FACTORS INFLUENCING THE SUCCESS OF SCHOOL FEEDING PROGRAMS IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI NORTH CONSTITUENCY NAIROBI COUNTY, KENYA.

BY

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DECLARATION

This is my original work and has not been submitted for an award of degree for any other study program in any other university.

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DEDICATION

This work is dedicated to my husband, Shadrack Makori, my children Jonathan,Truphena, Hilda and Naphtali and my mother Veronica Gesare without whose caring support it would not have been easy and encouragement throughout the course of preparing for and conducting the research.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL: Arid and semi-arid land

EEPCT: Education in emergencies and post-crisis transition.

KSSP: Kenya education sector support program

MDG: Millennium development goals.

MOE: Ministry of education.

MVC: Marginalized and vulnerable children.

NER: Net enrolment rate.

NESCO: United Nations Educational, Scientific and Cultural Organization

PDR: People democratic republic.

PSNP: Primary School Nutrition Program (PSNP

PTA: Parents teachers association.

SWAP: Sector wide approach.

UNICEF: United Nations Children's Fund (formerly United Nations International Children's Emergency Fund)

WFP: World Food Program

ABSTRACT

School feeding programs in Kenya was introduced 1966 with an aim of improving participation of children in primary schools, in relation to enrolment, retention and academic performance. Previous studies carried out to determine the factors that influence the implementation of school feeding programs in Dagoretti North Constituency schools have yielded mixed results. The study sought to reconcile these conflicting research findings by assessing whether these factors influence school feeding programs. These factors included; availability of funds, physical facilities, school management and monitoring and evaluation. The objective of this study was to find out the factors that influenced the success of school feeding programs in Dagoretti North Constituency public primary schools as well as suggest possible interventions and strategies for a better school feeding program. The study was based on the Classical Theory of Equal Opportunity advanced by John Dewey , which argues that education systems should be designed with a view of removing barriers of any nature that hinder children from lower economic backgrounds from taking advantage of talents that could accelerate social promotion. The study adopted a descriptive survey research design targeting four primary schools in Dagoretti North District which had the school feeding program. The target population comprised of 4 Head teachers, 116 teachers and 4550 pupils of in the four primary schools in Dagoretti North District Nairobi.Using Morgans Table, the study sample comprised of 345 pupils and 9 teachers. Purposive sampling was used to select 4 Head teachers from the four schools since they were few and yet they were the managers of the schools who possessed vital information about the school feeding programs in their schools. The schools were selected using the stratified random sampling technique. The data was collected using questionnaires for teachers, Head teachers and pupils. Both primary and secondary data sources were used .Prior to the actual data collection procedure, a pilot study was conducted in two schools to test the reliability and validity of the instruments. The data was analyzed using the descriptive statistics (frequency distribution tables. Data was presented in tables . Recommendations will be made on the factors that influence school feeding programs.

The data was collected using questionnaires for teachers, Head teachers and pupils. Both primary and secondary data sources were used .Prior to the actual data collection procedure, a pilot study was conducted in two schools to test the reliability and validity of the instruments. The data was analyzed using the descriptive statistics (frequency distribution tables). Data was presented in tables. Recommendations will be made on the factors that influence school feeding programs. After the study, it was established that funds, physical facilities, proper school management and monitoring and evaluation were very paramount for the success of school feeding program. The researcher made some recommendation that government and donors should take full responsibility of installing. Running and maintaining the school feeding programs .Encourage community participation, construct dining halls. It was also recommended that should be a re-orient of the field monitoring system to include indicators of the school environment that influence the effectiveness of school feeding programs like seasonal firewood and water.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Education is the basic building block of every society. It is a fundamental human right, not a privilege of the few. It is no coincidence that parents around the world demand education for their children as their first priority. Children themselves yearn for the opportunity to fulfill their dreams. Education is the single best investment countries can make towards building prosperous, healthy and equitable societies. It unleashes the optimal potential in people, improving individual livelihoods and those of future generations (United Nations 2009)

WFP has become the largest organizer of school feeding programs in the developing world. In 2003, WFP fed more than 15 million children in schools in 69 countries. Working with national governments, local authorities, donors and international and local aid groups, WFP uses food to attract children to school and to keep them there. (WFP,2003; World Bank 2006). When food is available at school, attendance rates increase significantly. Research shows that when a school meal is provided, enrolments can double within a year (United Nations Girls Initiative 2010).

Studies have shown that School feeding has its origins in the 1930s, when schemes were introduced in the United Kingdom (UK) and the United States (US) with the explicit aim of improving the growth of children (Richter, 2000). In the United Kingdom, a program that subsidized milk for school children was initiated in 1934 and milk was provided free from 1944 onwards (Sweetnam, 1978). In the late 1960s and early 1970s this benefit was withdrawn from all, except for those children considered to be particularly needy (an early example of the targeting approach in school feeding).

School feeding was soon introduced to South Africa, which started a program to supply free milk to white and colored schools in the early 1940s. Since then, school feeding has broadened to include the provision of fortified biscuits, nutrient supplementation or full meals. These meals are either at full or subsidized cost (mostly in the UK and US), or free (more typical of countries in the developing world). It should be noted that most are of dubious quality and nutritional value (Tomlison, 2007).

The Primary School Nutrition Program (PSNP) was established in South Africa in 1994. The objectives of the PSNP were to improve the health and nutritional status of South African

primary school children, to improve school attendance and to improve the learning capacity of children, which would in turn lead to an improvement in the quality of education. The South African SFP has been criticized because it has generally been a vertical school feeding program rather than a comprehensive nutritional programs, making any proposed impact on nutritional status unlikely. It has also been expensive and logistically complicated, and beset by significant administrative difficulties and problems related to corruption. Coverage has been poor and inconsistent.

Unlike South Africa, Malawi does not have a national government-run school feeding programs. At present, school feeding is conducted and funded by the WFP and organizations like GTZ and Action Aid, which have supported the school feeding programs in emergencies. The WFP gives the most support to school feeding activities in terms of both numbers and geographical coverage. There is no direct financial contribution from the Malawi government, although the government does provide logistical staff from within various government ministries (Mark 2007)

Since independence in 1963, the Government of Kenya (GoK) has remained committed to the provision of quality education and training for its citizens. In implementing education and training programs, the GoK has made efforts to meet obligations under the Kenyan laws and international commitments including the Educational for All (EFA) goals and Millennium Development Goals (MDGs) – (sessional paper no. 1 of 2005 on policy frame work for education) Kenya's education policy is committed to achieving EFA by 2015 through specific educational objectives and programs for providing equitable, all-inclusive quality education and training no matter their socio-economic status. Despite implementation of Free Primary Education (FPE) program, about 1 million school going age children are still out of school. These children include; marginalized and vulnerable children (MVC), such as those with special needs, those affected by HIV and AIDS as well as those in urban slums (Josette , WFP 2010) .

In1966 School feeding program was started by the School Feeding Council. In 1979 school milk was introduced to all primary schools in Kenya. However, these gains were eroded during the 1990s due to the introduction of cost-sharing policies which required households to contribute more towards the cost of Education . Consequently, a decline in enrolment and retention was experienced at the primary and secondary school levels in the last decade.

Children from poor households were most affected and many dropped out of school while others found it difficult to access education (Kenya,Republic (2000).

In January 2003 the GoK introduced Free Primary Education (FPE) by abolishing school levies and introduced capitation grants. These opened opportunities for more children to enter into primary schools and enrolments rose from 6.1 million in 2002 to 7.2 million in 2003. This also increased the Net Enrolment Rate (NER) from 77.3% to 80.4%and Gross Enrolment Rate (GER) from 88.2% to 102.8% (Vermeersch and kremer 2005). A national stakeholder's conference held to deliberate on "Meeting the challenges for education and training in Kenya in the 21st Century" (Republic of Kenya, 2003) came up with recommendations which were consolidated into Sessional Paper No. 1 of 2005 "A Policy Framework on Education, Training and Research" (Republic of Kenya, 2005). To implement the recommendations, the Kenya Education Sector Support Program (KESSP) 2005-2010 was developed through a Sector Wide Approach (SWAP). KESSP (2005-2010) constituted 23 investment programs, among them targeted interventions to address equitable and inclusive basic education. The targeted intervention includes: School Health and Nutrition, School Infrastructure Improvement, Primary school instructional materials, Gender in Education, Expanding Education Opportunities in ASAL, Special Needs Education, HIV and AIDS in Education, Non formal education and Guidance and counseling.

The world Feeding Program has assisted the children by introducing School feeding Programs in schools located in Arid and Semi Arid areas as well as schools whose catchment areas are pockets of poverty including schools which carter for Most Vulnerable Child. (MVC). The main objective of the school feeding program (Mugiri 1995) is to increase enrolment in schools, prevent school dropouts hence retention increase level, minimize truancy, reduce disparities and increase level of participation of pupils in schools and alleviate short term hunger.

In collaboration with Development Partners, Civil Society, NGOs and other well-wishers, the GoK has undertaken deliberate efforts to address the needs of marginalized groups with a view to bring them into the mainstream education system for sustainable development. Funding from the Government of Netherlands has enabled UNICEF to achieve significant results in the provision of essential education supplies, water and sanitation, feeding programs, capacity building and advocacy. Among the program run by UNICEF in public primary schools in Kenya include: WASH in Schools program, the Kenya Education Sector

Support Program (KESSP),the KESSP II program, the school feeding program all under the UNICEFs' Education in Emergencies and Post-Crisis Transition (EEPCT) program with an overall goal to support countries facing emergencies and post-crisis transitions as they seek to establish a viable path of sustainable progress towards quality basic education for all (world bank 2009, Thailand).

Studies on School Feeding Programs have also been done in Kenya. Dagoretti North Constituency , Nairobi , County public primary schools have the feeding programs and studies show that availability of funds, availability of physical facilities, the school management and monitoring and evaluation have influenced both the success and failure of the feeding programs (Joyln, 2010).

Existing facilities should be sufficient to achieve the objectives of such any programs .The schools lack their own premises to store the food once it comes and so they are forced to take small portions and order for more once the food is over. Reports that financial challenge is a major threat to sustainability of the School Feeding Programs within the public primary schools in Dagoretti North Constituency, Nairobi County Kenya, Proper Government policies on partnerships and the input of stake holders in the whole process is paramount to the success of the school feeding programs (Ocharo 2013).

This study attempts to investigate the extent to which school feeding program in public primary school in DAGORETTI North Constituency Nairobi City County, Kenya are influenced by the availability of funds physical facilities, school management and parents perception. This was done by conducting a survey of the schools that have the feeding programs in Dagoretti North Constituency , Nairobi City County Kenya (UNICEF,2009).

1.2 Statement of the problem

When hunger strikes a community it hurts children the most, draining them of their will to play and learn but instead search for food to eat. Of the world's population 100 million of 300 million children are chronically hungry and do not attend primary school at all (WFP Global School Campaign, 2001).Over the last one decade the cumulative drop out rate in primary education has been as high as 37% and the survival rates has been as low as 40%. The low gross enrolment and survival rates is due to various factors like, hunger, malnutrition, inadequate physical facilities, low level of awareness of the need for education, poverty,

retrogressive cultural practices among others. The introduction of SFP in Kenya was meant to increase enrolment in Kenyan primary schools. This was a culmination of the government approach to the WFP for assistance to primary schools affected by the food shortage (UNICEF, 2002).

School feeding programs remain controversial – theoretically, politically and in terms of effectiveness of implementation. Problems include the methodological shortcomings in studies that purport to have found an association between hunger and school performance. School feeding programs benefit children in terms of increased school enrolment (particularly for girls) and they help to keep children at school, but they have no impact on the root causes of malnutrition and hunger. Serious reservations remain about whether or not governments in resource-poor settings should be allocating resources to school feeding at all and, if they do, whether or not priority should be given to younger children Adelman, Alderman, Gillgan and Lehrer, 2008).

