discipline and most importantly, intensifying SFP as an incentive to pupils. When absenteeism and drop outs are curbed, then pupils' retention is automatically enhanced.

Further probing on parents' contribution to education of their children was done. In response to the item that required the head teachers to list the challenges that they faced in their endeavour to implement SFP, Head teachers expressed the parents' attitude and concern towards education which is summarized in the table below:-

**Table 4.6:**

**Parents' attitude/concern towards their children's education as cited by head teachers**

<b>Parents 'attitude/concern</b>	<b>Frequency</b>	<b>Percentage</b>
Parents actively support education	14	63.6
Parents do not express their support in action	4	18.2
Some parents do not know the value of education	3	13.7
Parents consider school a waste of time	1	4.5
<b>Total</b>	<b>22</b>	<b>100</b>

The table above shows that most parents expressed their support for education overtly, as suggested by the majority of the respondents, while a small percent of the parents do not know the value of education. A few parents felt that



education was a waste of time as they argued that there is no employment. This means that parents know the role they should play for the education of their children but due to the negative attitude among them, education is not fully supported and this is detrimental to retention. These findings are important to the study focus because they explain that not only lack of SFP that can lead to pupils' drop out and consequently poor retention but there are many other reasons. More so, the Government can use these trends to sensitize the public on the importance of education.

#### **4.5 Factors influencing participation and retention**

In response to the items on participation, enrolment and retention by head teachers and teachers, the factors that influenced enrolment and retention in primary schools and ranked according to their strength are summarized in the table below:-

**Table 4.7:****Factors influencing enrolment and retention as cited by teachers**

<b>Factors influencing enrolment and retention</b>	<b>Frequency</b>	<b>Percentage</b>
Availability of SFP	65	90
Family poverty levels	57	79
Famine and drought	56	77
School academic performance	52	72
Peer influence	51	71
Administration oversights	45	63
Health factors	32	44

Teachers in the study area rated SFP as a major factor that enhances enrolment and retention. SFP was said to be the most effective as was cited as the best incentive to attract pupils to school. The first three factors were in some way related as the wide spread poverty was as a result of prolonged dry spells and drought leading to shortage of food stocks in families and thus presence of free food becomes a motivation. In most of the families, there was no food therefore members of the family including children spent much of their time in search of food. Therefore, food in school was an important factor to the community that caused the enrolment and retention to be realized as the findings indicated. However, health factors had the least contribution on the

enrolment and retention in the district since health services have been made available.

Continuity and the ability to remain in school throughout the course period is an important factor in final academic performance. Students who are absent from school regularly perform poorly. The study revealed that there exists many causes of absenteeism from school. According to “Hunger Crisis” it is clear that majority of the community members are poor as they depend on subsistence farming with unpredictable rainfall throughout the year. With less food and looming drought and famine, diseases are inevitable and general body weakness. All in all, the child food intake is low and with less energy, school attendance is made a luxury on an empty stomach (Horn of Africa Weather Outlook, 2011). In addition to the above tabled factors, head teachers cited other factors that contributed to regular attendance to school apart from SFP as follows:-

**Table 4.8:**

**Other factors contributing to regular attendance of pupils as cited by head teachers**

<b>Factor</b>	<b>Frequency</b>	<b>Percentage</b>
Free Primary Education	20	90.9
Bumper harvest	15	68.2
Good health	12	54.5
Strict school management	8	36.4
Games and sports	2	9.1
Adequate learning materials	1	4.5
<b>Total</b>	<b>22</b>	<b>100</b>

Free Primary Education was the highest rated factor contributing to regular attendance. This is because perhaps it relieves the parents the heavy burden of school levies. Bumper harvest was an important factor as cited by the teachers. During such a period, a big percentage of pupils attend school because they are satisfied and parents do not need their assistance in looking for food. Good health also contributes significantly because only healthy pupils can learn. Head teachers who administer severe punishments to pupils who fail to attend school enhance regular attendance and hence retention. Some pupils have interest in games and sports and if time is allocated and equipment is provided, pupils would attend school regularly. Learning materials like books, pens, pencils and rulers can boost interest to school if they are provided.

In response to the item that required the head teachers to name the factors that boost enrolment, most of them cited the availability of various facilities as very important when it comes to effective implementation of the School Feeding Programme. The findings are summarized in the table below.

**Table 4.9:**

**Available facilities to enhance SFP as cited by head teachers**

<b>Facilities available</b>	<b>Frequency</b>	<b>Percentage</b>
Schools with standard kitchen structures	5	22.7
Schools with standard storage facilities	3	13.6
Schools adhering to the standard food ratio	14	63.6
Schools maintaining proper daily food record	21	95.5
Schools utilizing at least a quarter of cultivatable land	2	9.1
<b>Total</b>	<b>22</b>	<b>100</b>

