

**INFLUENCE OF HEADTEACHERS' SCHOOL FEEDING PROGRAMME  
PRACTICES ON PUPILS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS  
IN SIAKAGO DIVISION, MBEERE NORTH, KENYA**

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## **DECLARATION**

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

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This research project has been submitted for examination with our approval as University Supervisors

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## **DEDICATION**

This project is dedicated to my mother Gladwin Kanini, my daughter Joy Wanjiku and son Caleb Mwangi for their patience during long hours of my study.

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God bless you all.

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## **ABBREVIATIONS AND ACRONYMS**

ASAL	Arid and Semi Arid Lands
EFA	Education For All
HGSFP	Home Grown School Feeding Program
MoE	Ministry of Education
NASCOTI	National Commission for Science Technology and Innovation
SFP	School-Feeding Programme
SPSS	Statistical Package for Social Science
UN	United Nations
UNESCO	United Nations Education Science and Cultural Organization
UPE	Universal Primary Education
WFP	World Food Program

## ABSTRACT

The purpose of the study was to investigate influence of headteachers' school feeding programme practices on pupils' participation in public primary schools in Siakago division, Mbeere North, Kenya. The research objectives sought to determine the extent to which headteachers' timeliness in procurement of food, headteachers' initiating structures, headteachers' institutional arrangements, and headteachers' involvement of the community mobilisation in school feeding programme influenced pupils' participation in public primary schools in Siakago Division. The research design used in this study was descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. The target population comprised of all the 98 public primary schools in Siakago division that have implemented school feeding programme. The sample comprised of 10 headteachers, 82 teachers and 279 class 8 pupils sampled by use of simple random sampling. Data were collected by use of questionnaires, focus group discussions and document analysis. Data was analysed by qualitative and quantitative techniques. Findings on the influence of procurement of food in school feeding programme to pupils' participation in public primary schools revealed that majority 252(96.9%) of pupils indicated that pupils' participation had increased in the school due to school feeding programme. Majority 6(60.0%) of headteachers strongly agreed that school made efforts in increasing participation of pupils by having initiative structures. Findings on the extent to which community participation in school feeding programme influence pupils' participation in public primary, the study found out that that community participation in school feeding programme influenced pupils' participation in public primary schools. Findings on the influence of initiating structures such as bank accounts for school feeding programme helped in the management of the programme, therefore the study concluded that initiating structures for school feeding programme influenced pupils' participation in public primary schools. Schools had bank accounts for the school feeding programme. The study lastly concluded that communities contributed to the purchasing of cooking utensils used for the food program and the community provided the casuals to cook for the children. Based on the findings and conclusions the study recommended that government to set out an agenda for protecting the right to education during conflict and to strengthen provision for children as insecurity affects formal education directly and to ensure ownership of the school feeding intervention. Finally the school administration should ensure community participation and responsibility in school feeding programme. This researcher took exception to the fact that the study was conducted in Siakago Division, Embu County yet School Feeding Programme (SFP) on pupil's participation is a national one. The researcher therefore suggested that a similar study be conducted in a larger area, or in the whole of Kenya so as the compare the results of such study with the findings of the current study.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Poverty prevents children from attending school and those that do not attend are at high risk of exploitation through child labour, child trafficking as well as becoming victims of violence (United Nations [UN] News, 2000). Many are at risk of not achieving Universal Primary Education (UPE) by 2015. The ultimate responsibility for ensuring access for all children lies with governments, but for many countries especially the poorest, progress also depends heavily on support from the international community, especially donors (World Food Programme, [WFP] 2008).

Each year, World Food Program (WFP) provides millions of school children with food in the world as an incentive to lure children to school and maintain their attendance. The programme targets areas where enrolment ratios are lowest and which can have greatest effect towards improving education standards of the children (WFP, 1999). According to Ahmed (2004) in study on *Impact of Feeding Children in School* in Bangladesh, school meals increased pupils' participation in school. Ahmed found that school feeding increased pupils' enrolment, reduced dropout rate, increased attendance and improved performance in participating schools as compared to their counterparts where no feeding programs were available.

In Africa, some regions are adversely affected by drought and famines which affects children severely than the adults. In 1999, 29 countries in these regions including: North of Africa zone bordering Senegal, Upper Volta and Chad in the South and Morocco, Algeria, Libya and Egypt in the North. The zone extends South East through Somalia and Northern Kenya. In South of equator the zone covers Lesotho parts of Cape, Northern Transvaal and Free State province of South Africa, Botswana, Namibia and parts of Zimbabwe. These regions benefited from WFP food assistance to relief children from hunger (UNESCO, 1999). It has been noticed that when school feeding programmes are introduced to school, enrollment increases. For instance, when a school feeding programme which consisted school meals and home rations for girls was introduced in 2000 by WFP in Morocco, enrolment of girls in schools increased within two years of the programmes' implementation.

Kenya has made efforts to increase enrollment and retention of children in schools. For example school feeding program was introduced in Kenya in 1966 with an aim of improving participation of children enrolment, retention and academic performance in primary schools. In 1979 the government introduced school milk which resulted to 23 percent increase in enrolment (Republic of Kenya, 1988). Having been stopped for a while, the programme was re-introduced in 1980. Since then, the World Food Programme has been supporting school feeding programme targeting 1.1 million pre-primary and primary school pupils in Arid and Semi Arid Lands (ASAL) and some slum areas of Nairobi and Mombasa cities since 1980 (Ministry of Education [MoE], 2010).



In an impact evaluation of WFP on school feeding programmes in Kenya by WFP (2009), enrolment rates were on average 28 percent higher in schools that offered school meals, than in those that did not. The difference was even more marked in the early grades. The rate of completion of primary school was also higher in schools offering school meals, especially for girls, and a higher percentage of children from primary schools that offered meals moved on to secondary school after graduating. School meals had a positive effect on attendance rates and on scores in exams in the final year of primary school. Educational outcomes were more positive in urban areas than in rural semi-arid and arid areas (WFP, 2009).

In 2009, the Government of Kenya introduced the Home Grown School Feeding Program (HGSFP). It was a government effort to move towards a more sustainable and nationally integrated alternative. The HGSFP aim at supporting pupils' school access and retention especially in marginal agricultural districts and it has enjoyed partner support from the local community (Ministry of Education, 2010). To support the intention and increase pupils' participation in learning the government started funding school feeding program in ASAL and some slum areas in Nairobi and Mombasa cities through the home grown school feeding program in 2009.

Schools in parts of drought stricken Kenya have managed to stay open because of the provision of the crucial meals for young children. The drought that often hits various region of the country creates serious food shortages, putting more than one million Kenyans at risk of hunger. Siakago Division Embu County is one of the districts that often experiences

serious food shortage during droughts and has a population of 125,940 according to Kenya 2009 census data. The area is dry and its people keep livestock such as sheep, indigenous cattle and goats. The division has been benefiting from school feeding programmes since 1980 (Mbeere North District Education Office, 2014). Currently it benefits from the school feeding programmes. The Ministry of Education has cited disparities of food and transport prices together with funding shortfalls as factors that hinder education officers from effectively monitoring the home grown school feeding program (Ministry of Education, 2004).

School feeding programmes have been implemented in Kenya since the 1966 with varying degrees of success (Songa, 2011). For instance, Obonyo (2009) in Yala division in Busia County found that school feeding programme was an effective tool in reducing pupils' dropout rate. Subsidized meal programmes, used primarily to promote enrollment and retention of rural children, have played an integral part in realizing the country's goal of universal primary education (Rukmani, 2011; Songa, 2011; Wambua, 2008).

Poverty has kept generations of families from sending their children to school since day-to-day survival has to be their priority. In such families, children must also contribute to the household's livelihood and they often have to work in the farms or care for younger siblings so that their parents can earn an income away from home. Siakago Division (Embu county-Kenya), where this study will be done has a poverty incidence of 74% and a Poverty Gap of 43%. The School-Feeding Programme (SFP) has been used as an intervention to increase enrolment, prevent school dropout and stabilize attendance and

improve performance in academics by improving attention span through alleviating short-term hunger while pupils are at school.

## **1.2 Statement of the problem**

The effects of the school meal program on the wellbeing of rural Kenyans cannot be overstated. Through providing daily meals, schools are able to meet immediate food needs, provide future safety nets, and offer long-term assistance and empowerment to children, families, and communities. Education, health and nutrition cannot be considered in isolation. A holistic approach to children's well-being should be followed (WFP, 2006). Hunger is a barrier to learning and school feeding programmes throughout the world have successfully attracted children to school by offering them food or a nourishing snack. The primary objective of a school feeding programme is to provide meals or snacks to alleviate short-term hunger, thus enabling children to learn. School feeding programmes have proven effective in encouraging enrolment, increasing attention span and improving school attendance (Grantham-McGregor, 2009).

To ensure that the SFP is successful, different implementing agencies such as the World Vision and the Action aid have put up structures of training of the headteachers and the school committees on how to run the programme. However, there have been challenges in that schools face for example food getting over before the school term ends hence disrupting the normal school programmes. The headteachers is key in the implementation of school programmes in schools including SFP. This study therefore seeks investigate

influence of headteachers' school feeding programme practices on pupils' participation in public primary schools in Siakago division, Mbeere North, Kenya.