Despite the successes of SFPs in relation to influencing the policy agenda and making both access to education for nomadic children as well as quality education issues priorities in the sector strategic plan, serious challenges have bedevilled their implementation (UNICEF & World Bank, 2009). They include Government bureaucratic processes, limited storage facilities, lack of experience and knowledge among school management staff, inadequate donor support funds and monitoring and evaluation .There was therefore a need to investigate and find out the factors that influenced the success of school feeding programs.

1.3 Purpose of the Study

The purpose of the study was to identify the factors that influence the success of school Feeding Programs in Public Primary Schools in Dagoretti North Constituency, Nairobi County.

1. Objectives of the study

The following objectives were used to guide the study:

1 .To investigate the influence of funds on the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi County, Kenya.

2 . To establish the influence of school management on the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi, Kenya.

3. To investigate the influence of physical facilities on the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi County, Kenya.

4 .To investigate the influence of monitoring and evaluation on the success of SFP feeding programs in Dagoretti North Constituency public primary schools, Nairobi, Kenya.

1.5 Research Questions

1. How does availability of funds influence the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi County, Kenya?

2. What is the influence of school management on the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi County, Kenya?

3. How do physical facilities influence the success of SFP program in Public Primary Schools in Dagoretti North Constituency, Nairobi County, Kenya.

4 . How will monitoring and evaluation influence the success of SFP program in public primary schools in Dagoretti North Constituency, Nairobi County, Kenya?

1.6 Significance of the Study

This study was to investigate the factors that influence school feeding programs .The findings of the study would determine the importance of SFP and its key role in promoting access and retention in Dagoretti North Constituency Schools. The education institutions will be able to identify the key factors which should be considered to be available before implementing the school feeding program effectively. Consequently, the research findings will contribute to relevant policy makers to make decisions that will enable the schools implement the feeding programs with their supervision. This information will also help in replication of other programs.

1.7 Basic assumptions of the study

This study holds the assumptions that; the management of the schools that run the feeding programs will readily allow the research to be conducted in their institutions; that the teachers and pupils in the institutions will accept to honestly participate in the research and that the respondents understand what feeding program is and that they will readily point them out.

1.8 Limitations of the study

The first limitation has to do with the exploratory nature of study. Moving from one school to another was not easy given the fact that most of the schools were located in slum areas and there being many cases of robbery especially to strangers. Most of my friends could escort me to the schools. There was financial constraint and I had to economize the little resources I had so as to print, travel and pay the typist. Sometimes I could go collecting data and I find pupils in class and so I could wait for long hours before collecting data. I could either go to another school or I be patient and wait.

1.9 Delimitations of the study

This study focussed on only schools with the School Feeding Programs in Dagoretti North Constituency, Nairobi City County which are sponsored by UNICEF .The pupils in in the schools were part of the respondents. The teachers and the management personnel who were responsible for coordination and provision of equipment, food and other materials at the schools were also part of the respondents. The findings and recommendations could be replicated to the other constituencies in the county which have the school feeding program.

1.10 Definition of significant terms.

School feeding program - an arrangement made in school to provide children with food to supplement what they may have eaten at home to help them remain in school as a measure to reduce temporary hunger while in school, (World Bank).

Public Primary Schools- These are those elementary schools founded and sponsored initially by a Government in which children receive primary or elementary education between the ages of about six to about fourteen, coming before secondary and after pre school.

Program - is an arrangement according to a plan or schedule.

Gross Enrolment- Refers to the total number of students enrolled in a school at any given time.

Retention- Refers to all given opportunity for all pupils enrolled in schools to be in school until completion of the structured system and course work.

Access- Refers to open ended nature of education. It assumes availability of opportunities at all levels of education for all those who are eligible and meet the desired criteria including all potential leaners both horizontally and vertically.

Status-The situation at a given time during education process and the level of importance given to school feeding program.

Basic education-Both primary and lower secondary education.

1.11Organization of the study

This study was organized into five chapters. It began with the introduction in chapter one which includes, the background of the study, research objectives, research questions, research hypothesis, significance of the study, basic assumptions of the study, limitations of the study, delimitations of the study, definitions of significant terms used in the study and organization of the study.

The literature review is presented in chapter two and focuses on the views of different scholars about factors influencing school feeding programs presenting discussions on their agreements and disagreements and reasons why they do not arrive at similar findings. The review includes theories that guide this study and the conceptual framework. Chapter three gives an insight on research methodology which includes the description of the research design, target population, sample size and sampling procedure, validity and reliability, data collection procedures and also data analysis techniques. Data analysis and presentation make up chapter Four while conclusion and recommendations from the study will be presented in Chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter examines available literature on factors that contribute to success or failure of UNICEF programs in public primary schools in Kenya. It specifically details how the implementation of the program is influenced by availability of funds, availability of physical facilities, experience and knowledge of school management and parents' perception.

Health and nutrition have significant impact on overall educational achievements of school going children particularly those in developing countries. Ensuring that children are well fed, healthy and able to learn are essential to the effectiveness of education systems.

2.2 Empirical Review

A research conducted by Pollit (2006), revealed that there is a three way relationship between health ,nutrition and psychological development of a child, which influences food intake and absorption. For example a child who is not happy may not eat well and even when he or she eats may not benefit fully from the food eaten. In addition a child who is sick or hungry is less active and does not interact well with the environment around him or her (Werner 1982).

Mitchel (2001) argues that eating is a crucial part of every persons life. We need food for energy to do all the activities and all our body complex bio-chemical processes. This fuel comes in different forms like proteins, vitamins, water, carbohydrates and mineral salts.

It is well known as Gagne 2003) argues that nutritional problems and sicknesses interfere with learning because they reduce the concentration degree. This has been succinctly expressed as generally poor health, recurrent illness. Inadequate diet and unsatisfactory home which all contribute to rendering a child insufficiently alert and receptive in the classroom. School feeding really helps alleviate this problem and helps to increase participation, capacity and concentration in school.

Oyugi (2007) in her study stated that feeding programs in various pre-schools have given the participation of children direct benefits and that parents, teachers and stakeholders have acquired better knowledge skills related to health nutrition and care of the children. SFPis, therefore of great concern to the well being of children, as it plays a great role in their

development. Those who care for the children, for example the pre-school teachers should therefore ensure that the food given to children is well balanced.

Kenya is currently facing a multitude of challenges. Recently the government declared food shortages as a national disaster and announced that 10 million Kenyans were in need 0f food assistance. As a result of drought many families resort to extreme measures to try ways of getting food. They are made to withdraw their children from school and even when they go, hunger diminishes their ability to learn. When children are hungry, they are unable to concentrate in class.

School feeding program is an effective way for providing micronutrient food supplementation and other health interventions that improve childrens ability to get the most out of food. The SFP has demonstrated sustained results over the years. External evaluations of the program have found that the activity produces positive results. A study conducted by the International Food Policy Research Institute (IFPRI) in 2003 found that school feeding improved academic achievement. A nutritional survey in 2007 by WFP found out that schools with feeding programs are five times more likely not to suffer from anaemia than those in schools without it. The average haemoglobin and concentration of children from SFP is 11% higher than the average haemoglobin concentration among children from non-school feeding assisted schools.Therefore, SFPhelp to prevent hunger, which will help the schoolers to participate and concentrate in class and therefore, improve performance.

2.3 Funds and school feeding program

When free primary education was introduced, there was an immediate financial vacuum, as Schools' income from fees was abruptly cut off. The Government of Kenya called on the donor community to respond and agencies reacted quickly and effectively. UNICEF immediately gave US$2.5 million and the World Bank gave a grant of US$700,000. Other donors also contributed generously, with development partners committing to the measure for a five-year period, (World Bank, 2009). The inflow of funds enabled the ministry of education to give each school an immediate grant of 28,000 Kenyan shillings (US$400). Schools subsequently received a capitation from ministry of education of 1,020 Kenyan shillings (US$14) per child per annum to cover all learning costs, (UNICEF & World Bank, 2009). An important part of the measure was the demand for a substantial increase in the

financial accountability of schools. In exchange for receipt of capitation fees, head teachers and Parent-Teacher Associations PTAs had to undertake training in financial management (World Bank,2009).

Since the measure, school budgets have been published and accounts audited. Local communities can see how much schools receive and the ways in which the school committee decides to spend the money. Such measures have acted to increase the confidence of parents, tax payers and donors, (UNICEF, 2009).

However, some government officials are corrupt and hence they mismanage or do misallocation of funds that are allocated to them, (UNESCO, 2005). For instance, the sponsor's funds; this makes some children who are poor miss the opportune moments of schooling.

Senior officials in the Ministry of Education, in Kenya have been accused of protecting corrupt head teachers and members of PTA (Parents Teacher Association) suspected of embezzling funds because they are also indirectly benefiting from incentives that are being paid by parents, disgruntled senior education officials have revealed, (UNESCO, 2005).

They allege that several internal audit reports as well as complaints by parents and teachers to the ministry against certain school heads and PTAs have been swept under the carpet. Many officials say the payment of incentives to teachers had resulted in an upsurge of fraud by school heads that are now exposed to huge amounts of money which they were not used to handling

Poverty hinders many parents from supporting school feeding programs (UNESCO 1997). 60 percent of Kenyans live under poverty line (Constitution of Kenya Review ,2012).Challenges for school feeding programs can range from high operational costs to the need to build the capacity to procure the food locally. In order for a country to have an effective school feeding program that focuses their resources on most needy children, countries must determine if school feeding is the most effective social safety net option, set program objectives and predicted outcomes, and determine administrative costs, establish a system of targeting, select the type of food to be provided in school explore opportunities for local procurement and feasibility of offering take home rations through the program, plan for school level management, implementation and monitoring of ongoing activities, and determine complementary health and nutrition activities such as de-worming, supplementation, or fortification can be incorporated into the program to achieve additional

benefits (Bundy,2009 . McEwan,Patrick 2013 , Miguel and Kremer, 2004; Tan,et al.,1999; Evans, ,Kremer., and Ngatia,2008).

Osei et al. (2009) did a study on the capitation grant on Education outcome in Ghana . The objective was to assess how the capitation grant has impacted on Basic Education Certificate Examination (BECE) pass rates, gross enrolment ratios and gender difference in pass rates. The study used data from the Ghana Education Service for all 138 educational districts in Ghana between 2003 and 2007 .Using regression analysis, the study found that ; the capitation has not had significant impact on BECE pass rates in Ghana , no significant relationships existed between capitation grant and gross enrollment , and capitation grant has not impacted on bridging the gap between the BECE pass rates for male and female (Osei et al 2009 and Osei- Fosu 2002 ,Ghana Educational Campaign 2007).

Many studies have been carried out to show the impact of various interventions on educational outcomes. For example, Scultz (2003) used randomnized order of program phase-in to examine the impact of progress program in Mexico, which provided cash grants to families conditional on their sending their children to school. He found an increase in enrollment of all students in grades 1 through 8, especially , among girls who had completed grade 6 (Scultz 2003).

Vermeersch and Kremer (2005) examined the effect of school meals on school participation in Kenya and found out that school participation went up in Kenyan preschools where a free breakfast was introduced than in comparison to schools where there were none. In many countries, parents face significant private costs of education, either for school fees or for other inputs such as uniforms .(Vermeersch and Kremer 2005).

While school meals are provided by the governments of most high and middle income countries around the globe, the children who may benefit most from school feeding programs are in low –income countries that do not have government provided school meals. School feeding in low-income countries often starts through funding by international organizations such as United Nations World Food Program or the World Bank or National governments through programs such as the McGovern-Dole International Food for Education and Child Nutrition Program. However, some governments have first started school feeding programs and then requested the help of these organizations and programs. Additionally many countries have graduated from their dependency on foreign assistance by reshaping their

school feeding programs to be country-led and self-supported (scaling up school feeding, 2013).