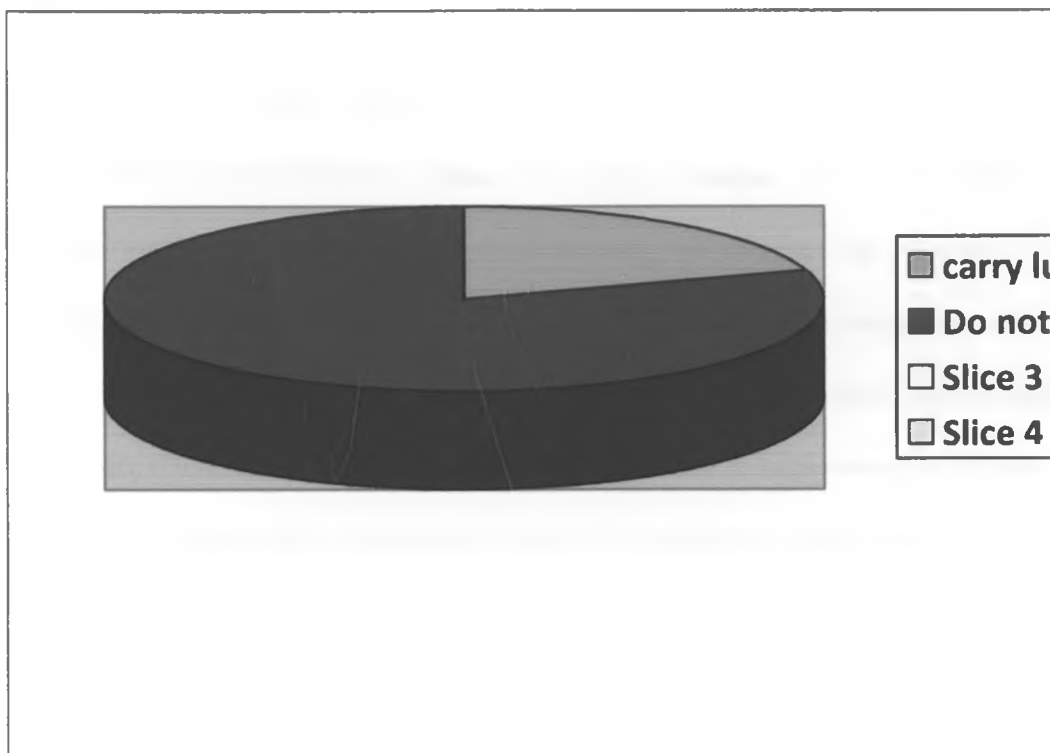
From table 4.11 above it was clear that only a few of the schools in the study area had a standard kitchen. The rest did not have a proper place for preparing meals for their children. The survey revealed that only few schools had a good store while the rest stored their food in staffrooms and unoccupied classrooms. This was probably because parents were poor and could not afford to construct a good kitchen and a store. Most of the schools adhered to the standard food ratio. A few were seen to use less food than required per day in order for the food to last longer. Almost all schools (95.5%) maintained proper daily record on how the food was being utilized. Most of the schools had enough land for farming but only two had utilized just a quarter of the land to grow crops to

supplement the Government supply. With this information on the ground, the head teacher had to do a lot to ensure that the facilities were made available. He/she has to mobilize parents through the School Management Committees to provide these facilities which are crucial to the implementation of the programme. This affirmed the response given by head teachers when they were required to rate the effectiveness of SFP as it is depended on the administrative ability of the head teacher and the School Management Committees.

The seriousness of SFP was seen when the head teachers responded to the item that required them to rate those pupils that go without lunch when the school stocks are over. Figure four summarizes the results.

**Figure 4.1:**

**Comparison of pupils who carry lunch and those who do not when SFP stocks are over**



This indicates the critical need for this programme as a short fall of the stock will lead to pupils not eating lunch and ultimately missing school. Teachers noted that when SFP stocks are over, 10 percent of the pupils miss school as they go looking for meals elsewhere. During this time, pupils' participation in class may be affected because most of them go without lunch. Their concentration span is reduced and they cease to be active even in games. They observed that majority of pupils from poor families came to school to eat because there was no food at home even if they stayed there. In the process of coming to school, they receive education. This comparison was made in order

to establish poverty levels in the study area and consequently the dire need for SFP. The comparison can also be used to campaign for support of SFP by Non-Governmental Organizations and other Development Partners. Therefore SFP has had its greatest benefit to the society in this area.

#### **4.6 School Feeding Programme and Primary School Pupils' Drop Out**

As cited by the responses, there were many reasons that could lead to withdrawal from school and then total dropping out of school all together. To most head teachers and teachers in the study area, there was a strong view that School Feeding Programme contributed a lot to pupils' presence in school and ultimate retention. The head teachers had been asked to state what they viewed as the consequences of withdrawal of SFP in their schools. Their responses are summarized in table 4.10.



**Table 4.10:****Possible effects of withdrawing SFP from schools as cited by teachers**

<b>Consequences of withdrawal of SFP from schools</b>	<b>Frequency</b>	<b>Percentage</b>
Some learners would drop out of school	66	91.7
School enrolment would reduce	64	89
School attendance would be irregular	64	89
Pupils would be inactive in class and sports	38	52.8
K.C.P.E. results would drop	30	41.7
This would increase malnutrition leading to frequent illnesses	25	34.7
Immorality would increase as most pupils would drop out	25	34.7
Little learning would take place in the afternoons	12	16.7
Delinquent behavior like pupils stealing other pupils' food	8	11.1
<b>Total</b>	<b>85</b>	<b>100</b>

Most respondents were of the opinion that withdrawal of SFP would lead to some learners dropping out of school. Other consequences followed in the above rated order. The results show that SFP play a key role in maintaining pupils in school and raising their attention span. It can be observed from this table that pupils would have irregular attendance or drop out of school possibly because of the economic difficulties at home. K.C.P.E. results would

drop because the syllabus is not covered following the irregular school attendance. When pupils drop out, there is a possibility of looking for money by all means thus resulting to immorality. Thus majority of the respondents were in agreement that SFP should be sustained under all cost and enough rations to be supplied to enable the programme run throughout the year.