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

The purpose of the study was to investigate influence of headteachers' school feeding programme practices on pupils' participation in public primary schools in Siakago Division, Mbeere North, Kenya.

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

The study was guided by the following objectives:

- i. To determine how headteachers' timeliness in procurement of food in school feeding programme influence pupils' participation in public primary schools in Siakago Division.
- ii. To establish how headteachers' initiating structures for school feeding programme influence pupils' participation in public primary schools in Siakago Division.
- iii. To analyse how institutional arrangements for school feeding programme by the headteachers affect pupils' participation in public primary schools in Siakago Division.

- iv. To establish the extent to which headteachers' involvement of community in school feeding programme influence pupils' participation in public primary schools in Siakago Division.

### **1.5 Research questions**

Basing on the above objectives the following research questions were addressed:

- i. How does headteachers' timeliness in procurement of food in school feeding programme influence pupils' participation in public primary schools in Siakago Division?
- ii. How does initiating structures for school feeding programme by the headteachers' influence pupils' participation in public primary schools in Siakago Division?
- iii. How does institutional arrangements for school feeding programme by the headteachers influence pupils' participation in public primary schools in Siakago Division?
- iv. To what extent does headteachers involvement of the community in school feeding programme affect pupils' participation in public primary schools in Siakago Division?

## **1.6 Significance of the study**

It is anticipated that this study may be used by educational administrators and planners when formulating policies on the school feeding programme to ensure that it achieves its intended educational objectives. The findings may be beneficial to the government and education stakeholders by showing how school feeding program assisted in guaranteeing learners' regular school attendance and active participation in school activities. The study has revealed the significant role played by school feeding program on attainment of universal primary education on the way to realizing EFA, Millennium Development Goals (MDG) and Vision 2030. The study is a base for further research on areas not covered by the study.

## **1.7 Limitation of the study**

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). There was a possibility of some respondents giving minimal cooperation, fearing that the study would detect their administrative incompetence. This was mitigated by ensuring that their identity were not disclosed. It was difficult to control the attitudes of the respondents when responding to the research items hence some of their views may have been socially biased in support of the SFP.

### **1.8 Delimitation of the study**

The study was carried out in only one Division Siakago in Mbeere North District of Embu County.. The socio-economic and cultural background of the division's population also might limit generalization to areas. Private schools did not participate in the study as their environment, parents/guardians motivation, socio-economic status of their members and management varied from that found in public primary schools. The study participants were the headteachers, teachers and pupils from the public primary schools as they have first hand information about effects of school feeding program on pupils' participation in education.

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

The study assumed that:

- i. The relevant records and data were available and accessible at schools and district education office.
- ii. The respondents would be willing to co-operate and give accurate information.

### **1.10 Definition of significant terms**

The following are definitions of significant terms within the context of the study:

**Co-curricular activities** refer to those activities such as games, sports, clubs that pupils participate in outside class time.

**Dropout** refers to the pupils who do not finish the eight years of primary cycle within a given cohort.

**Enrolment** refers to the number of children attending school.

**Initiating structures** refers to the various ways that headteachers use to ensure that food programmes is well managed. This includes having a committee that operates the SFP bank account.

**Institutional arrangements** refer to structures or prior mechanisms that headteachers put in place to ensure that food is available for the children.

**Procurement of food** refers to headteachers ability to acquire food in time for the SFP.

**Retention** refers to a state where school pupils' progress from standard one to standard eight without dropping out of school.

**School attendance** refers to the aspect of pupils coming daily to school after being enrolled in the schools.

**School feeding programme** refers to partnership project co-sponsored by World Food Program and the government to provide food to targeted schools in Kenya.

**Short term hunger** refers to the temporary condition of pupils who have not had an adequate meal for many hours before coming to school.

**Transition rate** refers to the number of pupils able to move from one class to the next after one academic year.



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

The study will be organized into five chapters; the first chapter highlights the background information of the study, statement of the problem, purpose, objectives, significance, limitations, delimitations, assumptions and definition of significant terms of the study. Chapter two of the study dwells on literature review organized into the following themes: global overview of school feeding programs, school feeding program and school participation, school feeding program and enrolment, school feeding program and dropout rate, school feeding program and transition rate, school feeding program and involvement in co-curricular activities and a theoretical and conceptual framework will be provided. Chapter three covers research methodology that will be employed. This includes research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the study, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation of the findings. Chapter five comprise of the summary, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review of the study. The chapter presents the school feeding programme, School feeding programme and pupils' dropout, transition rate and School feeding programme and levels of learners' involvement in co-curricular activities. The chapter will also present the theoretical and conceptual framework of the study.

#### **2.2 Timeliness in procurement of food in school feeding programme and pupils' participation in schools**

In many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs. An important consequence of this is that any transition to national ownership requires as a first step the institutionalization of school feeding within national and local-level structures (Caldes & Ahmed, 2004). Many case studies of countries that have transitioned to national ownership point to the fact that, independent of context, programs benefit from having a designated institution in charge of the program at the central level. In a majority of countries, this responsibility lies with the education sector, although some countries have chosen to create independent institutions, particularly where the program is seen as a political priority. In other cases, the program may be viewed as a multisectoral

intervention, crucially linked with the education sector, but implemented with agriculture, health, or local government (Caldes & Ahmed, 2004). The key factor that sows the seeds for transition is government leadership for the incorporation of the program within national policy.

Where the food comes from and who is responsible for its purchase determines to a great extent how a program is managed (Songa, 2011). A program that buys large quantities of food from national traders and distributes it across the country will need significant centralized capacity to plan requirements well in advance, coordinate national level tenders, and manage distribution. In contrast, if the food is bought close to the schools using a decentralized system, then the institutional arrangements can be lighter at the national level, but with significant support to local-level structures. Thus, the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food (Caldes & Ahmed, 2004).

### **2.3 Initiating structures for school feeding programme and pupils' participation in schools**

Initiating structures refers to the various ways that headteachers use to ensure that food program is well managed. This includes having a committee that operates the SFP bank account (Rukmani, 2011). The school administration and the SMC directly manage the HGSF program at the school level (Rukmani, 2011). Each school has an SMC that includes the head teacher as the secretary, a chairperson who is a parent, and other parents who are

members. While some schools have two separate bank accounts one is a general-purpose account and the other is for instructional materials and supplies (Lambers, 2008). A third is required for the school feeding programme. Schools have experience with financial management and procurement, and the MoE is basing their school feeding procurement model upon already existing structures for monitoring and evaluation and procurement that are used to purchase textbooks and other school supplies (Horton, 2002). Parents represented by the committees are responsible for overseeing general management of the programme, which includes overseeing food deliveries, signing off on reports and delivery notes, and making procurement and management decisions. To access funding at the school level, three parties must sign for it (Gulani, Nagpal, Osmond & Sachdev, 2007)

#### **2.4 Institutional arrangements for school feeding programme and pupils' participation in schools**

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## **2.5 Community participation in school feeding programme and pupils' participation in schools**

Community participation and involvement in the SFP, and typical contributions include firewood, water, cash for cooks' salaries, and salt. When households cannot contribute, the SMC makes alternative arrangements and the remaining supplies are purchased from the tenders. When some come from members of the community, the SMC knows them and what they are capable of

producing and delivering (Alderman, Gilligan & Lehrer, 2008). The SMC offers community responsible for the feeding programme. The communities also contribute to the purchasing of cooking utensils used for the program Apart from the human resource aspect, another important community contribution is firewood (Alderman et al, 2008). Effective administration and implementation of the school feeding programme is at the Unit Committee level, which is the basic level of administration. The community need to be enhanced in ownership of the projects. The involvement of local communities has been minimal; there have been increase participation in supervision and contribution (Alderman, 2008).

It is important to find the right balance between programs that count on community participation and ownership a very positive factor in sustainability and programs that seek to be largely funded by communities. There is a tendency to consider community-sustained programs as an option in reducing dependence on external assistance, but this places significant expectations on communities that they may not be able to fulfill. Indeed, there is anecdotal evidence from many low income countries that communities introduce fees or in-kind contributions to support such programs, and by so doing erect barriers to education, particularly for girls and the poor (Ahmed, & del Ninno. 2002).

School feeding programmes can only be sustained in food-secure and generally better-off areas in a country and cannot serve the populations that are most in need. Similarly, this model is particularly susceptible to shocks (for example, rising food prices or drought) and may have problems regarding the type, quality, and regularity of meals distributed.

Nevertheless, such programs may have a place in an overall national strategy, for example, by serving better-off communities, and case studies on community-sustained school feeding could help to gain a better understanding of good practice as well as possible pitfalls in this regard and of the extent to which communities can fund and sustain school feeding in different contexts (Ahmed, & del Ninno. 2002).

In some countries, communities themselves establish school feeding programs independent of formal structures. And in many places, this is the only model implemented. Because it is already established, it could be an effective channel to distribute additional resources to communities. In Togo, for example, where there is no formal school feeding program, children are usually given a small allowance by their parents to buy meals prepared and sold by members of the community (Ahmed, & del Ninno. 2002).