According to the International Food Policy Research Institute, there are five stages of school feeding. The first stage includes school feeding programs that rely on external funding and implementation, while the last stage includes school feeding programs that rely mostly on internal governments funding and implementation. Countries that are in the first stage include Afghanistan and Sudan, where country governments are unable to lead school feeding programs. Countries that are within the fifth stage includes Chile India which have functional, country-led school feeding programs. For example the government of Chile has provided a school feeding program for over 40 years through the La Junta Nacional de Auxilio Escolar Becas (National Board of School Assistance and Scholarships)through a public-private partnership. This program involves technology that allows food to be centrally mass produced and then distributed across the country (McEwan, Patrick 2013).

School feeding programs, by virtue of the fact that they include food, are expensive. Beyond the cost of food itself, the costs associated with food management, logistics and control can represent a significant financial burden for governments. On-site feeding is costly as it requires daily preparation and delivery of food, but is also a model that can invite, or require, community participation . In response to the difficulties of on-site feeding and a new focus on delivering an appropriately-timed (with regard to effecting improvements in learning capacity)and high quality, consistent ration, some countries are developing program models that include less costly commodities and more efficient systems for delivery to schools.

Programs which make good use of educational infrastructure for delivery and logistics will be most efficient. The very fact that SFPs do not require for the most part, additional infrastructure means that they can be less costly than the other types of feeding programs which distribute benefits to groups that are not in one location. Programs that finance expensive kitchen equipment and supplies or build new infrastructure/canteens, however will significantly raise the costs and lower the relative cost effectiveness of programs. Finding ways of to minimize implementation problems, particularly food losses, either to spoilage, to the black market or leakage, will help to ensure the financial feasibility of programs. Some SFP are intentionally designed as an income-transfer for families, especially those that are trying to help attract girls to schools; (partnership for Child Development Joy Miller Del Rosso, Consultants 2006, Rome,200 World Bank report 2000).

2.4 Physical facilities and school feeding program

There was also the issue of inadequate physical facilities with the introduction of FPE. It emerged that most schools did not have adequate classroom to accommodate the large number of pupils enrolled under the FPE program. For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. Also a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate. Also in some schools they had introduced school mats for children to sit on since there were no sufficient desks. But a majority of the teachers felt that the sitting on the mats affected the children's writing skills and general physical development. Njeru and Orodho (2003a) in a study on Access and Retention in Secondary School Education in Kenya found that in most schools, many facilities, basic equipment and materials are in a sorry state, a condition that has forced them to turn to parents and communities for alternative financing and provisioning. They noted that students from low–income households are most affected by impact of constraints in financing and supply of learning materials.

Grounds for sports and games are facilities of attraction to children. Such facilities will increase their participation in school and therefore will perform better. In most cases books, charts and other teaching and learning materials are not adequate .In some cases they are not available at all. The issue of adequacy materials is a serious one especially in countries where allocation of financial resources for education is very low. Such a situation usually co-exist with other related problems such as adequacy of furniture, classrooms and other practical and visual equipment. Where there are such shortfalls, learners have to stretch themselves to have access to a class reader shared by five learners. This situation paves way for students low participation leading to low performance, particularly in mathematics and sciences (Mbinyi, 2003).

The quality of learning materials is also an issue. In many cases materials are not attractive and learner friendly. They are full of stereotyping, and at times gender biased a fact that discourages students from effective learning (Mbilinyi and Omare,1998).

The school environment has also been found to cause gender inequity in learning (Burns et al, 2002). Poor environmental factors affect learners. However, girls have special needs, especially during puberty period, which if not provided; the girls' attendance will be poor. Such facilities include; toilets/ latrines with enough privacy,

water and proper desks/ benches, which are considered essential for girls' comfortable stay in school and learning. Grounds for school sports and games are facilities of attraction to children. Availability of protective equipment for sports and physical education helps to avoid accidents during these activity times. Such facilities will increase their participation in school and therefore will perform better. Teachers have a very big role to play in teaching and learning process (Burns et al, 2002).

An NGO International Christelijk Steunfonds Africa (ICS), provided uniforms ,and classroom construction to seven schools, randomly selected from a pool of poorly performing candidate schools in Kenya. They found out that drop out rates fell considerably in treatment schools, and after five years pupils in treatment schools had completed about 15 percent more schooling (Kremer et al. and Moulin,Namunyu (2002).

The physical and learning environments of the school are critical compliments to the school meal. They are frequently deficient thus reducing the health and learning outcomes. Key elements of the WFP/UNICEF Essential package addresses the school physical environment facilities which are widely absent .There is widespread lack of portable water, washing facilities and adequate latrines. Food is prepared where there is adequate water. A second priority is the use of fuel efficient cooking facilities in sheltered structures. Currently, the provision of water has fallen to students and parents. The integration of these Elements of Essential Package requires a much greater level of institutional collaboration that WFP has been able to mobilize in the past (WFP/UNICEF 2009).

Provision of adequate Sanitation facilities creates a friendly school environment. Irresponsible disposal of human excreta is the biggest source of disease. Proper disposal of faecal materials in schools is dependent on: informed and responsible students; supervision of young students; a fence or structure to stop animals from defaecating in areas where children play; convenient location of clean toilets and separate toilets facilities for girls.

Clean and well maintained buildings and ground, free of dangerous materials such as asbestos should be a priority at all times for the success of any program implementation. Classrooms and dormitories need adequate light and ventilation .Lack of proper ventilation may lead to diseases like tuberculosis and asthma which may hinder participation of students. School facilities catering for the disabled students also assist students to perform well. Facilities like pocket desks for the low vision, Brailles for the totally blind students help them to perform better.

Facilities for social interactions such as halls should be available. This gives students a chance to interact with each other. They can share experiences as they come together and encourage each other. This helps in boosting their morale which they may lack from the teachers .Libraries help the students carry out their private studies well as thy are quiet places. They should be constructed far from noisy places or sound proof materials can be used to limit the noise(WHO/CDC.2004).

2.5 School Management and school feeding program

Effective and efficient managers must possess the technical, human and conceptual skills in order to be a good organizer, (Ngaroga, 2001). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The school managers should be equipped with relevant know- ledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that school managers need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A school manager, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required (Ngaroga, 2001).

The implementation of free primary education in Kenya however, found school managers off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It is notable that in Kenya today, approximately 50% of all the country's primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The declaration of free primary education witnessed the rise in student enrollment which in turn led to strain in the existing physical resources.

These changes required changes in the managerial skills of school managers. Orora (1997) points out that a change agent is a person who attempts to influence proposed change and its adoption as well as decisions in a direction which beneficiaries have indicated desirable. An advisory committee on supply and education of teachers observe that education service has been operating in a climate of rapid change and that this climate is likely to continue to the foreseeable future (Glatter,1988). Such a rapid change requires a continuous process of adjustment on the part of all those involved in the education system.

This view is supported by Wideen (1987) who pointed out that teachers need continued professional growth and development in order to be competent to handle changes. School managers are judged with the responsibility of interpreting educational policies to the parents and other stakeholders; they are also responsible for obtaining, directing and utilizing resources available for successful implementation of education policies and programs

Also, when fees were charged, schools relied heavily on the financial and practical support of parents. Parents who paid for their children's education tended to be highly committed to the support of schools and worked hard to ensure their success,(UNESCO,2006). The introduction of FPE took responsibility from parents into the hands of the state. In addition, the measure saw the influx of many new children whose parents tended to see education as their children's right, but not something to which they bore a responsibility. Together, these consequences of FPE have led to a reduction in parents' perception of 'old' – previously fee-paying parents and 'new' – parents of newly entered children, (UNICEF, 2009).

The quality of learning environment and the inadequate level of parental involvement are also key constraints. In schools with meals, lack of teacher time, study space and school materials are exacerbated by the higher student population class size and low student-teacher ratio. The school management committees should systematically promote community participation other than to exact contributions (water, labor, money) from parents. According to WFP the benefits of school feeding are limited if separated from the larger context of learning, health and livelihoods. School feeding programmed in isolation without an appropriate learning environment and family or community support is insufficient to achieve the objective s of WFP of healthy educated children. In order to justify investments and meet objectives, the school feeding program must take better account of social, economic and cultural constraints (WFP,2007).

Cooperation between sectors between institutions across sectors is necessary to maximize the gains achieved through school meals and increase the value of food provided. Integration of improved health practices into school context and the introduction of Home-Grown School feeding are major steps in the direction of successful school feeding programs (Neumann ,2003).

Teachers have a big role to play in teaching and learning process. They are chief facilitators for learning to take place. Two main factors about teachers that seriously affect performance

are adequacy and quality. Inadequacy of teachers in a school causes idleness, boredom in the learners and wastage of time. Overload for the few teachers results into a low delivery rate . In countries like Kenya and Tanzania, an uneven distribution of teachers is a factor which causes shortages, especially in rural areas. The shortage of teachers contributes to low performance and dropouts (Institute of economic affairs,2003 and Mbilinyi,2003).

Quality of teachers is another contributing factor in the African region. In most of the Sub-Saharan African countries, a situation exists in which teachers are not adequately trained. Retraining programs are not well established and teachers are not adequately motivated. As a result they underperform. Teachers are not innovative and creative ;are nor learner friendly and do not use gender responsive approaches in teaching. Remedial lessons are hardly given. Teachers have no interest and do not motivate learners .They are harsh, dictatorial and self-centered. Learners therefore run away from school or just decide to lie low (Fawe,2002).

Rights-based social systems can be based on different kinds with different sources. For example in a local school, students, teachers and school administrators could work out the rights that are to be applied jointly, with no reference with any outsiders view of what rights ought to be in place. The discussion about what rights ought to prevail can provide an important teaching moment for learning about nutrition and also about rules, guidelines and laws that apply to particular schools. The duty bearers include a broad range of people including cooks, servers, cleaners, the school principal and the government agencies that fund and oversee the school feeding programs(Kent,2007).

There is need to clarify the roles and responsibilities of the different parties not only within the schools but also throughout the entire support system. Under normal condition the support staff should not feed the students directly, but instead they should help those who are closer to the students in carrying out their functions. For example, national and international agencies could provide guidance to schools on how to organize their programs, and they could collect and analyze reports on their programs to help individual schools to see how they fare in the bigger picture. To the extent feasible, the food and the money should come from local sources and more distant agencies should provide information and technical assistance (Kent, 2007).

The recurring mismanagement of funds in the education sector is well documented and defined in comprehensive studies. Funding is channeled through the Education system, municipal offices to the respective schools. The established system of capitation grants, a

yearly allocation per student per school, geared towards transparently funding all classroom activities including providing for salaries and administrative costs guarantees universal primary education. Yet the administration in charge continues to badly manage and weakly control the funds allotted, leading to substantial waste of public resources and substandard education outcomes. Funding for capitation grants lacks transparency, and the management involvement and meaningful participation by civil society actors. The process and timing are not laid out clearly, and thus facilitate leakage and corruption (Ahadzie ,2008).

Formal roles of Parent-Teacher Association (PTAs) and School Management Committees (SMCs) are, planning, managing and monitoring resources. Many members of both PTAs and SMCs are not aware of their powers and/or unable to effectively execute them. This leads to continual substantial abuses in funding allocations and textbook supplies not reaching the schools and depriving the intended beneficiaries, the students, of important resources to obtain their rightful education(UNICEF 2007,World Bank,2002).

