INFLUENCE OF SCHOOL FEEDING PROGRAMME ON PUPILS PARTICIPATION IN PRIMARY SCHOOL EDUCATION, A CASE OF HOME GROWN PROGRAMME, GANZE KILIFI COUNTY KENYA

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Research Project Submitted in Partial Fulfillment of the Requirements for Award of Degree of Master of Education in Educational Planning, University of Nairobi

2015
DECLARATION
This research project is my original work and has not been presented for award of a degree in any other university

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E55/63547/2013

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

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This research is dedicated to my father, Leonard Parasi, mother, Consolata Atieno
and my siblings: Naika, Seline, Maxwell, Lambert and Regina.
ACKNOWLEDGEMENT

I wish to acknowledge assistance provided by my supervisors, Dr. Obae Rose and Dr. Khatete Ibrahim and the entire staff of the Department of Educational Administration and Planning, University of Nairobi for their enabling support, guidance and constructive criticism from the beginning to the completion of the study.

I am highly grateful to my parents, brothers and sisters for their words of encouragement towards this programme, may they have the future to their advantage.

I sincerely thank the headteachers and teachers in Ganze sub-county, for their cooperation and time in filling in my questionnaires.

Above all my Lord Jesus who kept me healthy and strong in the entire tedious task.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<td>HGSFP</td>
<td>Home Grown School Feeding Programme</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Sector Support Programme</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>ROK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>SFP</td>
<td>School Feeding Programme</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation Education Scientific and Cultural Organizations</td>
</tr>
<tr>
<td>UNHTF</td>
<td>United Nation Hunger Task Force</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Programme</td>
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ABSTRACT

The purpose of this study was to investigate the influence of school feeding programme on pupils’ participation in primary schools in Ganze, Kilifi County Kenya. This was in the light of the fact that in Ganze sub-county, hundreds of pupils might be missing school due to hunger. Four research objectives were used to guide the study; to assess the influence of school feeding program on pupils' enrollment in public primary schools in Ganze sub-county Kilifi County; to establish the influence of school feeding program on pupils’ academic achievement in public primary schools; to establish whether school feeding program influences pupils’ class attendance in public primary schools and finally to establish the extent to which school feeding program influences retention rates in public primary schools. Target population was all the public primary schools with home grown school feeding program in Ganze sub-county, Kilifi County. Out of the 48 public primary schools, 24 were sampled out where 24 headteachers, 48 teachers and 120 standard seven and eight pupils were sampled through random sampling, purposeful random sampling and stratified random sampling respectively. The study used descriptive survey research design. The research instruments used included: questionnaires and interview schedule. Data from questionnaires were analyzed by help of SPSS programme version 21.0 while that of interview was analyzed according to the themes in the study variables. The study findings showed that home grown school feeding programme has positive influence on pupils’ participation in primary education in that there was an increase in enrolment in public primary schools in Ganze sub-county from 45940 pupils in 2014 to 47950 pupils in 2015. It is recommended that school management committee should be involved in the schools feeding programme so that they can sensitize parents on the need to get involved in the programme to avoid any failure incase of funding. It is also recommended that as it has been established that school feeding programme had an effect on pupils’ participation in primary education, the programme should be rolled out to other areas that are faced with pupil participation in schools. In addition it is suggested that a study on the influence of parental participation in school food programme on its success should be conducted.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is upheld as a basic human right globally. It is recognized as pivotal for the attainment of self-fulfillment and national development (UNESCO, 2010). Globally, governments use education as a means for fighting diseases, poverty and ignorance. Education in particular basic education makes an important contribution in alleviating hunger and improving people's lives (UNESCO, 1999).

In the broadest sense, Home Grown School Feeding (HGSFP) is a school feeding programme that provides food produced and purchased within a country to the extent possible. The United Nations World Food Programme (WFP) has collaborated with the Bill and Melinda Gates Foundation, the New Partnership for Africa’s Development (NEPAD) and other partners to develop an approach to HGSFP (WFP, 2006). In 2008, the United Nations World Food Programme (WFP) provided school meals to twenty two million children in seventy countries so as to increase pupils’ enrolment, attendance, academic achievement and reduce dropout rate through school meals (Bundy, 2009). The HGSFP is used in Thailand, Brazil, India and Ghana to curb malnutrition among school pupils so as to boost their attendance to education and training. In less developed countries, where attendance rate in schools is very low, school lunch time meals and
breakfast can provide a strong incentive to poor families to send their children to school and keep them in school throughout the school period (WFP, 2009).

There are different ways in which food may be procured for the school feeding programs. Until recently, food for these programs often came from donations from developed countries in the form of food aid and delivered through organizations such as the World Food Program (WFP, 2006). Local (national level) value-added production has also become more frequent in Bangladesh where wheat flour donated through WFP was processed by seven local firms in a competitive bidding process to produce the fortified biscuits used in the Bangladesh home grown school feeding program (Ahmed, 2004), while in the Brazilian HGSFP model as much food as possible is sourced from local communities to keep down costs and support local agriculture (Ahmed, 2004).

Empirical studies also reveal that School Feeding Programs indeed have significant positive impact on school participation. Such studies suggest HGSFPs are effective in encouraging school enrollment, enhancing class attendances, improving academic achievement and lowering student drop-outs (Ahmed 2004; WFP, 2009). The set up of HGSFP in Pakistan found 48 % percent of the parents sending their children to school. The move led to improved school enrollment by the pupils. The HGSFP had significant positive impacts on both gross and net
enrollment rates with 14.2% and 9.2% increase respectively, (Gilligan, 2008). The influence of HGSFP is greater in girls in terms of enrolment, attendance and completion of education cycle (WFP, 2006). In addition pupils are encouraged by their parents to attend school so as to participate in school farms and gardens that provide food for school meals (WFP, 2009).