In cases where the government has decided to place responsibility on the community for sustaining the school feeding program, specific support to communities could be put in place, for example, by linking agricultural programs to communities. Also, a solid policy framework would still be needed that recognizes the existence of this program and an institutional setup would be needed to determine guidelines, minimum standards, and support to the community. In certain cases, the government may wish to consider a mixed model of implementation, where a basic food basket would be provided by the state, which could then be complemented by the community. This way, the food supply of the program could be protected, and minimum nutritional and quality standards could be maintained (Brinkman, 2007).

In Ghana, Community participation and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding, water and sanitation. The essential methodology for school and community level programme promotion and execution supported by ownership and sustainability is community participation. This takes place to varying degrees in all phases of the implementation cycle. Ownership is key to sustainability of the programme and this has been amply demonstrated by several communities around the country (Brinkman, 2007).

## **2.6 Summary of literature review**

This chapter has presented the presents the literature review of the study. The review of literature has highlighted the influence of school feeding programme on pupils' participation. A review of school feeding programme and pupils' enrollment has established that school feeding programme has an influence of pupils enrollment in schools. For example, Glewwe and Nanaan (1994) revealed that malnourished children were likely not to enroll in schools while Del Rosso (1999) has established that school feeding programme motivated parents to enroll their children in school. Steinmeyer (2009) and Bundy (2009) noted that the school feeding program had some general objectives to achieve stabilizing pupils' attendance was one of them.

Literature has further established that school feeding programme has an influence of pupils drop out. For example, WFP (2002), Ahmed (2004), Abotsi (2013) have both showed evidence that school feeding programme prevents pupils drop out from school. Levinger



(2000) on the other hand has established that school feeding programmes is a reason for pupils to remain in school. Studies on school feeding programme on pupils' transition rate have shown that school feeding programme has a role on pupils transition. Alderman et al, (2008) found out that malnutrition decreased the probability of ever attending school. In Kenya, a study conducted in 2008 in Mwala division, Machakos county concluded that school feeding program improves performance of pupils (Wambua, 2008) but Obonyo (2009) in Yala division in Busia county contradicted the belief and expectations by concluding that school meals do not affect pupils' performance. Del Rosso (1999) revealed that school feeding programme alleviates short term hunger and hence pupils are able to participate in co-curricular activities.

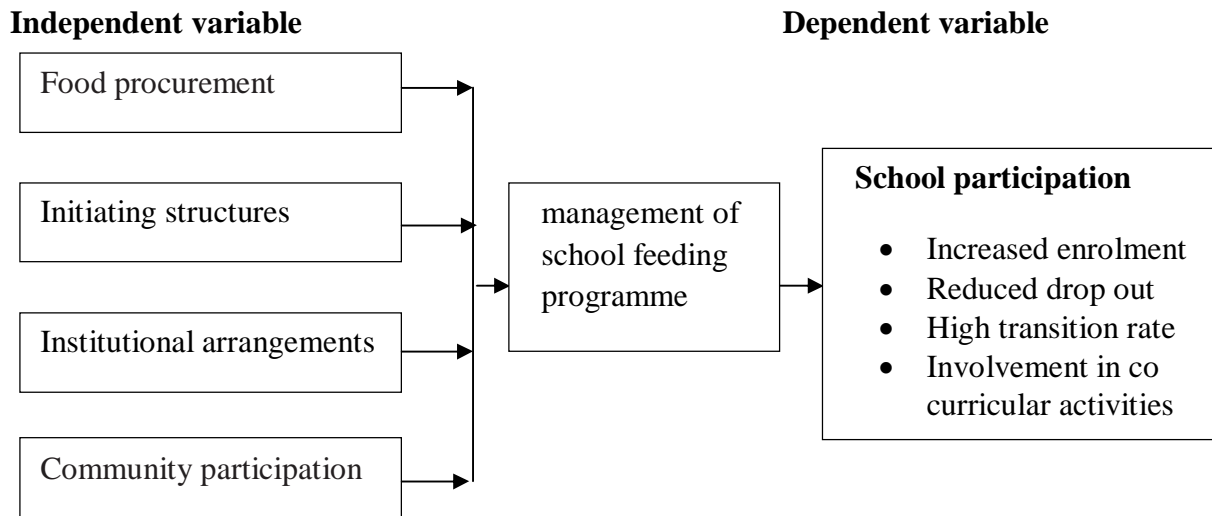
Although, many studies have been carried out to analyze the impact of school feeding programmes on education (Rukmani, 2011; Songa, 2011; Wambua, 2008 and Obonyo, 2009), few have been done after the introduction of home grown school feeding programme to monitor the progress of school feeding programme and assess its influence on pupils' participation in learning in primary schools more so in Siakago division in Embu county. Therefore, this study analyzed the influence of headteachers' management of school feeding programme on pupils' participation in public primary schools in Siakago Division.

## **2.7 Theoretical framework**

The study will be guided by Liberal Egalitarian theories. This theory states that there is need to protect the individual from arbitrary external factors that could prevent the achievement of his or her full potential, (Manchenry, 1993). They should also be able to enjoy their rights just like their counterparts who are living in better conditions. Rukmani (2011) argues that children born into the lower strata can never have the same opportunities for realizing their talents as those born in the higher strata and that is only when there is equal access to those opportunities. This study therefore seeks to determine the influence of School Feeding Programme on pupils' participation. Although there is Free Primary Education children from low income homes are still disadvantaged of going to school on empty stomach, hence the introduction of the School Feeding Programme.

## 2.8 Conceptual framework of the study

**Figure 2.1 Conceptual framework on headteachers management of school feeding program on pupils participation**



The conceptual framework for the study presents the relationship between the independent and dependent variables. The conceptual framework shows that headteachers management of school feeding programme, which has been denoted by food procurement, initiating structures, Institutional arrangements and community participation has an influence of pupils' participation in schools. The conceptual framework is based on the influence of school feeding program on pupils' participation whereby it addresses increased enrolment, reduced drop out, high transition rate and involvement in co curricular activities. Therefore, the incentive SFP will lead to increased pupils participation in learning and finally achieve the universal primary education. The framework illustrates that the pupils' participation results from the school SFP which reduced hunger pangs hence leading to increased enrolment, reduced drop out, attendance, participation and active involvement in co-curricular activities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research design**

According to Orodho (2003), research design is what holds all the elements of the research project together. The research design used in this study was descriptive survey, which is a method of collecting data by interviewing or administering questionnaires to sampled individuals. Descriptive survey was used to investigate a population by collecting samples to analyze and discover occurrences. This research design was suitable to the study since the researcher was interested in the situation on the ground without manipulation of any variable.

#### **3.3. Target population**

The target population is all the members of the real set of people, events or objects to which the researcher wishes to generate the findings as defined by (Mugenda & Mugenda, 2003). The target population comprised of all the 98 public primary schools in Siakago

division that have implemented school feeding programme. The schools had a total number of 819 teachers together with headteachers and 2,797 class 8 pupils. The researcher targeted standard 8 pupils since they have been in the schools for a relatively longer time and hence were able to provide reliable information than other pupils. It also targeted teachers and headteachers because they are the implementers and administrators and had significant information about the effects of school feeding programme on pupils' participation.

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

The researcher used the proposal by Mugenda and Mugenda, (2003) of 10% of the population. They proposed that a 10 percent of a population can be used as a sample to represent the whole population. This implied that out of 98 schools, 10 were selected, out of 819 teachers, 82 were selected including headteachers while out of 2797 class 8 pupils, 279 were selected. Simple random sampling using basket method was used to select the respondents in each school. To select the number of schools, a list was sought from the County Director of Education (Basic) from which the researcher simple randomly selected the 10 schools. To select the teachers, the number of sampled teachers was divided by the number of schools ( $82/10$ ) which yield 8 teachers including the headteacher.

### **3.5 Research instruments**

Data in the study were collected using questionnaires, document analysis and focus group discussion guide. The study aimed at collecting information from respondents about the influence of headteachers' school feeding management practices on pupils participation in primary schools. It used both primary and secondary data. Primary data were collected through questionnaires and focus group discussion. Secondary data was obtained from school returned records at head teacher's office through document analysis. Both quantitative and qualitative methods were used in the study.

#### **Questionnaires**

The researcher relied on self-administered questionnaires. The questionnaires were developed by the researcher. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. They are also anonymous which helps to produce more candid answers than it is possible in an interview. It was responded to by the headteachers, teachers and pupils.

### **Questionnaire for the headteachers**

The questionnaire for the headteachers contained two major sections. Section one contained the demographic information of the headteachers while section two had items influence of headteachers' school feeding management practices on pupils participation in primary schools. The questionnaires had both structured and unstructured items. The questionnaires had items that solicited information on the influence of headteachers' school feeding management practices on pupils' participation in primary schools.

### **Questionnaire for the teachers**

The questionnaire for the headteachers had two major sections. Section one contained the demographic information of the teachers while section two had items influence of headteachers' school feeding management practices on pupils participation in primary schools. The questionnaires had both structured and unstructured items. The questionnaires items sought information on the influence of school feeding programmes on pupil's participation.

### **Questionnaire for the pupils**

The questionnaire for the pupils contained two major sections. Section one contained the demographic information of the pupils while section two had items on influence of headteachers' school feeding management practices on pupils participation in primary schools. The questionnaires had both structured and unstructured items. The questionnaire

items sought information on the influence of school feeding programmes on pupil's participation.