Advocacy, networking and collaboration are paramount for the success of programs. Advocacy involves analysis and presentation of information on the linkages between the programs and education in the school setting. This also includes policy development, commitment of all the stake holders and allocation of adequate resources for implementation of the programs. Networking fosters exchange of information and enhances cooperation between the players at different levels. Networks can be achieved through and not limited to consultative meetings, conferences, exchange of materials and visits as per evaluations (WHO,1999).

School feeding may be even more important in emergency situations than in normal situations. There is certainly a need for school feeding in emergencies (Emergency Nutrition Network 2007; International Save the Children Alliance 2007; WFP 2007). In some emergency situations, administrators have gone so far as to call on schools to provide three meals a day. That might seem implausible, but it could make sense if it is coupled together with programs of assistance and with a clear phase-out plan. It could make sense for emergency school feeding to be rights- based (Nossiter 2007).

2.6 Monitoring and evaluation and school feeding program

According to a study done by UNESCO in 1999, A major challenge identified among almost all of the programs was a lack of effective monitoring and evaluation. Without good monitoring, the ability of programs to understand whether activities

are taking place as designed is severely limited without good evaluation, the ability of programs to understand the impact of activities is seriously weakened, and hampering efforts to learn from experience and improve programming in the future. Where resources are limited, the inability of programs to provide clear evidence of impact may reduce their ability to access the recurrent funding needed for activities to continue. In particular, as responses are tied to long-term development needs, good learning and clear evidence about their impact becomes increasingly important, (World Bank, 2009).

The need for effective monitoring and evaluation becomes ever more important when the multiplicity of ways – through national plans of action, national development plans, or poverty reduction strategies –in which policies concerning orphans and vulnerable children are framed and enacted in different countries is considered, (UNICEF, 2009). In many countries, the different policy formats do not have specific reporting or coordination structures. This increases the need for consistent monitoring of all activities related to orphans and vulnerable children, regardless of the planning modality that exists or the entity implementing the initiative, (UNICEF, 2009). A joint review by the World Food Program (WFP) and the World Bank Group in 2009,focuses on the key components to implementing successful programs and the need to mainstream school feeding into national policies and plans. This publication led to the WFP/World Bank Partnership on school feeding that benefits from the design, policy dialogue, and logistical expertise of both organizations. Joint action for assisting countries in planning sustainable school feeding programs and using cost and impact studies has occurred in seven pilot countries including Bangladesh and Lao Peoples Democratic Republic.

The National policy for School Feeding supports the larger goal of Ministry of Education to increase school enrollment and attendance among the school aged children still not in school. School meals will help to draw students to school who are most difficult to enroll: This last percentage is the most difficult because they come from families and background that are reluctant to send children to school, or children have to work, or they are from nomadic families. Those last children who are currently not attending school surely will not go to school if they don’t get a meal there .(Adama).

Any school that wanted to organize a right based school feeding program could get started by establishing a School Feeding Monitoring Committee (SFMC).Where schools are small, a single SFMC might cover several schools. Students should play a strong role in the SFMCs and constitute a majority of its members. The SFMC's first task would be to prepare statements on: rights of students to school meals with details about the contents of the meals, their quality, when and how they are to be provided. The statements should be prepared in conformity with guidance provided from the local and national governments and also human rights law and principles.

The SFMC should also prepare statements on duties regarding school feeding describing the duties of the parties involved in school feeding. Who is to carry out what functions with what resources. Their duties could include providing regular descriptive reports on what food they are provided, costs and related matters. Accountability statements should be prepared describing the committee's own role as the agent of accountability for the school feeding program. The SFMC could describe how it could carry out its task of assuring that those who had the duties carried them out so that the students did in fact get the food to which they are entitled. As part of this work, the SFMC would have to say what procedure would be used to take complaints from students and others, what steps would be taken to verify the complaints and when complaints were found to be valid, what steps would be taken to call for corrections(Carozza,2003).

The methodology of involving students in the assessment process could be designed not only to produce good comparative data but also to produce good learning experiences for the students. Even A simple survey perhaps ten carefully designed multiple choice or yes/no questions and a few open ended questions, could be valuable for all concerned. Small focus groups could be used to elicit student views. Encouraging students to speak up in a safe group setting could be valuable in many ways. Students should get message that their views are important (World Health Organization 2007).

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 the school for the school and community level program 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 program and this has been amply demonstrated by several communities around the country.

To ensure sustainability of the program, additional requirements that are deemed important to the progress and successful implementation of the program are being considered . These include creation of appropriate policies and frame works that would link market access of farm produce by local farmers to the school feeding program. Close cooperation between the ministries of education, Agriculture, Health and other stakeholders to work together to achieve the expected outcomes of the program .Sound logistics and organizational arrangement to facilitate quick release of funds to the decentralized districts to smooth running of the program. Capacity building and technical assistance for school caterers and cooks in areas of food safety, handling and quality management. Provision of adequate logistics for monitoring and evaluation and provision of food storage/banks facilities at regional levels to act as fallback institutional set-up which delivers food (regionally/nationally produced) in times of severe insufficiency of local supply are also other requirements. (Afoakwa,2001).

Students could be involved not only in designing, operating and using school feeding program but also in assessing them. To the extent that students become actively involved in rights-based school feeding programs, they should gain extra benefits in terms of knowledge and in terms of skills and other capacities. For example, when they feel they are not treated properly, they should learn to voice their concerns to an appropriate body in an appropriate way. This can require not only skill but also courage. Active engagement in this way could help students to improve their self-esteem. Rights-based school feeding programs can be a significant means for empowering students, an objective that many educators now see as more fundamental than the transfer of knowledge (FAO,2005).

2.7 Theoretical Framework

This study was based on Classical Liberal Theory of Equal Opportunity advanced by John Dewey (1859).

2.7.1 Classical Liberal Theory of Equal Opportunity

John Dewey was a philosopher and psychologist, whose ideas have been influential in Education and social Reform. He is associated with many theories but his main developments were in the field of progressive and experiential education. In progressive education

programs qualities include collaborative and cooperative learning projects education for social responsibility and Democracy, integration of community Service and Service learning projects into daily curriculum. One of Dewey's main ideas is that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Education should have both societal purpose and purpose for the individual student. Dewey argues that, "liberalism knows that an individual is nothing fixed, given ready-made. It is something achieved not in isolation but with the aid and support of conditions, cultural and physical including in "cultural, economic, legal and political institutions as well as science and art (Tiles,1992).

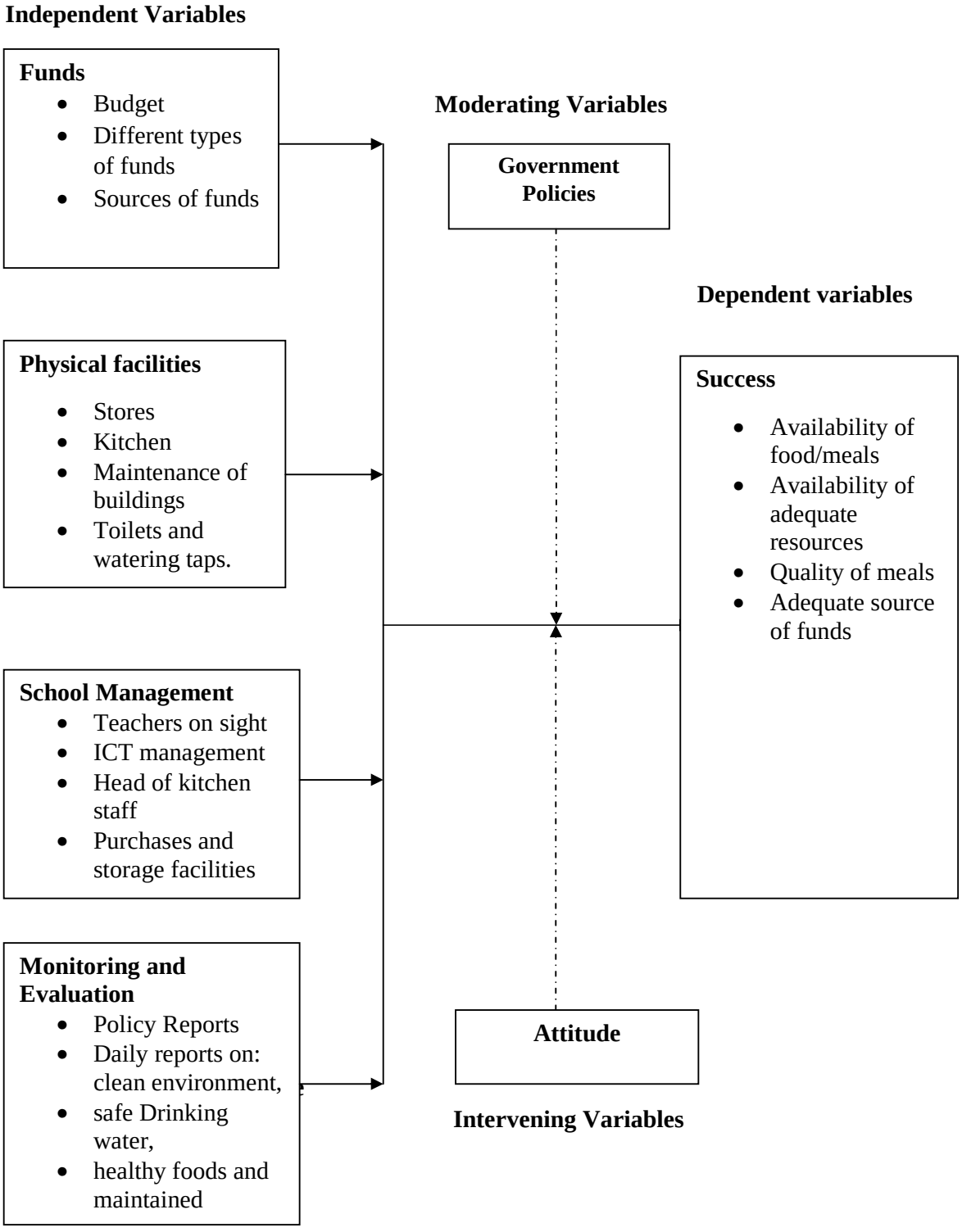
Just as society may deny satisfaction to the physical, educational and cultural needs of the young so their parents and guardians may and light ignore their rights. Children can not formulate their grievances collectively, or conduct organized struggle for improvements in their conditions of life and mode of education. They must be helped by spokesmen among adults who are sensitive to the troubles of the young and are resolved to do something about remedying them. (Daniel, 2002). He further argues that students thrive in an environment where they are allowed to experience and interact with curriculum, and all students should have the opportunity to take part in their own learning. The school itself must be a reflection of the community life with all its characteristics, to allow students to develop shared common experiences instead of a school. Playgrounds, shops, workrooms, laboratories not only direct the natural active tendencies of Youth but they involve intercourse, communication and cooperation, all extending the perception of connections.

Dewey believed that learning should include play, games and constructive occupations. It has been proven that when they are incorporated into the curriculum, the student is more engaged in what he is doing. When kids use their natural impulses school is better and this reduces school dropouts. Raw materials (unformatted) materials help kids to a more genuine knowledge, hence more participatory. The teacher is not in school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which are immediately valuable and which better enable the students to contribute to society. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.

Educator must use work and play towards intellectual results and socialized disposition (Bohman, 1999). Dewey stresses the importance of discussion, consultation, persuasion and

debate in democratic decision making. These processes extend and deepen the public awareness of the problems under discussion, and help to inform the administrative specialist of social needs (John, International socialist Review 1938).This theory is related to this study since it has the variables of study. It stresses that for genuine knowledge, there must be; raw materials (physical facilities), satisfaction of physical, educational (management), cultural, legal, economic (availability of funds) and political needs. It also stresses the importance of discussion, consultation, persuasion and debate in democratic decision making (evaluation).