#### **4.7 Challenges faced in implementation of School Feeding Programme**

In response to the item that required the head teachers to list down the challenges that they faced when implementing SFP, many issues came up and are summarized in table 4.11.

**Table 4.11:**

**Challenges faced by managers when implementing SFP as cited by head teachers**

<b>Challenges facing SFP</b>	<b>Frequency</b>	<b>Percentage</b>
Payment of cooks	22	100
Lack of proper cooking and eating equipment	20	90.9
Insufficient food ratio	17	77.3
Lack of standard kitchen and store	15	68.2
Lack of firewood and clean water	12	54.5
Poor means of transportation to school	7	31.8
Food loss due to spillage and infestation by vermin like rats	3	13.6

From table 4.11, it can be noted that after the Government provides food ratio to schools, the school management is given the task of hiring people to cook for children. However, due to the fact that there is FPE and there is no provision for a vote head for salaries of cooks, parents are left to contribute funds to hire them at their convenience. Due to levels of poverty and parents' indifference to education, most school managers face a real challenge collecting enough funds to hire cooking services. All the respondents said they had a problem collecting these funds. Also, rated as a big problem (90.9), is a problem of lack of cooking and eating equipment. This includes things like sufurias, cooking jikos, plates and others. These items are not available

because they have financial implication. Majority of the schools rated 68.2 percent didn't have a standard kitchen and did their cooking in makeshift structures while some cooked in the open thus compromising hygiene. Storage of this food is also in deplorable state. Lack of clean water was cited as a major challenge because majority of the schools depended on water brought by pupils from various sources. Firewood was also a problem since only the pupils brought to school the poor quality they could find on their way to school. Transporting food to schools was a problem because of poor roads, only passable during the dry weather. Food loss due to spillage and infestation by vermin was a common phenomenon. In cases where head teachers paid little attention to the stores, rodents, weevils and even thieves were common. All these problems were attributed to lack of funds. In most cases, parents misinterpret Free Primary Education as a situation where they are not expected to contribute any money thus laxity.

The Ministry of Education supplied food to all the affected schools using a stipulated ratio, assigning each pupil a certain amount of food ratio. This was done at the beginning of every term until in the recent past when the Government started sending money to schools to buy food at their convenience. In response to the Focus Group Discussion guide, 80 percent of the Class 7 and 8 pupils said that the food ratio was usually inadequate and it didn't last the whole term. Some few weeks before closing schools, pupils went without lunch in school and were required to carry lunch from home, when only a few could afford. The head teachers reported that whenever the

SFP stocks were over, only a small fraction of the school population carried food and in most schools, only 5 percent carried lunch while the rest of the learners stayed without. Another major problem rated 54.5 percent was lack of firewood and clean water. Most of the schools did not have their own trees which they could harvest and have enough firewood nor did they have reliable sources of water.

Some managers mobilized the parents to make a timetable to fetch water and firewood on specific days. However, some parents do not cooperate due to the strain posed by water challenge, for they have to walk many kilometers in search of the commodity, occasioned by constant droughts and dry spells experienced in the region. For firewood, parents have to buy trees, cut them and arrange for transportation using carts, wheelbarrows and sometimes on their backs.

Food loss due to spillage and infestation by vermin was a common phenomenon and was rated at 13 percent. This was escalated by lack of proper storage facilities in most schools. Due to the large quantity of food ratio that schools were supposed to receive at the beginning of every term, storage has always had a problem. Most schools store food in classrooms and others in staffrooms. These rooms have no storage structures (racks) and most often rodents and other cereal pests infest food. A lot is destroyed leading to spillage and thus loss. A few cases were reported where these poorly constructed stores were broken into and food was stolen.

As cited by the head teachers when responding to the item on challenges they face when implementing SFP, most roads in the district are only passable during dry seasons. This area is covered by rough terrain and due to bad roads, only vehicles designed for rough terrain can access these schools. Most schools in the region suffer from bad roads and communication systems, that is, 48 percent of the respondents affirmed the same. This often leads to delays in food arrivals and sometimes increases the cost of transport. Most schools have had to get funds from parents to supplement the cost of transport. Another challenge that was noted was that most of the head teachers delegated the running of SFP fully to the Deputy Head teacher including the record keeping. Out of the 22 sampled schools, a few were found not to adhere to the stipulated food ratios. These schools were giving less than the required ratio so that the food can last the whole term.

From the responses given by the head teachers on the challenges they face as they manage SFP, the following are suggested strategies that can address them. To procure funds to pay the cook, managers should mobilize the parents to contribute as stipulated in PTA meetings. They can also organize for a funds drive so as to meet the cooks' salaries. They can also waver school levies if they are parents in the same school. For cooking facilities and equipment, managers can organize a jumbo sale to get money to buy tables, sufurias and plates. Food was insufficient in most of the schools. This can be addressed by farming in the school shamba, utilizing cheap labour from

parents and pupils. It was observed that only two schools were cultivating more than 25 percent of the available land for farming. Schools are therefore encouraged to utilize their arable land to grow food that can supplement the little the Government supplies. Food stocks can be contributed by parents or they buy locally when the food is in season. Managers can also challenge other charitable organizations and churches to donate food to schools. In addition, they can plant fruit trees or keep animals in the school compound for food supplements.