### **Document analysis guide**

Document analysis was used to gather information on the influence of school feeding programmes on pupil's participation for the last five years. The researcher studied documents on school enrollment, school KCPE performance and school attendance and recorded the same in the tables.

### **Focus group discussion guide**

A focus group discussion is usually composed of 6-8 individuals who share certain characteristics, which are relevant to the study (Kombo & Tromp 2009). Focus group discussion was used to obtain information on the participant's perception on the study. The focus group discussion relied on the discussion among participants about its questions. Focus group is made of homogeneous members from the target population. In this instance the composition was 6 standard eight pupils from each selected public primary schools. The researcher was the moderator. Items of the focus group discussion focused on all the research objectives.

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

According to Orodho (2004) validity is the degree to which a test measured what it purported to measure. It is concerned with soundness and the effectiveness of the measuring



instruments. Content validity was done by using the results of the pilot study. The data collected during pilot testing was prepared, analysed and interpreted based on the outcomes; the instruments was reviewed further in readiness for data collection. The researcher had the instruments appraised and amended by experts in the area of the study. The purpose of pilot study was to do away with ambiguities before the actual study is carried out.

### **3.5.2 Reliability of the instruments**

Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Orodho, 2004). The questionnaires were pre-tested using the split-half techniques with all the questions except those seeking respondents recommendation. It involved scoring two halves (odd items versus even items) of a test separately for each respondent and then calculation of correlation co-efficient moment correlation formular. If results obtained are close to +1 then it was deemed reliable for data collection. Pearson's product moment correlation coefficient formula was used so as to establish the Pearson's product moment correlation coefficient.

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

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more, shows that there is high reliability of data. The questionnaire revealed a coefficient of 0.72, hence it was deemed reliable.

### **3.6 Data collection procedures**

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), authorizing her to carry out the research. The researcher then presented the permit CDE and district commissioner as required. The researcher then visited the participating schools to get permission from the head teachers and arrange for the appropriate days for data collection. During data collection, the questionnaire was filled in by the respondents and the researcher collected the questionnaires on the same day where it was possible.

### **3.7 Data analysis techniques**

According to Mugenda and Mugenda (2003) data analysis is the process of bringing order and meaning to raw data collected. The data was edited and information categorized into topics based on the research questions. Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS). Descriptive statistics such as frequency distribution, percentages, graphs and charts was used to analyse the data collected. Tables were constructed to indicate responses from each item that was used. Qualitative data from open-ended questions was organized into sub-topics and tabulated accordingly. Frequency distribution tables, were used to present the quantitative data while descriptive statistics such as percentages and frequencies were used to present the qualitative data. Qualitative data was analyzed thematically according to the themes in the research objectives.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter present analysis of data, it also present interpretation and discussion of the finding of the study. The chapter is discussed under the following sub-sections, the questionnaire return rate demographic information of the respondents' and analysis of data based on the research objectives.

#### **4.2 Questionnaire return rate**

In the simplest sense, response rate is the number of participants who completed a questionnaire divided by the total number of participants who were asked to participate (Boyd, 2002). Of the 10 headteachers', 82 teachers' and 279 pupils' issued with the questionnaires, 10 headteachers, 76 teachers and 260 pupils responded and returned the questionnaire. This gave a 100 percent headteachers' questionnaire, 92.6% teachers' questionnaire and 93.1 percent pupils' questionnaires. On average the questionnaire return rate was 95.2 percent. This return rate was deemed adequate for data analysis. According to Boyd (2002) questionnaire return rate of above 80% renders the questionnaires appropriate.

### 4.3 Demographic information of respondents

Demographic information was collected from headteachers, teachers and pupils. This was to presents the personal characteristics of the respondents providing information for the study. Creswell (2007) states that a researcher carrying out a study needs to establish the characteristics of the sample that provides the information for the study. The results of the analysis are presented in the following subsections:

#### 4.3.1 Demographic information of headteachers

The demographic information of headteachers was based on gender, age, profession level and the duration they had served as headteachers.

#### Gender of Headteachers

Table 4.1 shows gender of headteachers

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

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	9	90.0
Female	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data presented in Table 4.1 implies that public primary schools in Siakago Division were had more male headteachers than female headteachers. The data further implies that the

government policy on the one third representation of both gender in the headship of public institutions has not been adhered in the division. The researcher further sought to establish the age distribution of the headteachers. Table 4.2 tabulates headteachers age.

### **Age of Headteachers**

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

<b>Age</b>	<b>F</b>	<b>%</b>
Below 25 years	1	10.0
31 – 35 years	9	90.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data presented in Table 4.2 implies that most of the headteachers were relatively old and hence may have served as headteachers for a relatively long period. Asked to indicate their profession level, they responded as Table 4.3.

### **Profession qualifications of the headteachers**

The headteachers were asked to indicate the professional qualifications. The data is presented in Table 4.3.

**Table 4.3 Distribution of headteachers by professional qualifications**

<b>Profession level</b>	<b>F</b>	<b>%</b>
PI	9	90.0
Graduate	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data in table 4.3 shows that all the headteachers in the schools had the minimum qualifications. Headteachers who are qualified to head schools are expected to have the minimum administrative knowledge of running the schools. It is therefore expected that teachers in the study have the ability of running the SFP in the schools.

#### **Duration of headteachers in the school**

Table 4.4 tabulates duration of headteachers in the current school.

**Table 4.4 Duration of headteachers in the school**

<b>Duration</b>	<b>F</b>	<b>%</b>
Below 5 years	1	10.0
6 -10 years	6	60.0
11 – 15 years	3	30.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data presented in Table 4.4 implies that the headteachers had been in primary school for considerable number of years and hence were in a position to indicate the influence of

headteachers' management of school feeding programme on pupils' participation in public primary schools.

#### **4.3.2 Demographic information of teachers**

The demographic information of teachers was based on gender, age, profession level and the duration they had served as teachers.

##### **Gender of teachers**

**The gender of teachers is presented in Table 4.5**

**Table 4.5 Distribution of teachers by gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	62	81.6
Female	14	18.4
<b>Total</b>	<b>76</b>	<b>100.0</b>

Table 4.5 shows that there were more male teachers in the school than female teachers. This corresponds to the results of the headteachers where majority were male. The findings further shows that there is no balanced representation of women in the schools. This could be attributed to the fact that the culture of the area under study focuses on the education of men more than that of women.

### **Age of teachers**

Table 4.6 presents teachers' age

**Table 4.6 Distribution of teachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 25 years	7	9.2
26 – 30 years	26	34.2
31 – 35 years	7	9.2
Above 35 years	36	47.4
<b>Total</b>	<b>76</b>	<b>100.0</b>

Data as in table 4.6 shows that the majority of the teachers in the district were relatively elderly. The data implies that these teachers may have worked in other schools where SFP have been introduced. This puts them in a better position to provide information on how the programme's implementation influences pupils' participation in school.

### **Profession qualifications of teachers**

The teachers were also asked to indicate their professional qualifications. The data is presented in Table 4.7.



**Table 4.7 Distribution of teachers by professional qualifications**

<b>Level</b>	<b>F</b>	<b>%</b>
Untrained	2	2.6
PI	63	82.9
Graduate	11	14.5
<b>Total</b>	<b>76</b>	<b>100.0</b>

Data as in table 4.7 shows that apart from two teachers, all the rest had the minimum qualifications to teach in primary schools. This is due to the fact that P1 certificate is the minimum qualification for one to teach in primary school. The two who had not been trained as teachers were those that have been hired by the schools to alleviate the challenge of inadequate teachers.

#### **Duration of teachers in the current school**

The researcher sought from the teachers the duration that they had been in the current school. Table 4.8 tabulates the data.

**Table 4.8 Duration of teachers in the current school**

<b>Duration</b>	<b>F</b>	<b>%</b>
Below 5 years	6	7.9
6 -10 years	33	43.4
11 – 15 years	35	46.1
More than 15 years	2	2.6
<b>Total</b>	<b>76</b>	<b>100.0</b>

Data presented in Table 4.8 implies that most of the teachers had been in the schools for a relatively long time hence are able to explain how headteachers management of school feeding programmes has influenced pupils participation in schools.

### **4.3.3 Demographic information of pupils**

The demographic information of pupils was based on gender, age, and class. The pupils were asked to indicate their gender. Table 4.9 tabulates pupils' gender.

**Table 4.9 Distribution of pupils by gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	149	57.3
Female	111	42.7
<b>Total</b>	<b>260</b>	<b>100.0</b>

Data presented in Table 4.9 shows that there is low level of participation of girls in the schools as compared to the boys. This could be attributed to the fact that the community values boys' education to that of girls.

The researchers further sought to establish the age of the pupils in the schools. Table 4.10 presents the age of the pupils.

**Table 4.10 Distribution of pupils by age**

<b>Age</b>	<b>F</b>	<b>%</b>
11– 15 years	198	76.2
Above 15 years	62	23.8
<b>Total</b>	<b>260</b>	<b>100.0</b>

From Table the data shows that majority of the pupils were in the right age for primary school. However, there were pupils who were above the primary age going age which could be attributed to the fact that pupils either joined school late or there has been cases of repetition. The cases of repetition of pupils could be as a result of poor participation of pupils due to factors such as food hence the introduction of SFP in the schools.