2.8 conceptual framework



There is scanty empirical evidence and or a few studies done on the factors that influence the success of school feeding programs in public primary schools in Dagoretti North Constituency Nairobi County, Kenya. This study seeks to investigate the extent of these factors in the success of school feeding program and the challenges faced by these schools as they try to run the SFP.

2.10 Summary of literature review

To a hungry child going to school is not as important as having enough food to eat. The assurance of at least one nutritious meal each day attracts children to school. This boosts enrolment and encourages regular attendance to enhance general performance. Therefore, the World Food Program and other humanitarian agencies such as UNICEF assisted the needy children by introducing School Feeding Programs in schools.

In Kenya, the SFP was started in 1966 by National Feeding Council. In 1979, school milk was introduced to all schools in the country. The program was short lived because of the poor economic situation in the country and of transparency in running the milk program.

The long-term objectives of School feeding programs were to help the Kenyan Government among others to achieve Universal Primary Education. The main objectives of Feeding Programs in Kenya were to increase enrolment, prevent dropout rates and increase retention rate, minimize truancy and stabilize attendance, reduce disparities in enrolment and attendance rates, increase level of participation and concentration in pupils and to alleviate short term hunger in schools (Mugiri, 1995).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section gives details regarding the procedures that were used in conducting the study. Pertinent issues discussed in this section include the research design, target population, size and sampling procedures, data collection instruments data collection procedures, data analysis techniques, ethical considerations, operational definition of the variables.

3.2 Research design

The research design which was used in the study was descriptive survey design. The sample survey design will be appropriate for this study because it helps one to obtain information from broad spectrums of members of the population (Mugenda, 1999).

3.3 Target population

The target population of the study was 4670.This target population includes the pupils, teachers and the Head teachers of the four schools (District Education Officer, Dagoretti North,2014). Table 3.1 shows the total population target.

Table 3.1 Target Population

School	Number of pupils	Number of Teachers	Number of Head Teachers	Total
Kawangware	1307	30	1	1338
Milimani	893	25	1	919
Dagoretti Muslim	950	26	1	978
Riruta H.G.M	1400	35	1	1436
TOTAL	4550	116	4	4670

Total target population=4670.

3.4 Sample size and sampling procedure

3.4.1 Sample size

Using Krejcie & Morgan Table determining sample size for a given population, the sample size for this study was 351.

3.4.2 Sampling procedures

The proportionate sample for each characteristic was obtained by the formulae;

$$\left(\frac{\text{Total Population of characteristics} \times \text{Sample size}}{\text{Total Population}}\right)$$

Proportionate sample of pupils= $\frac{4550 \times 351}{4670} = 345$

Teachers proportionate sample = $\frac{116 \times 351}{4670} = 9$

Purposive sampling was used to find the proportionate sample of head teachers =4

The sample was presenred in Table 3.2

Table 3.2 Sample size

	Pupils	Head Teacher	Teachers	Total
	4550	4	116	4670
Sample Size	345	4	9	358

3.5 Data collection instruments

The main data collection instrument was questionnaires with self- administered questions. They were appropriate because they are cost effective and faster to administer as they do not involve the researcher making personal visits to respondents.

3.5.1 Validity of the instrument

Mugenda and Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences , which are based on research results . Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation.

Content validity was preferred for the study. Validity was measured by having the instruments reviewed and evaluated by the researcher with the help of the supervisor and other professionals in the department.

3.5.2 Reliability of the instrument

Reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Bryman and Bell ,2007) .The researcher use split method technique to asses reliability. This involved administering the same items to measure the same construct which were divided into two sets randomly. The questionnaire was administered to a sample of respondents not involved in the study. The completed instruments were computed and a comparison from the respondents made. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument was administered. This required only one session.

3.5.3 Pilot testing of the instruments

In order to enhance the reliability and the validity of this survey , a pilot study was conducted . Piloting was done in Dagoretti South constituency ,Nairobi City County Public school which had school feeding programs . These schools had the same characteristics as those in Dagoretti North Constituency . The sole purpose was detecting any weakness and finding out if the questionnaires were clear to the respondents .Problems and any unclear questions were sorted out by reframing the questions .

3.6 Data collection procedures

Once the proposal had been approved , the researcher sought authority from National Commission for Science, Technology and Innovation to conduct the research on the schools selected. Letters were sent to respective institutional heads where the research was to be conducted. On appropriate dates the researcher carried out the survey using the questionnaires.

3.7 Data analysis techniques

Data was analyzed using quantitative techniques .The first step in data transformation was the development of a code book. After the research, the data collected was converted to a

format that enabled accurate statistical analysis. The data was transformed into tables that gave information to satisfy the purpose of the study .The researcher looked for apparent themes for analyzing questionnaires which were key instruments in data collection. Finally findings were presented, interpreted and conclusions were drawn from the data and areas of further study were identified.

3.8 Ethical considerations

During the research period, the researcher avoided unnecessary risk, harm or wrong .The researcher treated people with respect and courtesy including those who were not autonomous like small children and mentally retarded or senility. The researcher used reasonable, non-exploitable procedures .The procedure the researcher used was fairly administered (Kothari , C,R.2004).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETION

4.1 Introduction

This chapter presents study broken down in the following thematic subsections which are; Questionnaire response rate and Demographic characteristics of respondents. The chapter also looks at how these demographic characteristics influence respondents opinion on the success of school feeding program in the four schools in which it discussed the influence of funds on the success of the feeding program. It also discusses the influence of physical facilities on the success of the school feeding program, the influence of school management on the success of the school feeding program. Monitoring and evaluation and its influence on the program was also discussed. This chapter involves data analysis, presentation, interpretation and discussions of study findings. The presentations were done based on the research questions which formed the sub-headings in the chapter.

4.2 Questionnaire Response Rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. The target population were 4 Head teachers 9 teachers and 345 pupils. The return rate was presented in the Table 4.1.

Table 4.1 Questionnaire response rate

Respondents	issued questionnaires	Returned		Not returned	
		Frequency	percent	Frequency	Percent
Head teachers	4	4	100	0	0
Teachers	9	9	100	0	0
Pupils	345	298	86.4	47	13.6
Total	358	311	86.4	47	13.6

In this study out of 4 Head teachers, 9 teachers, and 345 pupils sampled, 4 Head teachers (100%), 9 teachers (100%) and 298(86.4%) returned the questionnaires. The rest 47(13.6) of the questionnaires could not be retrieved some of the reason being misplacement or could not be traced. It also constituted 10 percent of the target population of respondents. According to

Mugenda Mugenda (2006), a 10 percent of the target population questionnaire response rate gives the researcher a more highly rated finding to carry out a study.

4.3 Demographic characteristics of the respondents

This section sought to determine the demographic characteristics of the respondents gender, age and level of education. The study investigated the age of the respondents to find out the age brackets of the pupils that are provided with meals in these primary schools. The investigation of the teacher respondent ages was necessary because this helps to find out if there is influence of the teachers on the SFP. The study also looked at gender as one of the demographic characteristics. This was important because the study wanted to analyze the respondent equal representation in this study as to avoid bias. The level of education was also one of the demographic characteristics of the teacher respondents to gauge the ability of the teachers to convince the pupil respondents on the importance of being in the feeding program.

4.3.1Gender distribution of respondents

The study sought to determine the gender of the respondents. The findings are presented in Table 4.2.

Table 4.2Distribution of pupil respondents by gender

	Head teachers		Teachers		Pupils	
	Frequency	percent	Frequency		Frequency	Percent
	n	%	n	%	n	%
Gender						
Male	2	50	2	22.2	135	45.3
Female	2	50	7	77.8	163	54.7
Total	4	100	9	100	298	100

The results show that out of 298 respondents 163(54.7%) were female pupil respondents. It was also established that out of 298 respondents, 135 (45.5%) of the respondents were male pupil respondents .This means that there are more female than male pupils in these four schools. This went against the national trend where female students have always been less in access to education This could be due to the girl support by organizations like World Vision. It could also mean that FPE has influenced the access and retention of girl child in schools. The school feeding program contributes to the increase in girl child enrolment. Before, the girls were regarded as home makers to be, so there was no need for formal education.

The study established that out of the 4 head teacher respondents 2(50%) were females and 2(50%) were males. This showed that staffing of head teachers was evenly distributed. This means that there is no discrimination in staffing of Head teachers. Equal opportunities are given to both Gender. Females have become more aggressive and they have been empowered to take up leadership responsibilities.

The result also show that out of the 9 teacher respondents, 2 (22 %) were males while 7 (77.8%) were female teacher respondents. This means that in the four schools there are more female teachers than male teachers. This could be because there are less male teachers in Nairobi. It could also be because most women teachers are married by men who work in different sectors in the city. Again most people take teaching as a women job.

4.3.2Age distribution of the respondents

The pupil respondents were also to indicate their ages. The study findings are presented as in Table 4.3.

Table 4.3 Age distribution of pupils

Age	Frequency	Percent
12	15	5.0
13	83	27.9
14	129	43.3
15	53	17.8
16	12	4.0
17	2	.7
18	1	.3
Not aware	3	1.0
Total	298	100.0

The study established that out of the 298 pupil respondents, 15(5%) were aged 12 years.83 (27.9%) were aged 13 years old. It showed that 129 (43.3%) were at the age of 14 years. 53(17.8%) were found to be 15 years old. There were 12 (4%) who were aged16 years old. The results also showed that 2(0.7%) were found to be 17 years old. The findings showed that there was 1(0.3%) who was 18 years old. However 3 (15) of the respondents did not indicate their age.

The results established that most of the pupil respondents are in the age of 14 years. However the respondents were in the age bracket of between 12 years and 18 years. This revealed that most of the respondents were aged more than 12 years. The respondents are in their adolescence and according to the age they need to eat a lot of food. This necessitates the implementation of the SFP. The respondents were taken from upper classes because they could understand the questions asked in the questionnaire and give correct answers.

4.3.3Teachers age brackets

The study also sought to find out the age brackets of the teachers in the four schools. The study findings are presented in Table4.4.

Table 4.4 Distribution of Teachers age brackets.

	Frequency	**Percent**
Age	n	%
Less 30 years	2	22.2
31-40 years	3	33.3
50 and above	4	44.5
Total	**9**	**100**

From the findings the table showed that out of the 9 teachers, 4(44.4%) of the respondents were more than 50 years. It also showed that 3 (33.3%) of the nine respondents were in the age bracket of between 31-40 years. The findings showed that 2 (22.2%) respondents were in the age bracket of less than 30 years. The findings established that most of the teachers were in the age bracket of 50 years and above. However, there were 2(22.2%) who were less than 30 years old.

This showed that the teachers handling the pupils were elderly and can easily convince the pupils to be in the feeding program. They are even capable of forcing the pupils to take the meals. These teachers know the importance of having meals in relation to performance. The reason of most teachers being over 50 years was because the Teachers Service Commission has not employed teachers in the recent past and so there was no likelihood of getting younger teachers.

4.3.4 Meal providers

The question on the meal providers was also necessary. This was to find out if there are pupils who depend on the school food as their only meal. It was to also find out who are the main meal providers. The findings of the study are presented in Table 4.5.

Table 4.5 Distribution of meal providers

	Frequency	Percent
Parents	224	75.2
Well wishers	40	13.4
School	20	6.7
Total	284	95.3
Not aware	14	4.7
Total	298	100.0

From table 4.3 the study found out that of the 298 respondents,224 (75.2%) respondents were provided food by their parents. It showed that 40 (13.5%) of the respondents had well wishers as their meal providers. Those respondents who received meals from the school were 20 (6.7%). However 14 (4.7%) were not aware of who provides for their meals.

The findings may be interpreted to mean that the high percentage of parents (75.2%) food provision may be due to the food they give at home and the contribution the parents make by giving their children money to pay for the meals in school. Those who indicated that they got food from well wishers (13.5%) may be those who receive their meals through donations from other organization like World Vision. Those who receive meals provided by the school (6.7%) may be those who entirely depend on the meals they get in school and no other meal at home or elsewhere. This could be because the children come from the slums where poverty level is very high. They come to school so as to get this food which was their only meal.