The head teacher can mobilize parents to construct a standard kitchen and a store, put racks for proper storage. For firewood and water, parents should make a time table for bringing them to school. Sometimes, pupils can bring water and firewood to school. Whenever roads are impassible, parents can offer to carry food by themselves using carts, wheelbarrows, backs or any other means. As far as spillage and infestation by pests is concerned, the head teacher can involve parents to treat the food with insecticides and spray the store. He/she can involve the teacher on duty to supervise and monitor the food when it is being measured and to ensure that he/she makes regular visits to the store to check how food is being used. The head teacher can also sensitize the cook, teachers and pupils on the dangers of wasting food. For record keeping, the head teachers can organize a seminar and invite their deputies so as to learn how to fill in the SFP forms and generally how to run the programme.

The head teachers responded to the item on the strategies they put in place to guard the food against misappropriation by support staff. A fraction of head teachers (30%) expressed fears that food in their stores had been disappearing miraculously. The support staff was always the suspects because the stores were never broken into. They suggested that the watchmen to be instructed to keep vigil and if possible to engage one for the week-end and school holidays. They also said that proper record keeping as well as close monitoring would help stamp out the vice.

To ensure that food was cooked and served in a hygienic environment, head teachers in their responses said that they ensured that they provided kitchen cleaning equipment, enough detergent and soap. They also made sure that their cooks procured regular medical certificates and to dress well in white aprons whenever they were on duty. Pupils were encouraged to wash their hands and plates before they were served with food. A leaky tin was fixed near the kitchen to facilitate the same. A dustbin was also provided for proper disposal of refuse.

#### **4.8 Evaluation of Management of School Feeding Programme**

SFP was originally initiated by the Government with two major objectives.

1. To supplement learners' nutrition intake as it argued that a generation suffering from malnutrition cannot be able to learn and understand.
2. To raise school enrolment levels in arid and semi- arid areas (ASALS).



Thus it was to encourage parents to take their children to school (MOE, 2006). At the onset of the programme, the Government was providing primary school pupils with milk that was popularly known as “Nyayo milk”. However, this programme collapsed and was replaced with SFP in arid and semi-arid areas. Initially, it targeted large areas that experienced long dry spells but was later adjusted and narrowed down to few areas in 2002.

Currently the Government provides funds to schools to buy food at their convenience. In response to the head teachers item on whether or not the funds provided to run SFP is enough, the result are summarized by the table below.

**Table 4.12:**

**SFP resources’ level of adequacy**

<b>Source</b>	<b>Adequate</b>	<b>Inadequate</b>
Government	17 (77.3%)	5 (22.7%)
NGOs	13 (59%)	9 (41%)
Parents	8 (36.4%)	14 (63.6%)
Community	3 (13.6%)	19 (86.4%)
Development Partners	1 (4.5%)	21 (95.5%)
<b>Total</b>	<b>22</b>	<b>100</b>

When 22 head teachers responded on the adequacy of resources, they revealed that Government funds were not enough (22.7%) and sometimes delayed before they were dispersed causing some inconveniences. Due to these delays,

head teachers are forced to send children home to get money from parents. This may result to rampant absenteeism and consequently drop out. Some head teachers echoed the resent past when they were aided by an NGO called Plan International. Currently, only a few schools in the study area were aided by Action Aid. The resources from NGOs were rated as 59 percent. Parents expressed their willingness to contribute food whenever food finishes at school but they are limited by the frequent ravaging droughts thus rating their aids level of adequacy as 36.4 percent. The help solicited from the community was minimal. Only a few head teachers claimed to have had little support from the school alumni rating it to 13.6 percent. Development Partners have not been aiding individual schools in the study area but a little aid was realized in the past, which they rated as 4.5 percent. Although the Government Aid is not enough, parents sometimes contribute food stuffs to suffice. Many NGOs have left but some churches have started giving food to schools for instance, the Catholic Church and the Anglican Church. Parents' Aid may appear to be little but they supplement SFP by employing cooks and feeding the children at home. The contribution of the community may be small but parents are part of the community and whatever they contribute is equally helpful. The Development Partners rarely assist schools with food but whenever they do, they leave a big impact. They train members on how to handle crisis as was the case in Mwea when the World Bank aided schools in 2003. Most of the managers were grateful to the Government for constantly supporting SFP but requested that it steps up the effort to disburse the money on time and to

challenge the Development Partners to join in because the aid is still not enough.

The Focus Group Discussion was administered to the Standard 7 and 8 pupils to evaluate the effectiveness of the programme. When the Focus Group Discussion guides were examined, they revealed a lot of optimism among the pupils about School Feeding Programme. They expressed that they get enough food every day and on time. Their parents through the SMC were much willing to continue employing the cook and paying him/her well so as to continue serving them. Pupils revealed that they were never forced to bring water and firewood to school. They also explained that their parents contributed food whenever the Government food was over. This process of management influenced retention of pupils.

The findings were summarized in the table below.