Asked to indicate their class, the pupils responded as in table 4.11

**Table 4.11 Distribution of pupils by class**

<b>Class</b>	<b>F</b>	<b>%</b>
Class Seven	89	34.2
Class Eight	171	65.8
<b>Total</b>	<b>260</b>	<b>100.0</b>

Responses indicated that the majority of the pupils were in class eight. This indicates that the pupils had been in school for considerable number of years and hence in a position to indicate the influence of headteachers' management of school feeding programme on pupils' participation in the public primary schools.

#### **4.4 Influence of timeliness of procurement of food in school feeding programme to pupils' participation in public primary schools**

The purpose of this study was to find out the influence of school feeding programme management practices on pupils participation in public primary schools. In the first research objective, the study sought to establish the influence of timeliness in procurement of food in school feeding programme to pupils' participation in public primary schools. The headteachers were asked to indicate whether the number of pupils in the schools had increased after the introduction of the SPF. The headteachers indicated that pupils' participation had increased in their school due to introduction of school feeding programme. This was corroborated with the results of the document analysis that showed an increasing trend of pupils before and after the introduction of the SFP.

Data further shows that all the teachers and headteachers indicated that school feeding program depends on where the food comes from to a great extent. The data shows that headteachers and teachers were of the opinion that school feeding programme had positively influenced pupils' participation in schools.

When the pupils were asked to respond to the same item, they responded as Table 4.12

**Table 4.12 Pupils' responses on whether their participation in schools was as a result of SFP**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	252	96.9
No	8	3.1
<b>Total</b>	<b>260</b>	<b>100.0</b>

Findings revealed that majority of pupils indicated that pupils' participation had increased in the school due to school feeding programme. This implies that school feeding programme had increased the number of pupils' school. The findings concurs with the headteachers and teachers responses that school feeding programme had influenced pupils' participation in schools.

The headteachers and teachers were asked to indicate whether food need significant centralized capacity to plan requirements of pupils. Table 4.13 tabulates the data.

**Table 4.13 Headteachers’ and teachers’ responses on centralized capacity in plan requirements**

Respondents	Great extent		Less extent	
	F	%	F	%
Headteachers	6	60.0	4	40.0
Teachers	74	97.4	2	2.6

The findings as in table 4.13 shows that headteachers’ and teachers were of the opinion that large quantities of food needed significant centralized capacity to plan requirements. The data shows that timely procurement of food needed capacity for handling. This is because if food was not well handled, it could lead to waste hence the need to have in place proper planning of how such food should be handled.

The pupils were asked to rate the school feeding program on increasing their participation. They responded as Table 4.14.

**Table 4.14 Pupils’ rating on their participation in as a result of SFP**

Extent	F	%
Great extent	252	96.9
Less extent	8	3.1
<b>Total</b>	<b>260</b>	<b>100.0</b>

As shown in the table 4.14, pupils indicated that school feeding program increased pupils’ participation at a great extent. The response of the pupils that SFP had increased pupils participation in schools could be trusted since pupils were aware that they came to school

in large numbers when food was provided by the school. The findings concurs with previous findings that school feeding program had influenced pupils access to school.

The headteachers and the teachers were asked to indicate whether institutional arrangements were lighter when the food is bought close to the schools. Table 4.15 tabulates headteachers and teachers responses on the extent at which institutional arrangements are lighter when the food is bought close to the schools.

**Table 4.15 Headteachers’ and teachers’ responses on institutional arrangements for SFP**

<b>Respondents</b>	<b>Great extent</b>		<b>Less extent</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Headteachers	7	70.0	3	30.0
Teachers	76	100.0	0	0.0

As presented in the Table 4.15, the majority revealed that institutional arrangements were lighter at a great extent when the food was bought close to the schools. This implies procuring large quantities of food needed significant centralized capacity to plan requirements well in advance, coordinate national level tenders.

**Table 4.16 Headteachers’ and teachers’ responses on food procurement modality and structures for monitoring and evaluation of SFP**

Statement	Category of respondent	Great extent		Less extent		No extent at all	
		F	%	F	%	F	%
Food procurement modality	Headteachers	7	70.0	2	20.0	1	10.0
	Teachers	72	94.7	4	5.3	0	0.0
Structures for monitoring and evaluation and procurement of food	Headteachers	4	40.0	5	50.0	1	10.0
	Teachers	49	64.5	26	34.2	1	1.3

Table 4.16 indicates that the majority of headteachers and teachers indicated that pupils’ participation depend largely on the procurement modality and sources of food to a great extent. This shows that where the food comes from and who was responsible for its purchase determined to a great extent how a food program was managed. Data further shows that headteachers indicated that school had structures for monitoring and evaluation and procurement of food at less extent while majority teachers indicated the school had the structures to a great extent.

The pupils were asked to indicate whether procurement of food in school feeding programme increased pupils’ participation in schools. Table 4.17 tabulates pupils’ responses.



**Table 4.17 Pupils’ responses on the influence of procurement of food in enhancing their participation in schools**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Institutional arrangements is lighter when the food is bought close to the schools	220	84.6	34	13.1	4	1.5	2
Our school has structures for monitoring and evaluation and procurement of food	161	61.9	97	37.3	2	0.8	0	0.0

Table 4.17 indicates that pupils strongly agreed that institutional arrangements was lighter when the food was bought close to the schools while majority of them strongly agreed that their school has structures for monitoring and evaluation and procurement of food. This agrees with Caldes and Ahmed, (2004) who indicated that the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food.

Findings from the focus group discussion revealed that the school feeding programme affects the number of pupils in the school. There was an increase in the number of pupils in the schools. The school feeding programme influenced pupils’ enrollment, attendance, retention and involvement in co- curricular activities. There was minimal absenteeism and drop out cases. Pupils were healthy an strongly therefore involved in co- curricular activities. The analysis of the objective on influence of procurement of food on pupils’

participation in schools has demonstrated the procurement of food by the headteachers had an influence on pupils' participation in schools.

The above findings are in line with Caldes and Ahmed (2004) who found that in many case studies of countries that have transitioned to national ownership point to the fact that, independent of context, programs benefit from having a designated institution in charge of the program at the central level. In a majority of countries, this responsibility lies with the education sector, although some countries have chosen to create independent institutions, particularly where the program is seen as a political priority. In other cases, the program may be viewed as a multisectoral intervention, crucially linked with the education sector, but implemented with agriculture, health, or local government.

#### **4.5 Influence of initiating structures for school feeding programme on pupils' participation in public primary schools**

To establish the influence of initiated structures in procurement procedures, bank accounts and management of the programme. The researcher posed questions in the questionnaires where responses were used to analyze it. The data obtained is presented in the tables 4.18, 4.19, 4.20 and 4.21. The data indicated that all the headteachers agreed that initiating structures for school feeding programme influenced pupils' participation in public primary schools.

Table 4.18 presents data on whether the structures are put in place.

**Table 4.18 Pupils' responses on initiating structures for SFP**

<b>Responses</b>	<b>F</b>	<b>%</b>
Yes	234	90.0
No	26	10.0
<b>Total</b>	<b>260</b>	<b>100.0</b>

Data in table 4.18 revealed that the majority of the pupils indicated that schools have put structures in place for the programme. The same were obtained from the headteachers and teachers.

The findings are in table 4.19

**Table 4.19 Teachers' and headteachers' responses on whether their school had a bank account for the SFP**

Statement	Category of respondents	Strongly agree		Agree		Strongly disagree	
		F	%	F	%	F	%
School has a bank account	Headteachers	10	100.0	0	0.0	0	0.0
for the school feeding	Teachers	73	96.1	2	2.6	1	1.3
Committees are	Headteachers	4	40.0	6	60.0	0	0.0
responsible for overseeing	Teachers	56	73.7	19	25.0	1	1.3
general management of the							
food programme							

Data in 4. 19 shows that all headteachers and the majority of teachers strongly agreed that their school had a bank account for the school feeding programme. This in inline with Lambers, (2008) who indicated that school have separate bank accounts for the school feeding programme apart from the general-purpose account and the other is for instructional materials and supplies.

Data in Table 4.19 further revealed that majority of headteachers agreed that the committees were responsible for overseeing general management of the food programme while majority of teachers strongly agreed with the statement. Findings also indicates that majority of headteachers agreed that their school had implemented effective structures for food feeding programme. This implies that the headteachers had initiated structures such as

procurement procedure, bank account operation and community management of the programme for effective management of SFP. The findings are in line with Lambers (2008) who found that in the schools studied, each school has an SMC that includes the head teacher as the secretary, a chairperson who is a parent, and other parents who are members. While some schools have two separate bank accounts one is a general-purpose account and the other is for instructional materials and supplies.

Table 4.20 tabulates the headteachers responses on whether school has made effort to increase participation of pupils by having initiative structures.