The study found it necessary to investigate the number of meals the respondents get in a day .The findings are as indicated in table 4.6

Table 4.6 meal distribution in a day

Meals per day	Frequency	Percent
1	73	24.5
2	35	11.7
3	127	42.6
4	60	20.1
Total	295	99.0
Not aware	3	1.0
Total	298	100.0

The study established that out of the 298 pupils 73 (24.5%) received only one meal in a day. 35 (11.7%) received two meals in a day. It was found out that 127 (42.6%) received three meals a day. The findings showed that 60 (20.1%) had four meals in a day. However, 3 (1%) could not indicate the number of meals they had in a day.

From the findings can be interpreted to mean that those who had one meal were those who received a meal in school only. Those who received two meals were those that received breakfast at home and another meal in either at school or home. For those who had three meals were those that had food at home in the morning, lunch in school and supper at home. Those that received four meals a day were those that had breakfast at home, a snack at ten o'clock, lunch in school and supper at home. Those who did not indicate the number of meals are those who depended on well wishers. They are not sure when they will get the next meal . Getting food to them is unpredictable .

Most of the respondents 127(42.6%) get three meals a day. The findings also show that 295 (99%) of the pupil respondents received at least one meal a day. This can be interpreted to mean that even those who do not get meals at home they at least get a meal in school.

4.4 Funds and the school feeding program

The research questions under this objective was to ask whether funds have influence on the school feeding program.A number of research questions were asked which included those that fund the program.

4.4.1 Sources of funding

The pupil respondents were asked to indicate whether they were given money by their parents to pay for the meals provided in the school. The findings were represented in Table 4.7.

Table 4.7 Parents

	Frequency	Percent
Yes	282	94.6
No	14	4.7
Total	296	99.3
Not aware	2	.7
Total	298	100.0

According to the findings of the study, most of the pupil respondents 282 (94.63%), out of the 298 pupils were given money to pay for the meals .It was also noted that out of the 298 pupil respondents 14 (4.5%) did not pay for the school feeding program. Those who were not aware if they paid were 2 (0.7%).

The parents who gave their children money to pay for the food were those parents who knew the importance of food in relation to academic performance. Another category of parents that readily paid for their children were those who did not want their children to go home for lunch. They felt it was a burden cooking lunch for these children. There were parents who do not like the Idea of paying for the food. These were those with negative attitude towards the school feeding program. They thought the teachers were just asking for money to squander. They believed that the food was for the government and it should be free.

The 0.7% that were not aware whether they paid were those children who are exempted from payment because they could either not afford to pay. They were orphaned children. These were just let to eat. This study revealed that parents financed the school feeding program.This shows that without finances the school feeding program can not be successful.

4.4.2 World Food Program

The pupil respondents were asked if the program was funded by any organization. The findings were presented in Table 4.8.

Table 4.8 World Food Program support

	Frequency	Percent
Yes	191	64.1
No	97	32.6
Total	288	96.6
Not aware	10	3.4
Total	298	100.0

The table above show that out of the total 298 (64.1%) of the respondents stated that the feeding program is funded by World Feeding Program .However 10 (3.4%) are not aware as to who supports the program. The findings show that 97 (32.6%) states that WFP does not finance the program.

The reason for this might be because those who are aware have more time to move around and have seen the food being offloaded from WFP vehicles or by its personnel. These might also be those that had been explained to about the SFP by the teachers. Pupils who do not like moving around may not know where the food comes from unless they were explained to by the teachers. The findings established that WFP supported the school feeding program financially for its success.

The Head Teachers and teacher respondents were also asked to state the source of funding of the program. The findings are presented in Table 4.9.

Table 4.9 WFP/Parents

	Head Teachers		Teachers	
	Frequency	Percent	Frequency	Percent
	n	%	n	%
Source of funds				
WFP and parents	4	100	9	100
Total	4	100	9	100

The study established that all the four head teachers (100%) strongly accepted that the

program was funded by WFP and parents The nine teachers also accepted that WFP and parents finance the program. The reason being that WFP donates the food .The parents pay some money to pay for those who cook ,buy salt and firewood. This means that the WFP and the parents support the program for its success.The findings show that there is a relationship between school feeding program and its success.Without finances the program can not take place.

4.5 Physical facilities and school feeding program

The research under this objective was to ask whether physical facilities contributed to the success of the SFP in the schools .The questions that were asked included where the food is stored, where it is cooked because it is necessary for food to be cooked in clean place, whether they have a dining hall to eat from and whether there is water to wash their hands for proper hygiene

4.5.1 Storage facilities

The pupil respondents were asked to name places where the food is stored once it is delivered. The findings are presented in the table below.

Table 4.10 Distribution of pupils respondents on Storage facilities

	Frequency	Percent
Kitchen	48	16.1
Store	220	73.8
Hall	1	.3
Total	269	90.3
Not aware	29	9.7
Total	298	100.0

The study findings showed that out of 298respondents 48 (16.1%) stored food in the kitchen. 220 (73.8%) stored food in the store and 1 (0.7 %) store food in the hall. However 29 (9.7%) did not know where food was kept.

Food was stored in the kitchen because that was the only place where there was space as compared to other rooms. Most schools used the store for the storage of the food. These might be schools where the WFP has put up the store or the school had it or the parents organized and built one. Some food was stored in the hall when it comes before it is taken to the store.

The findings show that there are different storage facilities in the schools .The store was the most storage facility that was used. The hall (3%) was found to be the least storage facility in the schools. This shows that storage facilities are important in the success of SFP because without them there will be no place to keep the food.

4.5.2 Store/Kitchen/Hall/Taps/Firewood/Charcoal

The Head teachers and Teachers were asked to state some of the physical facilities found in the school .This was necessary as it was to help in the identification of stores for the storage of food, kitchen for cooking, hall for eating and taps for washing hands. The findings were presented in the Table 4.11.

Table 4.11 Store/Kitchen/Hall/Taps/Firewood/Charcoal

Facility	Head teachers	Teachers
Store	Yes	Yes
Kitchen	Yes	Yes
Hall	Yes	Yes
Taps	Yes	Yes
Firewood/charcoal	Yes	Yes

From the findings the study established that the Head teachers and teachers accepted that they had different physical facilities. There were stores which was the most common in keeping food. The research findings showed that there were kitchens where food was cooked. There were halls where the food could be kept for some time before taking it to the store when it comes. The taps were also found to be available. Firewood and charcoal as a source of fuel was also available. Schools had the necessary physical facilities to run the program.

4.5.3 Cooking facilities

The study found it necessary to study if there are cooking facilities in the schools. This was important because without a proper cooking place food cannot be cooked. The questions that were asked included, where the food is cooked. The findings were presented in the Table 4.12.

Table 4.12 cooking facilities

	Frequency	Percent
Kitchen	294	98.7
Outside	3	1.0
Total	297	99.7
Not aware	1	.3
Total	298	100.0

The findings established that out of 298respondents 294 (98.7%) stated that food was cooked in the kitchen. 3 (1%) stated that food was cooked outside. However 1(0.3%) respondent did not indicate where the food was cooked. From the findings it was established that most schools coked food in the kitchen. This clearly show that the kitchen is an important facility for the success of the SFP. However, those who do not have it can cook from outside.

4.5.4 Water sufficiency and the feeding program

The study sought to establish the influence of water on the success of SFP.The questions that were asked included whether there is enough water to wash hands.The head teachers and the techers were asked the sources of water.This was very important because it should be established whether the water that was used was clean.It was also necessary to establish whether they a problem with accessing the water.The findigs were presented in Table 4.13 .

Table4.13 Description ofsufficient water

	Frequency	Percent
Yes	109	36.6
No	186	62.4
Total	295	99.0
missing	3	1.0

Total	298	100.0

From the findings it was established that out of the298 respondents, 186 (63.1%) of the respondents showed that there were inadequate water for use. 109 (36.6%) of the respondents showed that there was enough water for use. However some of the respondents 3 (1%) were not aware whether the water in the school was enough or not . The (63.1 %) respondents who showed that there was no sufficient water may have done so because in most times the taps ran dry. In this case water could be purchased from the water vendors which could not be enough.

The findings found out also that there were those that thought the water the school had was enough or sufficient. These could be those that did not mind about it as long as they was enough water to cook the food. These findings may be due to poor management of funds to source for the water. This shows that water is another facility that should be there for the success of any feeding program to succeed.The findings have established clearly that there is a relationship between SFP and physical facilities since they are important in the preparation of food.

4.6 School management and the school feeding program

The objective sought to determine the influence of school management on the success of SFP. The questions included whether teachers had explained the importance of SFP. This was important because if the pupils are not given reasons as to why they should eat, they can not join the program.

They were asked whether the teachers supervise the cooking and serving of the food. This was to help in collecting data on the role of teachers in the program .The question on timeliness in cooking and serving was also asked because if food is not cooked and served in time it losses meaning .The children may be getting late for classes. They were also asked to state whether the cooks were friendly. This was because if cooks are not friendly the program may not be successful. Children do not like harassment.

4.6.1 Explanation on the importance of meals to the pupil respondents

The study found it necessary to find out whether the pupil respondents were explained why they should eat in school. The findings of the study are as presented in Table 4.14

Table 4.14 The role of management and the SFP

	Frequency	Percent
Yes	187	62.8
No	110	36.9
Total	297	99.7
Missing	1	.3
Total	298	100.0

The study revealed that out of the 298 respondents, 187 (62.8%) accepted that they had been explained to the importance of eating meals in school by their teachers. 110 (36.9%) did not accept that they had been explained to about the importance of eating in school. However 1 (0.3%) respondent did not respond.

The findings show clearly that the teachers had done their part to show the children why they should be in the program. Teachers explained to the pupil respondents the reasons for taking school meals. This may be due to the reason that most teachers are 50 years and above. They know what the children may go through if they do not take the meals as most of the pupils come from the slums.

The 36.9did not accept that they were explained to the importance of eating food in school. This could be because they were not there when the others were being explained. It might be that they had forgotten all about it. The missing response might be an oversight of the question where the respondent skipped the question. This indicates that for the program to succeed the people must be made aware of it.

4.6.2 Supervision of cooking and serving by teachers

The study sought to investigate whether teachers supervise the cooking of food The findings are presented in Table 4.15.

Table 4.15 Supervision of Cooking and serving by Teachers

	Frequency	Percent
Yes	134	45.0
No	159	53.4
Total	293	98.3
Not aware	5	1.7
Total	298	100.0

The findings revealed that 159(53.4%) of the respondents did not agree that teachers supervise the cooking and serving of food. 134(45%) agreed that the teachers do supervise the cooking and serving of food. Unfortunately 5 (1.7%) were not aware whether there was such supervision.

This means that 53.4% had seen the teachers watch how the cooking was done. During serving the teachers were seen helping the pupils maintain order as they received the food. The teachers were also seen serving the pupils when there was no enough man power. The 45% who disagreed means they had not seen the teachers on sight. They were those that could come when everybody else has served and the teachers were satisfied with the work and left. This meant that the teachers were supposed to be on sight until everybody else is served before they left. This can be a very strong influence on the success of the program.

4.6.3Timeliness of cooking

The studs sought to find out the timeliness of cooking. The findings were presented in Table 4.16.

Table 4.16 Timeliness of cooking

	Frequency	Percent
Yes	269	90.3
No	26	8.7
Total	295	99.0
Not aware	3	1.0
Total	298	100.0

From the findings it was found that out of the 298 respondents, 269 (90.3%) agreed that the cooking was timely. 2(0.7%) did not know whether the cooking was timely or not. This means that the children received their meals in time. They were never late for classes and could have extra time to play after they had eaten. The cooks might have cleared the serving are before classes begun. The pupils never ate hurriedly to catch up with time.