**Table 4.13:**

**Effectiveness of SFP as cited by Class 7 and 8 pupils**

<b>Effectiveness of SFP</b>	<b>Frequency</b>	<b>Percentage</b>
Pupils who get food everyday	246	81.8
Pupils who get enough food	273	90.9
Pupils who get food on time	288	95.5
Pupils who ever miss food	42	13.6
Pupils bring water/firewood to school	231	77.3
Pupils whose parents contribute food	27	9.1
<b>Total</b>	<b>300</b>	<b>100</b>

The target population for the pupils was 360 pupils but due to irregularities in school attendance, the researcher only managed to conduct Focus Group Discussions with 300 pupils. It was presumed that the information obtained was sufficient. A big fraction confessed that they enough food every day because the managers were committed to procuring food even when the Government supply was over. Majority of the pupils got food on time, this indicating effectiveness of the managers. A few pupils were reported to miss food occasionally due to irregularities in serving or when one was away or late. The pupils expressed the burden of carrying water and firewood everyday as shown by 77.3 percent. This sometimes made them late for classes as they fetched the commodities. Only a few schools (9.1%) were parents able to contribute food to be cooked for their children at school. With this information on the ground, the head teacher is supposed to monitor the cooking and

serving of food or delegate to the teacher on duty to ensure that food is served with fairness. He/she should make sure that no pupil misses food because of lateness. The parents should be mobilized to source for water and firewood to enhance pupils' convenience. They should also be encouraged to contribute food whenever the food stocks are over for the continuity of the programme. This would go a long way to ensure the retention of the pupils is enhanced.

#### **4.9: Benefits of the School Feeding Programme**

Some parents in this region have been labeled poor. School Management Committee (SMC) which is a partner in the management of the programme is made up of parents who have children in this school. It is possible therefore to have some interests besides the success of the programme which may overrun the major objectives, hence leading to other management crises. Poor parents managing food which is scarce in their own homes and have children in the same schools may end up diverting the same scarce resource to other areas. The managers of the School Feeding Programme, recipients and other stakeholders are in agreement that the programme has many benefits in the community as summarized in below:-

Head teachers and teachers have cited many benefits on School Feeding Programme as follows:- SFP has led to increased enrolment in primary schools in the study area since it was established in the district. It has led to increase of pupils' participation in class and sports now that they are satisfied. It has also led to the increased retention, thus raising school performance in

the area and it has enabled reduction of dropout rate in the area. Pupils' health standards has improved, thus reducing the frequency at which pupils visit health centres. It has enabled most schools to raise academic standards thus improving school mean grade and most learners now go to school as it has energized pupils to attend school daily. Most parents in this region do not provide lunch to their children and therefore SFP has reduced the burden to parents. The fact that children eat together common meals enable them to share together and build a strong bond that bide the society with all pupils enjoying equal chances to excel.

As it can be seen, the managers of SFP acknowledge the success of the programme. They also feel that SFP should be continued as it has enabled pupils to perform better in class and ultimately in final K.C.P.E. Students have been provided with similar environment and this enable them to start at the same level without some having undue advantage over others. It raised health standards of the pupils as they no longer visit health centres as frequently as they used to do before because they now eat well and more so a balanced diet. Class participation has been good as pupils are usually attentive and sharp in class. Student enrolment level has increased tremendously over the time and dropout rate has reduced, consequently retention is realized.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter highlights major findings of the study, recommendations and suggestions for further research.

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

This study focused on the Influence of Head teachers' practice in Management of School Feeding Programme on Primary School Pupils' Retention in Mbeere South District, Kenya. Questionnaires for head teachers, teachers and Focus Group Discussion guides for mature pupils that is, Class 7 and 8 were used as research data collection instruments. The study used descriptive survey design. Pilot study was done in two schools to validate the research instruments before they were administered to the respondents of the selected schools. The analysis of the pilot study revealed that the instruments had a reliability coefficient of 0.7. Head teachers and teachers completed the questionnaires and returned them at a return rate of 100 percent and 96.6 percent respectively. The researcher considered this rate very good. Focus Group Discussion guide was administered to pupils in 22 schools. These instruments generated information worth revealing to all the stakeholders for further action.

The study revealed that there were various issues that required to be addressed for the effectiveness of the programme. The following findings were cited:-

1. The implementation of Government SFP by head teachers has had influence on the pupils' retention. The head teacher ensures that is measured in correct rations, cooked in a hygienic environment and served fairly to the pupils. He/she does this by supervising and monitoring as well as delegating these tasks to the Deputy head teacher or the teacher on duty. In general, SFP has had a great impact on the enrolment levels and retention of pupils in Mbeere South district. A trend was established that indicated a raise in the general enrolment structures. Since the introduction of the SFP, School level of enrolment has gone up from a pupil population of 29170 to 30303 which represents a 3.9% increase. Individual schools had each recorded an increase which the management attributed to SFP among many other variables. Initially, Free Primary Education had an impact in enrolment increase and it was highly boosted by SFP.

2. The head teachers use various strategies to mobilize resources for School Feeding Programme. They source funds from the Government, Non-Governmental Organizations and Development Partners. They also mobilize parents to contribute money to run the programme. Sometimes they use school alumni to organize funds Drive to support SFP.

3. It was found that the funds provided by the Government are not enough and needs supplementation. The head teacher uses various initiatives to ensure that retention of pupils is enhanced. He/she does this by avoiding wastage of the food that is provided, utilizing the school land for farming as suggested by



NGOs and taking punitive measures to those pupils who absent themselves from school.

4. Head teachers face a lot of challenges when managing SFP. For instance, they have to look for money to pay the cooks and it is not easy to get it from the parents. Insufficient food ratio leading to giving the pupils less than the stipulated ratio is a common problem. Lack of standard kitchen, store and other equipment compromise the pupils' hygiene. Insufficient clean water and lack of firewood waste class time when pupils go looking for these commodities.