**Table 4.20 Headteachers’ responses on schools’ efforts in increasing participation of pupils in schools**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	6	60.0
Agree	4	40.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data in table 4.20 revealed that majority of headteachers strongly agreed that school has made efforts to increase participation of pupils by having initiative structures. This implied that initiating structures such as procurement procedures, bank accounts and management of the programme had led to increased pupils access to education. The researcher further sought to establish from the pupils whether the school has implemented effective structures for food feeding programme. Their responses are presented in Table 4.21.

**Table 4.21 Pupils’ responses on effective structures for food feeding programme**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	143	55.0
Agree	111	42.7
Disagree	4	1.5
Strongly disagree	2	.8
<b>Total</b>	<b>260</b>	<b>100.0</b>

Data in table 4.21 revealed that the majority of pupils strongly agreed that their school has implemented effective structures such as making sure that food was available all the time and adequate to feed the children. Data from focus group discussion indicated that when the procurement of food was done within the community, the parent got money which was used to bring other necessities for pupils for example school uniforms, paying the cooks and buying utensils for the school feeding programme. The above findings have established that initiation of structures such as had an influence of increased participation of pupils in education.

#### **4.6 Influence of institutional arrangements for school feeding programme to pupils’ participation in public primary schools**

To establish the influence of institutional arrangements for school feeding programme to pupils’ participation in public primary schools, respondents were asked to respond to several questions that sought to establish how institutional arrangements for school feeding

programme influenced pupils' participation in public primary schools. The headteachers were for example asked whether institutional arrangements for school feeding programme influenced pupils' participation in public primary schools. In this item, all the headteachers indicated that institutional arrangements. The teachers were also asked to indicate whether institutional arrangements for SFP influenced their participation in schools. The findings are in line with Caldes and Ahmed (2004) who found that in many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs.

Data revealed that the majority (93.8%) of pupils indicated that institutional arrangements for school feeding programme influence pupils' participation in public primary schools. The findings imply that institutional arrangements for school feeding programme such as involvement of partners, which included overseeing food deliveries, signing off on reports and delivery notes, and making procurement and management decisions influenced pupils' participation in public primary schools.

The researcher also sought to establish from the headteachers and teachers whether the SFP was managed by external implementing partners. The findings are presented in Table 4.23

**Table 4.23 Headteachers' and teachers' responses on involvement of external implementing partners in SFP**

Respondents	Strongly agree		Agree		Strongly disagree	
	F	%	F	%	F	%
Headteachers	1	10.0	6	60.0	3	30.0
Teachers	24	31.6	32	42.1	20	26.3

Data in table 4.23 revealed that the majority of headteachers and teachers agreed that school feeding program was managed by external implementing partners. Asked to indicate some of the partners, they responded that parents, NGOs and religious organisations were some of the partners in the programme. This implies that parents represented by the committees were responsible for overseeing general management of the programme, which included overseeing food deliveries, signing off on reports and delivery notes, and making procurement and management decisions. This is line with Ninno (2002) who states that there is a tendency to consider community-sustained programs as an option in reducing dependence on external assistance, but this places significant expectations on communities that they may not be able to fulfill.



**Table 4.24 Headteachers’ and teachers’ and responses on SFP institutional arrangements**

Statement	Respondents	Strongly agree		Agree		Strongly disagree	
		F	%	F	%	F	%
		Effective school arrangements of feeding programme	Headteachers	8	80.0	2	20.0
	Teachers	66	86.8	9	11.8	1	1.3
Institutional arrangements enhanced positive participation in school activities.	Headteachers	8	80.0	2	20.0	0	0.0
	Teachers	66	86.8	10	13.2	0	0.0

The findings in table 4.24 shows that the majority of headteachers and teachers strongly agreed that effective school arrangements of feeding programme led to pupils participation in school. Findings further show that headteachers and teachers strongly agreed that institutional arrangements enhanced positive participation in school activities. The findings show that institutional arrangements enhanced pupils’ participation in schools.

When headteachers were asked to indicate whether poor institutional arrangements hindered education officers from effectively monitoring school feeding program, they responded as in Table 4.25.

**Table 4.25 Headteachers' responses on hindrances to effective monitoring of SFP**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	8	80.0
Agree	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Data from table 4.25 shows that the majority of the headteachers strongly agreed that poor institutional arrangements hindered education officers from effectively monitoring school feeding program. The interview with the headteachers revealed that schools had to have institutional arrangements which did facilitate the monitoring and evaluation by education officials. This means that schools are not facilitated by officers on time due to this lack of information.

Table 4.26 presents pupils' responses on whether SFP was managed by external implementing partners.

**Table 4.26 Pupils’ responses on involvement of external implementing partners in SFP**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	104	40.0
Agree	122	46.9
Undecided	3	1.2
Disagree	31	11.9
<b>Total</b>	<b>260</b>	<b>100.0</b>

Data in table 4.26 shows that pupils were of the opinion that school feeding program was managed by external implementing partners. This agrees with Caldes & Ahmed, (2004) who indicated that the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food. Findings from group discussion revealed that the school had structures for monitoring and evaluation and procurement of food which included invoices, delivery, inventories store ledgers, cash sale slips, receipts and cash books. It was further found out that initiating structure for school feeding programme influence pupils’ participation in public primary schools as it influenced their retention.

#### **4.7 Extent to which community participation in school feeding programme influence pupils' participation in public primary**

To establish the extent to which community participation in school feeding programme influence pupils' participation in public primary, pupils were asked to indicate whether community participation in school feeding programme influenced pupils' participation in public primary schools. Data is presented in table 4.27.

**Table 4.27 Pupils' and teachers' responses on community participation in SFP**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Pupils	247	95.0	13	5.0
Teachers	74	97.4	2	2.6

The findings as presented in table 4.27, the majority of the pupils indicated that community participation in school feeding programme influenced pupils' participation in public primary schools. The findings further shows that majority of teachers indicated that community participation in school feeding programme influence pupils' participation in public primary schools. Table 4.28 tabulates headteachers' and teachers' responses on whether communities contribute to the purchasing of cooking utensils used for the food program.

**Table 4.28 Headteachers and teachers responses on community participation in SFP**

Statement	Category of respondents	Strongly agree		Agree		Strongly disagree	
		F	%	F	%	F	%
		Communities contributed to the purchasing of cooking utensils used for the food program	Headteachers	8	80.0	2	20.0
	Teachers	40	52.6	35	46.1	1	1.3
Community is responsible for providing human resource in the school feeding programme	Headteachers	2	20.0	7	70.0	1	10.0
	Teachers	75	98.7	1	1.3	0	0.0

Data in table 4.28 revealed that headteachers and teachers strongly were of the opinion that the community played several roles in the SFP. For example the community contributed to the purchasing of cooking utensils used for the food program. It can be further be noted from Table 4.28 that headteachers agreed that the community was responsible for providing human resource in the school feeding programme, majority of teachers also strongly agreed that the community was responsible for providing human resource in the school feeding programme. This aspect of community participation in SFP is in line with Alderman et al, (2008) who indicated that the communities also contribute to the purchasing of cooking utensils used for the program apart from the human resource aspect. The community

participation in the SFP is key in ensuring that the programme succeeds hence plays its role in enhancing pupils participation in schools.

Asked whether the community needs to be enhanced in ownership of the school feeding programme, they responded as Table 4.29.

**Table 4.29 Headteachers and teachers’ responses on enhancement of ownership of SFP**

<b>Respondents</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Strongly disagree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Headteachers	3	30.0	6	60.0	1	10.0
Teachers	75	98.7	1	1.3	0	0.0

Data as in table 4.29 indicated that the majority of teachers strongly agreed that the community needed to be enhanced in ownership of the school feeding programme, the majority of headteachers agreed with the statement. The findings showed that community needed to be enhanced in ownership of the school feeding programme.

The researcher also sought to establish from the headteachers’ and teachers’ whether the community funded of the project and kind contributions the community made on the SFP. Table 4.30 presents the data.

**Table 4.30 Headteachers' and teachers' and responses on community contribution to SFP**

Statement	Category of respondents	Strongly agree		Agree		Strongly disagree	
		F	%	F	%	F	%
		School feeding programme need to be largely funded by communities	Headteachers	5	50.0	4	40.0
	Teachers	50	65.8	22	28.9	4	5.3
The community gives in-kind contributions to support school feeding programme	Headteachers	2	20.0	7	70.0	1	10.0
	Teachers	34	44.7	38	50.0	4	5.3

Data as in table 4.30 shows that the majority headteachers and teachers strongly agreed that school feeding programme need to be largely funded by communities. During the interview with some of the headteachers it came out clearly that the funds for SFP are not adequate hence their suggestions for community support.

The study also sought to establish the extent to which community participation in school feeding programme influence pupils' participation in public primary schools. Table 4.31 tabulates pupils' responses on the extent to which community participation in school feeding programme influence pupils' participation in public primary schools.

**Table 4.31 Pupils' responses community participation in SFP**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	The communities contribute to the purchasing of cooking utensils used for the food program	160	61.5	99	38.1	1	0.4	0
The community gives in-kind contributions to support school feeding programme	109	41.9	144	55.4	3	1.2	4	1.5

Findings in table 4.31 shows that the majority of the pupils strongly agreed that the communities contributed to the purchasing of cooking utensils used for the food program. The table further shows that majority of pupils agreed that the community gave in-kind contributions to support school feeding programme. This implies that community participation and responsibility provided the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding. Data from focus group discussion indicated that the community provided the resources person; utensil, kitchen and store construction materials and they sold food stuff to the school.