Those that were ever late are those who were engaged in some activity and could not serve early. They could also be those that want to hear what others say about the food before they go serving. Some were not interested in the program. The findings also show that there were three respondents who did not respond to the question.

4.6.4 Professionalism of the cooks

The study sought to find out if the cooks conducted themselves professionally. The study findings were presented in Table4.17.

Table4.17 Respondents on professionalism

	Frequency	Percent
Yes	125	41.9
No	171	57.4
Total	296	99.3
Not aware	2	.7
Total	298	100.0

Out of the 298 respondents 171 (57.4%) showed that the cooks were not friendly. The findings showed that 125(41.9%) showed that the cooks were friendly. 2 (0.7%) were not

aware if the friends were friendly.

These findings established that there might have been pupils who are unruly. This constituted 57.4% of the respondents. Unruly children do not appreciate correction. They thought that being corrected by the cooks was not being friendly. They had an attitude towards the cooks.

The findings also established that the well disciplined children appreciated correction. They adhere to the rules and regulations set by the school. They loved and respected both the elders and the young. They do not have an attitude towards the cooks. Those who were not aware did not fill the questionnaire due to an oversight. This shows clearly that friendliness is also a factor in the success of SFP.

4.7 Monitoring and Evaluation

The study found it necessary to establish the influence of monitoring and evaluation on the success of SFP. The questions asked included, whether parents supervised the cooking and serving of food, whether there were rules and regulations to be followed ,whether cleanliness of the kitchen was observed, whether the food is balanced, whether the school management committee had a role to play and also on the maintenance of the buildings.

4.7.1 Rules and regulations for meals

The study sought to find out whether there were rules and regulations to be followed for the success of the feeding program. The study findings were presented in Table 4.18.

Table 4.18 Rules for meals

	Frequency	Percent
Yes	228	76.5
No	65	21.8
Total	293	98.3
Not aware	5	1.7
Total	298	100.0

From the findings it was established that 288 (76.5%) of the respondents accepted that there were rules and regulations that were to be followed before and after taking meals. 65 (21.8 %) denied that there were rules and regulations. 5(1.7 %) were not aware of the rules and regulations.

This showed that the majority of the pupils were aware of the conditions under which they were to take the meals. some of these rules or conditions could be payment before eating. Carrying plates, washing hands before and after eating. They were also aware that they had to queue for their meals according to their classes starting with the lowest class. The small percentage that were negative, means that they do not observe the rules and regulations set by the school. They were rude and did not care about it. The remaining five did not indicate their opinion.

Rules and regulations are very crucial for a successful SFP. They give guidelines on the behavior of the concerned.They show who should do what,where,how and when. This way there can be good running of the SFP ,hence a success.

4.7.2 Kitchen policies

The study was to establish whether the cooking area was cleaned. The findings are presented in Table 4.19.

Table 4.19 Kitchen cleanliness

	Frequency	Percent
Yes	199	66.8
No	98	32.9
Total	297	99.7
Not aware	1	.3
Total	298	100.0

Out of 298 respondents,199 (66.8%) respondents agreed. 98(32%) showed that the kitchen was not clean. 3(o.3%) did not know if the kitchen was clean.

The findings could be interpreted to mean that most of the pupils could actually see the workers cleaning the kitchen. It might be that some of these pupils were involved in the cleaning of the kitchen under the supervision of the teachers. They had seen a clean kitchen. However, there were those that were never involved in the cleaning and so they did not struggle to see if the kitchen was clean. Cleanliness is a great factor in the success of SFP.This is because food not prepared in a clean environment will cause diseases like cholera, dysentery and typhoid. Contaminated food will put off, children and parents from participating in the success of the program.

4.7.3 Standard of food

The study sought to find out whether food was balanced. This entails the quality and quantity of food. The study findings arepresented in Table 4.20.

Table 4.20 Standard of food

	Frequency	Percent
Yes	112	37.6
No	183	61.4
Total	295	99.3
Not aware	3	0.7
Total	298	100.0

According to the findings, it was established that the pupil respondents 183 (61.4%) showed that they never got balanced meals. 112 (37.6 %) felt the food was balanced. 3 (0.7%) were not aware if the food was balanced.

This might be because the pupils may be having an attitude towards the food . They think whatever is not cooked by parents is not balanced. The pupils food consisted of maize mixed with peas. They did not get vegetables. Majorly they had carbohydrates and proteins. The rest felt the food was balanced. This could be that their aim was to get a fill of the stomach and not the quality of the food.

4.7.4 Monitoring of the standard of food by parents

The respondents were asked to state whether the School Management Committee or any other parent supervised the cooking and serving of the meals. The findings are presented in the Table 4.21.

Table 4.21 monitoring by parents

	Frequency	Percent
Yes	52	17.4
No	243	81.5
Not aware	3	1.0
Total	298	100.0

Table 4.21 shows the highest number of respondents 243(81.5%) disagree strongly that no parent ever went to supervise the cooking of meals. 52 (17.4%) agree that parents do supervision of the cooking. However 3 (1%) of the respondents did not indicate whether there is supervision or not.

The majority of the respondents reason for disagreeing with the supervision of food by parents might be of many reasons. The parents might have been coming during class hours when majority of the children could not see them. The few who might have sneaked out of class to go to the toilets or other classes might have seen the parents in the cooking area.

The findings established that for this program to be successful the parents must play a great role. They will make sure that the children eat a balanced diet. Their supervision will also help them identify what is needed in the school to make sure the program is a success. So there is a relationship between monitoring and evaluation and the school feeding program.

CHAPTER FIVE

SUMMARY OF FINDINGS ,CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

The chapter discusses summary, conclusion and recommendation contributions to the body of knowledge and suggested areas for further research in the following sub themes.

5.2 Summary of the findings

Based on the data and other information obtained and analyzed to answer the research questions of the study, a number of research findings were presented in chapter four. The findings are summarized in this section.

5.2.1Demographic characteristics of respondents

The study showed that more female pupils (54.7%) have been enrolled in school and this could be due to the success of the school feeding program. It could also be cause of empowering of the girl child and also free primary education. The male counter parts were (45.3%). The highest age was 18 years and this could be attributed to the fact that most of these children are from slum areas stricken by poverty. The children come to school to just get food.

The study findings also showed that most teachers were aged 50 years and above. This could be because the Teachers Service Commission has not employed teachers in the recent past. There were also more female teachers(77.8%) than male teachers (22.2%). This could be so due to the fact that most lady teachers are married to men working in different sectors in the city. The few men could be the sons of the few indigenous Nairobi residents.

However the female to male Head teacher ratio was relatively equal. This may be due to the affirmative action where females are given equal opportunities to men. The study also showed that the main meal providers were parents (75.2), well wishers (13.4) who could be the neighbors, friends and even some teachers. There are also some who get food in school (6.7%). This could be those that have school as the only source of food. It was found that (42.6%) get three meals a day, (24.5%) get two meals a day,(20.1%) get four meals a day and (11.7%) get only one meal a day.

5.2.2 Funds and School Feeding Program

The study showed that the School feeding Program is funded by World Feeding Program and parents. WFP is the largest implementer of school feeding programs in the world. WFP school meals programs in Kenya is one of the largest and most long lasting since 1980. Parents supported the program by contributing some money through the children. The money was used to pay the cooks and buy firewood or charcoal. The absence of funds could mean that no cooking will take place.

5.2.3 School management and school feeding program

The study showed that school management had a critical role played for the success of the program. The teachers were found to be committed and dedicated through the supervision of meals though some pupils did not agree that they supervised the cooking. The current School Management Committee do not systematically promote community participation other than to exact contributions (water, labor, money) from parents. The teachers also made sure the cooking was timely so that no pupil could be late for classes.

The study also showed that the teachers had explained on the importance of eating school meals. Findings showed that the cooks were not friendly to the pupils. This could be may be because of some indiscipline cases where the older students do not want to adhere to the rules and regulations and they feel the cooks are not friendly.

5.2.4 Physical facilities and school feeding program

The study showed that the physical environment of the school are critical complements to the school meal. Most of the physical facilities were available like the store for storing food, kitchen for cooking and even some had a hall from where they ate. The findings showed that some of the key elements of the WFP-UNICEF Essential package which address the school physical environment were widely absent.

There was a widespread of lack of potable water, and washing facilities. Food was not prepared when there was insufficient water. Another priority was the use of fuel efficient facilities in sheltered structures It showed that currently the provision of water and firewood had fallen to parents. The findings showed that inadequate level of parental involvement a constraint especially in supervision.

5.2.5 Monitoring and evaluation

The study findings showed that there were rules and regulations to be followed. Rules and regulations helped to guide the school on what to do and what not to do. It was also found that the kitchen was clean and it was done by workers or pupils under the teachers supervision. The school management committee maintained buildings in the schools. From the Head teachers desk it was found that parents got involved in the supervision of cooking of food.

5.3Discussions

5.3.1 Funds and SFP

Many studies have been done on funds and SFP. Vermeersch (2005) examined the effect of school meals on school participation. He found out that parents face significant private costs of education, either for school fees or for other inputs such as uniform and food. He also found out that SFP in low income countries often start through funding by International Organizations such as UN, World Bank and WFP. From the research findings it was established that funds is a major factor in the success of SFP.

5.3.2 Physical facilities and SFP

Key elements of the WFP/UNICEF Essential package addresses the school physical environment facilities. Food is prepared where there is adequate water, washing facilities and adequate latrines and the use of fuel efficient cooking facilities in sheltered structures. From the study findings most of these facilities were established to be a requirement for the success of SFP.

5.3.3 School management and SFP

Studies done by George,(2007), in an organization the duty bearers include a broad range of people including cooks, servers cleaners, school principal and the government agencies that fund and oversee the school feeding program. The results showed that most of these people were used for various duties for the success of the SFP.

5.3.4 Monitoring and Evaluation and SFP

According to the studies done by UNESCO in 1999, the need for effective monitoring and evaluation becomes ever more important when the multiplicity of ways through national plans of action, national development plans or poverty reduction strategies in which policies concerning orphans and vulnerable children are framed and enacted in different countries is considered. The study findings clarify this

5.4 Conclusions on the findings

In conclusion, the influence of funds, most physical facilities, proper school management and good monitoring and evaluation mechanisms led to the success of the school feeding program. However inadequate facilities like insufficient water was a constraint. Parents involvement had little influence on the success of the school feeding program. Thus considerable efforts must be made to improve the status of school feeding program hence its success.

5.5 Recommendations

The success of the school feeding program has been demonstrated. On the basis on findings, a number of practical and policy recommendations are made in this section on how the school feeding program should address its challenges and overcome the constraints and ensure better success to its function.

These are described below.

5.5.1Funds and school feeding program

It was found that WFP and parents were the only source of funding the school feeding program. The finances cannot sustain the program as there are many needs to be satisfied like paying the workers, buying firewood, water and purchasing utensils. Finances were also needed to improve infrastructure like building of kitchen and dining hall where children can eat from.

Therefore, am recommending that school feeding programs should be analyzed and alternative funding and options identified. Financing should include international assistance. The government and donors should take full responsibility off installing running and maintaining the school feeding programs. I recommend that with partners initiate an advocacy campaign in which graduates from participating communities support scholarships for girls with high potential to attend secondary schools.

5.5.2 School management and the school feeding program

The study showed that the school management had a problem in that the cooks were said not to be friendly. The teachers were also not popular in supervising the way meals were cooked and served. Therefore, I recommend that the government should employ cooks to ensure professionalism and hygiene is practiced and maintained in handling food. This would also reduce the amount of money paid in by parents in maintenance of the SFP. I also recommend introduction of mentoring programs for school administrators, teachers and parent members of the school management committees from the best performing schools to share their best practices with poorer performing schools and create mechanisms of mutual support.