5. It was found that most of the schools have poor food storage facilities thus exposing the commodities to loss through spillage, infestation by vermin, pests and even thieves. To ensure that food is safe, head teachers involve parents in splaying the stores, treating food stuffs with pesticides, and construction of good and safe stores. Also they monitor very closely how the food is utilized and employ watchmen to guard against theft.

### **5.3: Conclusion**

Having carefully assessed the influence of Head teachers' practices in Management of School Feeding Programme on Primary School Pupils' Retention in Mbeere South District, the study revealed that Head teachers' Management has contributed significantly to pupils' enrolment, reduced dropout rate and enhanced retention in primary schools in this area.

School Feeding Programme is a valuable instrument for stimulating enrolment and stabilizing attendance as well as reducing drop outs in primary schools within Mbeere South district. It has enhanced pupils' performance in class and ultimately in K.C.P.E. This is in concomitant with the results the study which was carried out in India by Tamil Nandu in 1984 (WFP, 1984) which showed that School Feeding Programme leads to significant improvement in school participation and academic performance. This is because it ensures regular attendance of school; hence more time is spent on class work and assignments. The provision of mid-day meal relieves short term hunger and increases attention span in pupils. A study conducted by Jarousse and Mingat (2001) found learning and academic achievement to be much higher for children in school who had School Feeding Programme lunch.

Many head teachers were grateful to the Government for the provision of funds to support SFP. However, they lamented that it was not enough to feed the school throughout the term. They kept on asking parents NGOs and Development Partners for assistance. They also used all the initiatives like farming to supplement what the Government had provided. Many challenges were experienced during the management of SFP and suggestions were given to resolve them. Food loss due to various management inadequacies were cited and were addressed accordingly.

#### **5.4 Recommendations**

Based on the conclusions, the following recommendations were made:-

- i) School Feeding Programme should be maintained under all cost. Schools should be encouraged to start income-generating projects to supplement the Government and the Donor-aided supplies so as to reduce the shortage of the food stock. Utilizing the existing land for Agriculture can do this.
- ii) The Government should increase the money allocations to schools and to challenge Non-Governmental Organizations and Development Partners to support School Feeding Programme.
- iii) The Government should organize trainings, seminars, workshops for head teachers, teachers and other stakeholders on initiatives to sustain SFP.
- iv) The Government through FPE should allocate a vote head for SFP to enable school administration cater for cooking fuel, clean water, construction of kitchen and employing cooks.
- v) The Government should continue paying the watchmen and institute tough penalties to those who misappropriate SFP food.

#### **5.5 Recommendations for further Research**

The following recommendations are suggested for further research:-

- i) That this research study was done in a small area covering one district out of many others in Kenya. Similar studies should be done in other

parts of the country in order to ascertain the findings of this study and enable generalization of the findings.

- ii) Enrolment and retention in primary schools have been a challenge for a long time. It is known to be influenced by many factors besides SFP. A study on other factors that affect enrolment and retention in primary schools should be carried out.
- iii) Throughout this study, it is viewed that this programme may face challenges when the Government and Donors will pull out their support. A study on how to empower the community so that they can sustain SFP would be of great importance to the country.

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## APPENDIX A

### Letter of introduction to the Head teachers

UNIVERSITY OF NAIROBI

P.O. BOX 92,

KIKUYU,

Date.....

Dear Sir/Madam,

#### RE: INTRODUCTORY LETTER

I am a student at University of Nairobi undertaking a study on the influence of Head Teachers' practices in Management of School Feeding Programme on primary school pupils' retention in Mbeere South district. Your school has been selected for the purpose of undertaking this study. You are therefore requested to give your honest response to the questionnaire attached to this letter. Your identity will be treated with utmost confidentiality.

Your positive participation in this study is highly appreciated and may go on a long way in improving retention in primary schools.

Yours faithfully,

.....

Evans Muriuki Njuki

## APPENDIX B

### QUESTIONNAIRE FOR THE HEADTEACHERS

#### INSTRUCTIONS

Please indicate by use of a tick [√] options that reflect your thinking and write in the blanks provided as applicable to you.

Kindly show your appropriate response in the space provided.

#### SECTION A

1. What is your gender? (a) Male [   ]                      (b) female [   ]
  
2. What is your age category?
  - (a) 20-29 years. [   ]                      (b) 30-39 years [   ]
  - (c) 40-49 years. [   ]                      (d) 50years and above [   ]
  
3. What percentages of your pupils attend school when feeding programme is on?
  - (a) 90- 100 [   ]                      (b) 70 – 90 [   ]
  - (c) 50 – 70 [   ]                      (d) 50 and below [   ]
  
4. By what percentage do you think School Feeding Programme has reduced dropout rate in your school?
  - (a) 90 – 100 [   ]                      (b) 70 – 90 [   ]
  - (c) 50 – 70 [   ]                      (d) below 50 [   ]

## SECTION B

Below are statements on the role of school feeding programme in which you are required to indicate your level of agreement or disagreement with the views expressed. scale: SA –Strongly agree A - Agree U –undecided D- disagree SD –Strongly disagree

Tick your option [✓ ]

	Statement	SA	A	U	D	SD
5.	The number of pupils absent are fewer during school feeding period than when there is no feeding in school.					
6.	Participation of School Management Committee members in SFP strengthens its management.					
7.	SFP reduces pupils drop out in school.					
8.	There is a significant drop in attendance when school food stocks are over.					
9.	When there is no SFP prepared lunch, most pupils go without lunch.					
10.	The effectiveness of SFP depends on the administrative ability of the Head teacher and School Management Committee.					