Ahme and . del Ninno (2002) found that in some countries, communities themselves establish school feeding programs independent of formal structures. And in many places, this is the only model implemented. Because it is already established, it could be an effective channel to distribute additional resources to communities. In Togo, for example, where there is no formal school feeding program, children are usually given a small allowance by their parents to buy meals prepared and sold by members of the community.

The findings on community participation are in line with Brinkman (2007) who conducted his study in Ghana and found that community participation and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding, water and sanitation. The essential methodology for school and community level programme promotion and execution supported by ownership and sustainability is community participation. This takes place to varying degrees in all phases of the implementation cycle. Ownership is key to sustainability of the programme and this has been amply demonstrated by several communities around the country.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter gives the summary of the study, summary of findings, conclusions, recommendations and suggestions for further research.

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

The purpose of the study was to investigate the influence of headteachers' school feeding programme practices on pupils' participation in public primary schools in Siakago division, Mbeere North, Kenya. The study was guided by four research objectives. Research objective one sought to determine how headteachers' procurement of food in school feeding programme influence pupils' participation in public primary schools, objective two sought to establish how headteachers' initiating structures for school feeding programme influence pupils' participation in public primary schools , objective three sought to analyse how institutional arrangements for school feeding programme by the headteachers influence pupils' participation in public primary schools while research objective four sought to establish the extent to which headteachers' involvement of community in school feeding programme influence pupils' participation in public primary schools in Siakago Division. The research design used in this study was descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals.

The target population comprised of all the 98 public primary schools in Siakago division that have implemented school feeding programme.

### **5.3 Summary of findings**

**Research objective one: To determine how headteachers' timeliness in procurement of food in school feeding programme influence pupils' participation in public primary schools in Siakago Division.**

Findings on the influence of procurement of food in school feeding programme to pupils' participation in public primary schools revealed that majority (96.9%) of pupils indicated that pupils' participation had increased in the school due to school feeding programme. This implies that school feeding programme had increased the number of pupils' school. Majority (60.0%) of headteachers' and majority (97.4%) of teachers indicated that large quantities of food need significant centralized capacity to plan requirements of pupils to a great extent. Findings further indicates that majority (96.9%) of pupils were of the opinion that school feeding program increased pupils' participation at a great extent. Headteachers (70.0%) and teachers (100.0%) revealed that institutional arrangements were lighter at a great extent when the food was bought close to the schools. This implied that a program that buys large quantities of food from distributes will need significant centralized capacity to plan requirements well in advance, coordinate national level tenders. Findings further shows that headteachers indicated that school had structures for monitoring and evaluation and procurement of food at less extent. Findings from the focus group discussion revealed

that the school feeding programme affects the number of pupils in the school. There was minimal absenteeism and drop out cases as a result of provision of food in the schools. Pupils were healthy and strongly therefore involved in co- curricular activities.

**Research objective two: To establish how headteachers' initiating structures for school feeding programme influence pupils' participation in public primary schools in Siakago Division.**

Findings on the influence of initiating structures for school feeding programme to pupils' participation in public primary schools, the study revealed that initiating structures for school feeding programme influenced pupils' participation in public primary schools. Majority (90.0%) of Pupils indicated that initiating structures for school feeding programme influenced pupils' participation in public primary schools. Data showed that all (100.0%) headteachers and majority (96.1%) teachers strongly agreed that their school had a bank account for the school feeding programme. Headteachers agreed that the committees were responsible for overseeing general management of the food programme. They further strongly agreed that school has made efforts to increase participation of pupils by having initiative structures. Findings from focus group discussion indicated that when the procurement of food was done within the community, the parent got money which was used to bring other necessities for pupils for example, paying the cooks and buying utensils for the school feeding programme.

**Research objective three: To analyse how institutional arrangements for school feeding programme by the headteachers affect pupils' participation in public primary schools in Siakago Division.**

Findings on the influence of institutional arrangements for school feeding programme to pupils' participation in public primary schools, the study revealed that institutional arrangements for school feeding programme influenced pupils' participation in public primary schools. Majority (93.8%) of pupils revealed that institutional arrangements for school feeding programme influence pupils' participation in public primary schools. Headteachers agreed that school feeding program was managed by external implementing partners. Findings further shows that majority (80.0%) of headteachers and majority (86.8%) of teachers strongly agreed that institutional arrangements enhanced positive participation in school activities. Majority (80.0%) headteachers also strongly agreed that poor institutional arrangements hindered education officers from effectively monitoring school feeding program. Findings further shows that pupils strongly agreed that school feeding program was managed by external implementing partners. Findings from group discussion revealed that the school had structures for monitoring and evaluation and procurement of food which included invoices, delivery, inventories store ledgers, cash sale slips, receipts and cash books. It was further found out that initiating structure for school feeding programme influence pupils' participation in public primary schools as it influenced their retention.

**Research objective four: To establish the extent to which headteachers' involvement of community in school feeding programme influence pupils' participation in public primary schools in Siakago Division.**

Findings on the extent to which community participation in school feeding programme influence pupils' participation in public primary, the study found out that that community participation in school feeding programme influence pupils' participation in public primary schools Communities contributed to the purchasing of cooking utensils used for the food program as indicated by headteachers and teachers. The community was responsible for providing human resource in the school feeding programme as indicated by majority (80.0%) of headteachers and majority (52.65%) of teachers.

Findings further shows that majority (61.5%) of pupils were of the opinion that the communities contributed to the purchasing of cooking utensils used for the food program. This implies that community participation and responsibility provided the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding.

#### **5.4 Conclusions**

Based on the findings, it was concluded that pupils' participation had increased in the school due to school feeding programme. Institutional arrangements were lighter at a great extent when the food was bought close to the schools. The study further concluded that

schools had structures for monitoring and evaluation and procurement of food at less extent.

The study concluded that initiating structures for school feeding programme influenced pupils' participation in public primary schools. School had a bank account for the school feeding programme. It was further concluded that the school had made efforts to increase participation of pupils by having initiative structures.

The study concluded that institutional arrangements for school feeding programme influenced pupils' participation in public primary schools. It was further concluded that school feeding program was managed by external implementing partners. Poor institutional arrangements hindered education officers from effectively monitoring school feeding program. On the extent to which community participation in school feeding programme influence pupils' participation in public primary, the study concluded that community participation in school feeding programme influence pupils' participation in public primary schools. Communities contributed to the purchasing of cooking utensils used for the food program. The study further concluded that the community was responsible for providing human resource in the school feeding programme. This indicated that the programme was funded and sustained in different contexts. The study lastly concluded that communities contributed to the purchasing of cooking utensils used for the food program and it community provided the resources person.

## **5.5 Recommendations**

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. The county government should enhance the SFP so that more pupils can access education.
- ii. To ensure ownership of the school feeding intervention school administration should ensure community participation and responsibility in school feeding programme.

## **5.6 Suggestions for further research**

This researcher took exception to the fact that the study was conducted in Siakago Division, Embu County yet SFP on pupil's participation is a national one. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the influence of headteachers management of school feeding programme on pupil's participation in public primary school.



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## APPENDICES

### APPENDIX A

#### LETTER OF INTRODUCTION

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

The headteacher

\_\_\_\_\_ primary school

Dear Sir/Madam

**RE: INFLUENCE OF HEADTEACHERS' SCHOOL FEEDING PROGRAMME MANAGEMENT PRACTICES ON PUPIL'S PARTICIPATION IN PUBLIC PRIMARY SCHOOL IN SIAKAGO DIVISION**

I am a post graduate student at the University of Nairobi, undertaking a research project in Educational Administration. Attached is a questionnaire designed, so that you may give your views towards the **“Influence of headteachers school feeding programme management practices on pupil’s participation in public primary school in Siakago Division, Embu County”**. Please spend some time and respond to all the questions Please note that your identity will be treated as confidential and will only be used for the purpose of the study. Do not therefore, write your name anywhere on the questionnaire.

Thank you for your co-operation.

Yours faithfully,

Bancy Wanja

## APPENDIX B

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher find out the influence of headteachers' management of school feeding programme on pupil's participation in public primary school in Siakago division. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

#### **PART A: Demographic information**

Please tick (✓) to indicate your answer

1. What is your gender: Male [ ] Female [ ]
2. What is your age? Below 25 years [ ] 26 – 30 years [ ] 31 – 35 years [ ]
3. What is the level of your profession?  
Untrained [ ] PI [ ] SI/SII/ [ ]  
Graduate [ ]
4. How long have you been a headteacher in this school?  
Below 5 years [ ] 6 -10 years [ ] 11 – 15 years [ ]  
More than 15 years [ ]
5. What is the level of your profession?  
Untrained [ ] PI [ ] SI/SII/ [ ] Graduate [ ]

**PART B Procurement of food in school feeding programme to influence pupils’ participation in public primary schools**

6. Have pupils participation increased in your school due to school feeding programme?

Yes [        ]                      No [        ]

7. How would you rate the school feeding program in increasing pupils’ participation

<b>Statement</b>	<b>Great extent</b>	<b>Less extent</b>	<b>No extent at all</b>
School feeding program depends on where the food comes from			
Large quantities of food need significant centralized capacity to plan requirements of pupils			
Institutional arrangements is lighter when the food is bought close to the schools			
Pupils participation depend largely on the procurement modality and sources of food			
Our school has structures for monitoring and evaluation and procurement of food			



**PART C Initiating structures for school feeding programme to influence pupils’**

**participation in public primary schools**

8. Does initiating structures for school feeding programme influence pupils’ participation in public primary schools?

Yes [ ] No [ ]

9. Indicate your feelings towards the statements below

Key: SA = strongly agree A= Agree U = Undecided D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Our school has a bank account for the school feeding programme.					
Committees are responsible for overseeing general management of the food programme					
Our school has implemented effective structures for food feeding programme					
Our school has made efforts to increase participation of pupils by having initiative structures					

**PART D Institutional arrangements for school feeding programme to influence pupils' participation in public primary schools**

10. Does Institutional arrangements for school feeding programme influence pupils' participation in public primary schools?