5.5.3 Physical facilities and SFP

The study showed that some facilities like water was insufficient. The schools are forced to purchase water from vendors. There were not enough dining halls where the children could eat from. Sufficient sources of firewood was a problem. Therefore, I recommend that with partners, integrate food based activities, to improve the school environment and encourage community participation, building on past experience of the same. There should be protection of ware sources and dining hall construction. Develop a school water strategy with the Government of Kenya partners, sister UN agencies Non-Governmental Organization and donors linking in to existing programs, such as the Child- Friendly Schools initiative (UNICEF) and the water sanitation and hygiene program (WASH).

5.5.4 Monitoring and evaluation

The study showed that there were rules and regulations to guide the activities of the program. There was also scanty information about participation of parents. I recommend the Re-orient of the field monitoring system to include indicators of the school environment that influence the effectiveness of school meals such as seasonal firewood and water student-teacher ratios, sudden changes in the environment like in violence.

5.6 Contributions to body of knowledge

Objectives	Contributions
To investigate the influence of funds on the success of SFP in public primary schools in Dagoretti North Constituency.	This study found out that funds have a great influence in the success of SFP. It is therefore advisable that before any organization commits itself to undertake SFP, they must think of sources of funds to run the program successfully. The government and donors should meet the full cost of installing, running and maintaining the School Feeding Programs.
To investigate the influence of school management on the success of SFP in public primary schools in Dagoretti North constituency, Nairobi.	This study established that school management can greatly influence the success of SFP. It was noted that teachers were on high alert to make sure the SFP succeeded by supervising. However it was noted that the cooks were not friendly. The Government cooks should be employed to practice professionalism and good food hygiene. This could reduce the burden of parents contributing money in maintaining the program.
To investigate the influence of physical facilities on the success of SFP in public primary schools in Dagoretti North Constituency.	The study noted that physical facilities had a great influence on the success of the SFP. The facilities included the kitchen, store, hall, water taps and firewood and charcoal. Therefore before you embark on the implementation of SFP find ways of getting and maintaining the necessary physical

	facilities.
To investigate the influence of monitoring and evaluation on the success of SFP in Dagoretti North Constituency, Nairobi.	This study established that monitoring and evaluation is very important in the success of SFP. The parents were not seen to have participated well. This could adversely affect the SFP negatively. For the program to succeed the parents must be vigilant especially when it comes to food. They should be aware what their children are eating and how the food is cooked .There should be proper set up policies to guide the running of the program.

5.7 Suggested areas for further research

5.6.1 based on analysis and findings of this study a number of avenues for further studies on the factors influencing SFP should be conducted in other constituencies. This will show whether the findings based on the four school in Dagoretti North constituency experience the same application hence can form a building block for theoretical explanation on factors influencing the success of SFP.

5.7.2 During data analysis on demographic characteristics,

During data analysis on demographic characteristics the study found out that the number of female respondents were higher than those of male respondents. This is a very interesting phenomenon based on the fact that the general trend of primary institutions admission, the male population has always exceeded females. There is need to carry out a study to determine whether the success of SFP has influenced this trend of increased admission.

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APPENDICES

Rachel Kemuma Osiemo,
P.O Box 10464-00200.
NAIROBI.
29/04/2014.

Appendix i: Letter of Introduction to the Respondents,

Dear Respondent.

I am a postgraduate student undertaking a Master of Degree, University of Nairobi. I am currently carrying out a research on " Factors that influence success, of School Feeding Programs in Public Primary Schools and the research is centered in Dagoretti North ,Constituency Schools, Nairobi." This is a partial requirement to complete my Masters of Arts Degree in Project Planning and Management of the University of Nairobi.

I am glad to inform you that you have been selected among a list of others to form part of this study. This letter is to Kindly request you to respond to questions relating to the survey which I will put to you during the interview.

My supervisor and I assure you that the information you give will be treated with strict and utmost confidence. Your name or the name of your center will not be mentioned in this research.

I will appreciate your cooperation in this academic exercise.

Yours faithfully,

Rachel K. Osiemo

Admin:L50/83272/2012.

Sign:

Appendix i: Questionnaire for Head Teachers

The purpose of this questionnaire is to collect information on school Feeding Program and the factors that influence its success in Public Primary Schools in Dagoretti North Constituency, Nairobi County .There are four sections in this questionnaire. Please give your answers truthfully in the spaces provided.

Respondent Profile

a) Name of the School ----------

b) county ----------

c) District----------

d) Zone----------

e) Number of Pupils enrolled----------

Boys---------- Girls ---------- Total ----------.

f) How many pupils can the school accommodate ? ----------

g) How many teachers do you have ?----------

Section One: Funds and school feeding program

a) When was the Feeding Program started in your school ? ----------

b) How do you get funds to run the program ? ----------

----------c) Do you have any problems with the funding of the program? Please explain ----------
---

---

d) What measures have you put in place to make sure the funds are available throughout?----------
---

e) What role do the parents play in the successof this program in terms of funds and any other support ? ----------
---

Section Two: physical Facilities and school feeding program

a) Where do you keep the food when it comes?----------

---

b) Do you have enough storage facilities to keep the food once it comes?

Yes----------No----------

Explain----------

---

b) Where do you cook your food?

i) in the kitchen----------

ii) outside----------

c) Do you have a problem with the cooking place?----------

----------Explain----------

---

d) What measures have put in place to make sure the food is safe for human consumption?----------
---

Section Three: School Management and school feeding program

a) What role do the teachers and support staff play in the success of the program?

i. Teachers:----------

---

ii. Support staff:----------

b) How cooperative are the cooks and those who help in preparing and serving the food?----------

c) Do you have a teacher in-charge of the program?----------

d) As the head of the school how do you make sure the program runs smoothly? ----------

e) What changes have you noticed since the success of the school feeding program in your school?----------

f) List the various challenges that you face as you try to success the program?----------

g) Suggest possible recommendations that can be implemented to make the school feeding program more effective.----------

Section Four: Monitoring and Evaluation and school feeding program

a) Do you handle funds meant for the program?----------

b) Does the school management committee do any supervision of the program?----------

c) Are the facilities used well maintained?----------

d) Do you think the food is handled in an hygienic way?----------

e) How do you get water for use?----------

f) Whom do think should be involved more so that the program can continue?----------

g) Have you come up with any policies in the success of the program?----------

Thank you.

Appendix iii : Questionnaire for pupils

This questionnaire is intended to gather information on the factors that influence the success of school feeding programs in Public Primary Schools in Dagoretti North Constituency, Nairobi County. The questionnaire has four sections. Please complete all the sections .The information you give will be treated with confidentiality and will be used by the researcher for the purpose of academics and therefore do not write your name .

A. Respondents profile:

a). What is your gender?----------(boy) (girl)

b) How old are you?----------years old.

c) What is your Religion?---------- Christian [i], Muslim [ii], Hindu [iii], SDA [iv], Others[v].

d) Who provides for your meals?----------

e) How many meals do you get in a day?---------(1 ,2 ,3 ,4)

Section one: Funds and the school feeding program

a) Do you enjoy the meals served in school?--------

b) Do you pay some money for the meals?----------

c) If you pay for the food do your parents or guardians pay easily?----------

d) Is there any support by any organization or well wishers?----------

Section two: physical resources and the school feeding program

a) When the food is bought, where is it stored?----------

b) Where is your food cooked?----------(kitchen, outside, office).

c) Do you have a dining hall where you eat your food?----------

d) Is there enough water always to wash your hands and plates before and after eating?----------.

Section three: School management and school feeding program

a) Have your teachers ever explained to you why you should be eating school meals?----------

b) Do the teachers go to supervise how the food is cooked and served?----------

c) Are there parents who come to see how the food is cooked and served?----------

d) Is the food cooked in time most of the days? ----------

e) Are the cooks friendly?----------

Section four: Monitoring and evaluation and school feeding program

a) Are there rules and regulations that you follow when you go for your meals? ----------

b) Is the kitchen always clean? ----------.

c) Who cleans it?----------

d) Do you think the food you eat is balanced? ----------

Thank you.

APPENDIX iv: Questionnaire for Teachers

This study hopes to find out the factors that influence the success of school feeding programs in Dagoretti North Constituency, Nairobi County.

This questionnaire is comprised of four sections. Please complete each section and be sure that the information gathered will be treated with confidentiality and therefore do not write your name.

Respondents profile:

Put a tick where appropriate.

1. Your gender: (a) Female (b) Male
2. Your age bracket: Less than 30 [ ] 31-40 [ ] 41-50 [ ] 50 and above [ ]
3. What is your highest academic qualification ? : Masters [ ] B.Ed [ ] Diploma [ ]

P1 [ ] Others (specify)----------

4. What is your teaching experience in your profession? Less than 6 years [ ]

   6-10 years [ ] 11-20 years [ ] 21-30 years [ ] More than 30 years [ ].

Section One: Funds and school feeding program

a) When did the feeding program start in your school?_____

b) How has the program been of help to this school?_____
_____
_

c) How does the program benefit the children?_____
_____
_____
_____

d) Who funds the program?----------

e) Do the parents pay some money to supplement the program?----------

f) Is the money always enough to keep the program going?----------

g) What do you think should be done to finance the program so that it continues functioning?----------

h) Identify some of the challenges you face as you try to implement the program?----
---

Section two: physical facilities and school feeding program

a) Does the school have enough storage facilities?----------

b) Where is the food cooked? ----------

---

c) What source of fuel do you use? ----------

d) Outline some of the challenges you face without the necessary facilities--------
---

Section three: school management and school feeding program

a) What role do you play as a teacher in the success of this program?----------
---

---

b) Does the School Management Committee readily assist in the success of the program?----------

c) What role do the parents play in the success of the program? ----------
---

---

d) Do you think there is good management of the program? ----------

e) What do you think should be done to implement this program successfully? ----------

---

Section four: Monitoring and Evaluation and school feeding program

a) Are there regulations that must followed in the success of the program?----
----------Explain----------

---

b) How often is cleaning done in the compound to ensure good hygiene?------
---
---

c) Who does the cleaning above?----------

---

d) How does the school get safe water for use?----------

---

e) Are the parents willing to maintain buildings and the grounds?----------
---

Thank you.

Appendix vii: Morgan Table

Table 1: Table for Determining Sample Size for a Given Population

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No.

Date:

22nd August, 2014

NACOSTI/P/14/4363/2958

Rachel K. Osiemo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors that influence the success of school feeding programs in public primary schools in Dagoretti North Constituency Nairobi County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st December, 2014.**

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

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

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

THIS IS TO CERTIFY THAT:
MS. RACHEL K OSIEMO
of UNIVERSITY OF NAIROBI, 10464-200
Nairobi,has been permitted to conduct
research in *Nairobi County*

on the topic: *FACTORS THAT INFLUENCE THE SUCCESS OF SCHOOL FEEDING PROGRAMS IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI NORTH CONSTITUENCY NAIROBI COUNTY, KENYA.*

for the period ending:
31st December,2014

.....
Applicant's Signature

Permit No : NACOSTI/P/14/4363/2958
Date Of Issue : 22nd August,2014
Fee Recieved :Ksh 1,000

.....
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 2949

CONDITIONS: see back page

ORIGINAL

AC: 02918

OFFICIAL RECEIPT

Station Nairobi Date 14/8/14

RECEIVED from Rachel K. Ogeno

Shillings One thousand Shillings only

cents

on account of Research fee

Vote R-43

Head

NACOSTI

Item

Cash

Cheque No. Bank draft

USD

Kshs 1000/=

AC No.

Signature of Officer receiving remittance