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
11.	The bodies that finance SFP are not enough and therefore there is need for others to support School Feeding Programme					
12.	Many of the challenges faced by SFP managers can be overcome if proper strategies were put in place.					

### SECTION C

13. List down the reasons that contribute to pupils' absenteeism from school

- (a).....
- (b).....
- (c).....

14. Name the factors that boost enrolment in your school.

- (a).....
- (b).....
- (c).....

15. List the challenges that you face in your endeavour to implement SFP.

(a).....

(b).....

(c).....

16. Suggest ways in which the challenges mentioned above can be addressed.

(a).....

(b).....

(c).....

17 What strategies do you use to :-

(a) Guard against misappropriation of food (grains, oil) by support staff?

.....

(b) Enhance good storage facilities?

.....

(c) Solicit extra funds from the community?

.....

(d) Get labour from parents?

.....

(e) Ensure that food is cooked/ served in an hygienic environment?

.....

18. When do you use these methods to mobilize resources to boost SFP?

(a) Contribution of money by parents

.....

(b) Contribution of food by parents

.....

(c) Parents bringing firewood and water to school

.....

19. How adequate are the funds from:-

(a) Government .....

(b) Non-Governmental Organizations .....

(c) Parents' contribution.....

(d) community through fund raising.....

(e) Development partners.....

## APPENDIX C

### QUESTIONNAIRES FOR TEACHERS

#### SECTION A

#### INSTRUCTIONS

The following is a questionnaire on School Feeding Programme Please indicate using a tick [ √ ] the correct option in the blanks provided as applicable to you. Please show the appropriate responses in the spaces provided.

1. What is your gender?      (a) Male [  ]                                      (b) female [  ]
2. What is your age category?
  - (a) 20 – 29 years [  ]                                      (b) 30 – 39 years [  ]
  - (c) 40- 49 years. [  ]                                      (d) 50 years and above [  ]
3. When you are on duty, do you assist in School Feeding Programme?
  - ( a ) Yes [  ]                                      ( b ) No[  ]
- 4 How many years has this school benefited from School Feeding Programme?
  - (a) 1-5 years [  ]                                      (b) 6- 10 years [  ]
  - (c ) 11-15 years [  ]                                      (d) 16 and above [  ]

## SECTION B

Below are statements on the role of School Feeding Programme in which you are required to indicate your level of agreement or disagreement with the views expressed. The scale is as outlined:-

Scale; SA-Strongly Agree    A- Agree    U – Undecided

D – Disagree                      SD-Strongly Disagree

Tick your option [√ ]

	Statement	SA	A	U	D	SD
5.	Pupil's participation is higher when there is lunch than when there is none.					
6.	Class attendance is higher during SFP days.					
7.	SFP reduces pupils drop out in my class					
8.	SFP plays an important role in ensuring retention of pupils in school.					
9.	Teachers are very accommodative to SFP in terms of monitoring the cooking, serving and eating.					



**SECTION C**

10. Is there difference in pupils' class participation in the afternoon between SFP days and when there is no SFP food? (i) Yes [ ] (ii) No [ ]

If yes, explain .....

11. What would happen if School Feeding Programme is withdrawn in the school?

(i) .....

(ii).....

(iii).....

12. Does the register show the difference in class attendance between SFP days and when there is no SFP? (i) Yes [ ] (ii) No [ ]

If yes, explain .....

13. Give suggestions on what should be done to ensure School Feeding Programme continues even when world Food Programme and Government pull out their food supply

(i) .....

(ii) .....

(iii).....

## APPENDIX D

### FOCUS GROUP DISCUSSION (FGD) GUIDE FOR THE PUPILS

The following is a discussion schedule to be used with standard 7 and 8 pupils.

(To be conducted with standard 7 and 8 pupils)

1) Do you get food every day at school? Yes [ ] No [ ]

.....

2) Is the food enough? Yes [ ] No [ ]

.....

3) Do you get food on time? Yes [ ] No [ ]

.....

4) Do you ever miss food? Yes [ ] No [ ]

.....

5) Who has employed the cook?

.....

6) Do you contribute to the success of the School Feeding Programme by bringing water and firewood?

.....

7) Do parents contribute food if there is no food at school?

.....

## MBEERE SOUTH PRIMARY SCHOOLS

### Kiritiri zone

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. Seven Forks   | 10. Karuki     | 19. Gatirari    |
| 2. Betty Academy | 11. Gatumbiri  | 20. Machanga    |
| 3. Kabuguri      | 12. Kirathe    | 21. Ciorindagwa |
| 4. Kamukunga *   | 13. Kiamukuyu  | 23. Kerwa       |
| 5. Kavingori SDA | 14. Igumori *  | 24. Rugogwe     |
| 6. Mayori        | 15. Karwiro    | 25. Gikondi     |
| 7. Kanduku       | 16. Ngiori     | 26. Kathuri     |
| 8. Kamurugu      | 17. Rurii      | 27. Gatururi*   |
| 9. Iriamurai     | 18. Kiritiri * | 28. Robert kiki |