Yes [ ] No [ ]

11. Indicate your feelings towards the statements below

Key: SA = strongly agree A= Agree U = Undecided D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
School feeding program is managed by external implementing partners					
Effective school arrangements of feeding programme leads to pupils participation in school					
Institutional arrangements enhance positive participation in school activities					
Poor institutional arrangements hinder education officers from effectively monitoring school feeding program					

**PART E Extent to which community participation in school feeding programme influence pupils' participation in public primary**

12. Indicate your feelings towards the statements below

Key: SA = strongly agree    A= Agree    U = Undecided    D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The communities contribute to the purchasing of cooking utensils used for the food program					
The community is responsible for providing human resource in the school feeding programme					
The community needs to be enhanced in ownership of the school feeding programme.					
School feeding programme need to be largely funded by communities					
The community give in-kind contributions to support school feeding programme					

**Thank you so much for taking your time fill the questionnaire.**

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher find out the influence of headteachers' management school feeding programme on pupil's participation in public primary school in Siakago division. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

#### **PART A: Demographic information**

Please tick (✓) to indicate your answer

1. What is your gender: Male [    ] Female [    ]
2. What is your age? Below 25 years [    ] 26 – 30 years [    ]  
31 – 35 years [    ] Above 35 years [    ]
3. What is the level of your profession? Untrained [    ] PI [    ]  
SI/SII/ [    ] Graduate [    ]
4. How long have you been a teacher in this school?  
Below 5 years [    ] 6 -10 years [    ] 11 – 15 years [    ]
5. What is the level of your profession?  
Untrained [    ] PI [    ] SI/SII/ [    ] Graduate [    ]

**PART B Procurement of food in school feeding programme to influence pupils’ participation in public primary schools**

13. How would you rate the school feeding program in increasing pupils’ participation

<b>Statement</b>	<b>Great extent</b>	<b>Less extent</b>	<b>No extent at all</b>
School feeding program depends on where the food comes from			
Large quantities of food need significant centralized capacity to plan requirements of pupils			
Institutional arrangements is lighter when the food is bought close to the schools			
Pupils participation depend largely on the procurement modality and sources of food			

**PART C Initiating structures for school feeding programme to influence pupils’ participation in public primary schools**

14. Indicate your feelings towards the statements below

Key: SA = strongly agree    A= Agree    U = Undecided    D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Our school has a bank account for the school feeding programme.					
Committees are responsible for overseeing general management of the food programme					
Our school has implemented effective structures for food feeding programme					
Our school has made efforts to increase participation of pupils by having initiative structures					

**PART D Institutional arrangements for school feeding programme to influence pupils' participation in public primary schools**

15. Indicate your feelings towards the statements below

Key: SA = strongly agree    A= Agree    U = Undecided    D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
School feeding program is managed by external implementing partners					
Effective school arrangements of feeding programme leads to pupils participation in school					
Institutional arrangements enhance positive participation in school activities					
Poor institutional arrangements hinder education officers from effectively monitoring school feeding program					

**PART E Extent to which community participation in school feeding programme influence pupils’ participation in public primary**

16. Does community participation in school feeding programme influence pupils’ participation in public primary schools?

Yes [ ] No [ ]

17. Indicate your feelings towards the statements below

Key: SA = strongly agree    A= Agree    U = Undecided    D = Disagree

SD = strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The communities contribute to the purchasing of cooking utensils used for the food program					
The community is responsible for providing human resource in the school feeding programme					
The community needs to be enhanced in ownership of the school feeding programme.					
School feeding programme need to be largely funded by communities					
The community give in-kind contributions to support school feeding programme					

**Thank you so much for taking your time fill the questionnaire.**



## APPENDIX D

### QUESTIONNAIRE FOR PUPILS

This questionnaire is designed to help the researcher find out the influence of headteachers' management headteachers' management of school feeding programme on pupil's participation in public primary school in Siakago division. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

#### **PART A: Demographic information**

1. What is your gender: Male [ ] Female [ ]
2. What is your age?  
Below 10 years [ ] 11– 15 years [ ] Above 15 years [ ]
3. What is your class? Class Seven [ ] Class Eight [ ]

#### **PART B Procurement of food in school feeding programme to influence pupils' participation in public primary schools**

4. Have pupils participation increased in your school due to school feeding programme?  
Yes [ ] No [ ]
5. How would you rate the school feeding program in increasing pupils' participation  
To a Great extent[ ] To a less extent[ ]  
To a no extent at all
6. Institutional arrangements is lighter when the food is bought close to the schools  
Strongly agree [ ] Agree [ ]  
Undecided [ ] Disagree [ ]

Strongly disagree [     ]

7. Our school has structures for monitoring and evaluation and procurement of food

Strongly agree [     ]     Agree [     ]

Undecided [     ]     Disagree [     ]

Strongly disagree [     ]

**PART C Initiating structures for school feeding programme to influence pupils' participation in public primary schools**

8. Does initiating structures for school feeding programme influence pupils' participation in public primary schools?

Yes [     ]     No [     ]

9. Our school has implemented effective structures for food feeding programme

Strongly agree [     ]     Agree [     ]

Undecided [     ]     Disagree [     ]

Strongly disagree [     ]

**PART D Institutional arrangements for school feeding programme to influence pupils' participation in public primary schools**

10. Does Institutional arrangements for school feeding programme influence pupils' participation in public primary schools?

Yes [ ] No [ ]

11. School feeding program is managed by external implementing partners

Strongly agree [ ] Agree [ ]

Undecided [ ] Disagree [ ]

Strongly disagree [ ]

**PART E Extent to which community participation in school feeding programme influence pupils' participation in public primary**

12. Does community participation in school feeding programme influence pupils' participation in public primary schools?

Yes [ ] No [ ]

13. The communities contribute to the purchasing of cooking utensils used for the food program

Strongly agree [ ] Agree [ ]

Undecided [ ] Disagree [ ]

Strongly disagree [ ]

14. The community gives in-kind contributions to support school feeding programme

Strongly agree [ ] Agree [ ]

Undecided [ ] Disagree [ ] Strongly disagree [ ]

## **APPENDIX E**

### **FOCUS GROUP DISCUSSION**

This focus group is designed to help the researcher find out the influence of school feeding program on pupils' participation in public primary schools in Siakago Division. The information you give will be used for the purpose of the study only.

1. Does school food affect the number of pupils in the school? If so, how? Probe:  
Increase/decrease number of pupils in the school.
2. What influence does school feeding program have on pupils' participation in school?
3. Does procurement of food in school feeding programme influence pupils' participation in public primary schools
4. What contributions does school feeding program have on pupils' class participation?
5. Does the school have structures for monitoring and evaluation and procurement of food?
6. How does initiating structures for school feeding programme influence pupils' participation in public primary schools
7. Who managed the school feeding program?
8. To which extent does community participate in school feeding programme

## APPENDIX F

### DOCUMENT ANALYSIS GUIDE

This document analysis guide aims at seeking information on the school enrollment, school performance and school attendance.

School \_\_\_\_\_

#### School enrolment

Year	2009		2010		2011		2012		2013	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sub total										
Total										

Year	2009		2010		2011		2012		2013	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sub mean										
Mean grade										

#### School Performance K.C.P.E. Mean Grade

Class	Boys		Girls		Class Total	
Session	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
Present						
Total						

#### School Attendance (Std. 8 attendance for one month)

# APPENDIX G

## RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:** **Permit No. : NACOSTI/P/14/9509/2139**  
**MS. BANCY MERCY WANJA MURIITHI** **Date Of Issue : 2nd July, 2014**  
**of UNIVERSITY OF NAIROBI, 65-60104** **Fee Received :Ksh 1,000**

**SIAKAGO, has been permitted to conduct**  
**research in Embu County**

**on the topic: HEADTEACHERS'**  
**MANAGEMENT OF SCHOOL FEEDING**  
**PROGRAMME ON PUPILS'**  
**PARTICIPATION RATES IN PUBLIC**  
**PRIMARY SCHOOLS IN SIAKAGO**  
**DIVISION, MBEERE NORTH, KENYA**

**for the period ending:**  
**28th August, 2014**



**Applicant's Signature** **Secretary**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 1329**

**CONDITIONS: see back page**