### Makima zone

- |                 |                |               |
|-----------------|----------------|---------------|
| 1. Mfariji      | 10. Mwea       | 21. Kanyonga* |
| 2. AIC Ndune    | 12. Mbondoni   | 22. Ngeca *   |
| 3. Omega Junior | 13. Kamunyagia | 23. Muthiru   |
| 4. Katuanyaga   | 14. Mulukusi*  | 24. CCM Ndune |
| 5. Mburutani    | 15. Kalisa     | 25. Mwanyani  |
| 6. Urua #       | 16. Unguni     |               |
| 7. Kitloloni    | 17. Mashamba   |               |
| 8. Gikuru       | 19. Irari      |               |
| 9. Makima       | 20. Njeru      |               |

### Kiambere zone

- |                    |                |                |               |
|--------------------|----------------|----------------|---------------|
| 1. Kiambere        | 6. Riaciina    | 11. Karura     | 16. Kariari   |
| 2. Mutindwa        | 7. Mutuobare * | 12. Kiruriri # | 17. Ntharawe* |
| 3. Ngambari        | 8. Kariguri    | 13. Ndithiri   |               |
| 4. Mariari SDA     | 9. Gwakarigu   | 14. Ikomenie   |               |
| 5. ST. Ann Rutumbi | 10. Gacabari   | 15. Marimari * |               |

**karaba zone**

- |                       |                     |              |
|-----------------------|---------------------|--------------|
| 1.Wango               | 6. Maviani          | 11.Karaba    |
| 2.ST Mary's M akutano | 7. Consolata Karaba | 12.Gitaraka  |
| 3.Makutano Junior     | 8.Kamweri           | 13.Iriaitune |
| 4.Makawani *          | 9. Wakalia *        | 14.Kaseveni  |
| 5.Karuku *            | 10.AIC Wango        | 15.Kikumini  |

**Riakanau zone**

- |             |                   |                |            |
|-------------|-------------------|----------------|------------|
| 1.Nthingini | 5. AIC Kiria      | 9. Kathiani    | 13.Ngomola |
| 2.Gategi*   | 6.Consolata Kiria | 10.Kakindu     |            |
| 3.Koma *    | 7. Musingini      | 11.Malikini    |            |
| 4.Kaseve    | 8. Riakanau *     | 12.Kamwiyendei |            |

**Kianjiru zone**

- |              |            |                |
|--------------|------------|----------------|
| 1.Mutugu*    | 8. Kanothi | 15.Mbita       |
| 2.Nyangwa    | 9.Kabururi | 16.Mathigameru |
| 3. Kirima    | 10.Gikiiro | 17.Kiametho    |
| 4.Kaweru     | 11.Kaurari | 18.Nganduri    |
| 5.Mutus      | 12.Rwethe  | 19.Kamwimbi    |
| 6.Kamunyange | 13.Gataka* | 20.Munyori*    |
| 7.Murindi    | 14.Minuri  |                |

**Rwika zone**

- |                          |                   |                       |
|--------------------------|-------------------|-----------------------|
| 1.Yonder karwigi         | 8. Rianjeru       | 15.A .I. C. Gachuriri |
| 2.Kanyariri              | 9.Kiamuringa      | 16 .Ngenge            |
| 3.Kangeta                | 10.Kangungi       | 17.D E B Muraru *     |
| 4.Ngangari               | 11.J.J M.Nyaga *  |                       |
| 5J.N. Mwonge             | 12.ST.Luke's SFD  |                       |
| 6.Rugakori               | 13.Muraru         |                       |
| 7.ST. Joseph Gachuriri * | 14. Kaninwanthiga |                       |

KEY: \* Sampled schools

# Piloting school



### Agro - Ecological Zones in Mbeere District



Project/Contract No. 10/1990/10  
 Region: Transmara District  
 Date of Survey: 1990/1991  
 Scale: 1:50,000  
 Date of Map: 1991  
 Date of Issue: 1991

**Legend**

●	Towns	■	Agro-ecological Zone
—	Roads	■	L 6
□	Barotsi	■	Subsistence Zone
□	Localities	■	Commercial Zone
		■	L 10
		■	L 15
		■	L 20
		■	Shrub Zone
		■	001
		■	002



REPUBLIC OF KENYA



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
[secretary@ncst.go.ke](mailto:secretary@ncst.go.ke)

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/RCD/14/012/709**

Date: **12<sup>th</sup> June 2012**

Evans Muriuki Njuki  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers' management of school feeding programme on primary school pupils' retention in Mbeere South District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Mbeere South District for a period ending **31<sup>st</sup> July, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Mbeere South 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**

Copy to:

The District Commissioner  
The District Education Officer  
Mbeere South District.

PAGE 2

PAGE 3

Research Permit No. NGST/RCD/14/012/709

Date of issue 12<sup>th</sup> June, 2012

Fee received KSh. 1,000

THIS IS TO CERTIFY THAT:

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

Evans Muriuki Njuki

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi

has been permitted to conduct research in

Location

Mbeere South District

Eastern Province

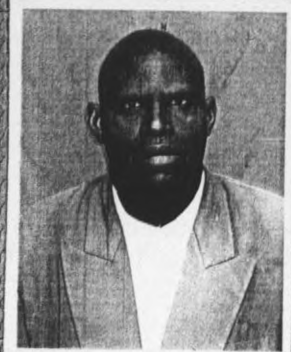
on the topic: Influence of head teachers'

management of school feeding programme

on primary school pupils' retention in Mbeere

South District, Kenya

for a period ending 31 July, 2012.



Applicant's  
Signature

Secretary  
National Council for  
Science & Technology