A study in Huaraz, Peru by (Ahmed, 2004) found that a school breakfast meal increased attendance rates of fourth and fifth-grade students by 0.58 percentage points in the treatment schools whereas it declined in control schools by 2.92 percentage points (Jacoby and Cueto 1996 cited on Adelman and Gilligan, 2008). The evaluation took place 30 days after the start of the breakfast program and following those 30 days the breakfast program was also implemented in the control schools.

Ahmed, 2004 study in Bangladesh, School Feeding Program has a statistically significant negative impact on student drop-out. This study reveals that the primary school drop-out rate in rural area with HGSFP was 29 percent and that the overall completion rate in this area is 6 percentage points higher than rural areas without HGSFP. Controlling for child and household characteristics, he found that school meals reduce the probability of dropping out of school by 7.5 percent. School meals improve class attendance therefore; children will spend
more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out (Adelman, 2008). The government of Mali works predominantly with WFP and Catholic Relief Services (CRS) to support home grown school feeding programmes in the country (Adelman, 2008).

The catholic community is encouraged to participate in the HGSFP by providing schools with food stuff and donation of seedlings and seeds. During the 2007–2008 school year, the feeding programme in schools provided cereals and oil that were used to prepare hot noontime meals to pupils in rural public primary schools, which equates to about 8 percent of the nation’s school-age children. The hot noon time meals assisted in retaining the pupils throughout the school terms thus increasing the retention of pupils in rural public schools (Lambers, 2008).

Home Grown School feeding program carried out in schools has increased school attendance and enrollment rates in Mali. Of the children enrolled in school, attendance rates for 2007 were high at about 90 percent for both boys and girls in schools offering lunch time food. Country’s school enrollment rates in public and community schools without the programme only increased by 5.9 percent from 2006 to 2007, in addition enrollment in schools with feeding program increased
by 20 percent during the same period. Girls’ enrollment increased by 23 percent (Mali Ministry of Basic Education, 2008).

In Rwanda, the Ministry of Education’s vision of the Home Grown School Feeding Program was to have preschool and school children in Rwanda fed during lunch time to improve study concentration, performance and dropout reduction (Ahmed, 2004). In 2009, the government of Kenya introduced home grown school feeding programme in order to involve and empower the community in the provision of school food to support school attendance and retention of their children in schools (Langinger, 2011).

According to the study by (Khatete, Pendo and Oyabi, 2013) Participation in education by the children from families struck by absolute poverty is affected especially if the family cannot afford to provide food to the children. Malnutrition disorders affect school children in Kenya and are responsible for absenteeism of primary school age children. The availability of school meals is considered to have a positive effect on cognition and learning, as a number of studies have maintained (Adelman, 2008; Kristjansson, 2007). As an indicator of academic achievement, the last exam scores were compared for the 1352 students from sampled household in Kenya. The results were as shown in the table 1.1
Table 1.1 Academic achievement

<table>
<thead>
<tr>
<th>Test scores (End of term exams)</th>
<th>Average test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with meals</td>
<td>297.7</td>
</tr>
<tr>
<td>Schools without meals</td>
<td>286.9</td>
</tr>
</tbody>
</table>

Source: (WFP, 2010)

There is an 11-point difference in the scores of those children in schools which provide a meal compared to those that did not provide meals.

HGSFP was introduced in primary schools in Ganze district in 2012. This led to an increase enrolment in 2012 as shown in Table 1.2. According to data from the District Education Office in Ganze, enrolment in public primary school increased from 44,264 in 2011 to 45,030 in 2012 (Ganze DEO, 2015).

Table 1.2 Ganze sub-county Public Primary Schools Enrolment. 2009-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>2192</td>
<td>2188</td>
<td>2242</td>
<td>2208</td>
<td>24203</td>
<td>23537</td>
</tr>
<tr>
<td>Girl</td>
<td>21464</td>
<td>22086</td>
<td>22380</td>
<td>22605</td>
<td>21867</td>
<td>23502</td>
</tr>
<tr>
<td>Total</td>
<td>43970</td>
<td>44264</td>
<td>45030</td>
<td>44711</td>
<td>45940</td>
<td>45369</td>
</tr>
</tbody>
</table>

Source: DEO’S office, Ganze primary schools enrolment, 2015
The schools that benefit from HGSFP in Ganze sub-county are situated in ASAL areas where rain is inadequate, infertile sandy soil, aridity and higher evaporation rate. The ASAL produce food through irrigation. Ganze sub-county is one of the ASAL district where the World Food Programme, school feeding was introduced. There are forty eight schools under HGSFP. HGSFP was introduced in Ganze in 2012. The schools in Ganze sub-county were in need of schools meals to retain pupils, improve their school attendance, increase enrolment and improve academic achievement. (Ganze DEO, 2015).

Despite the fact that, a lot of study have been carried out to analyze the effect of school feeding program on education like: Khatete Pendo and Oyabi, 2013, Rukmani R.K, 2011; Songa W.A, 2011; Wambua P.K, 2008 and Obonyo J.A, 2009), few have been done after the introduction of home grown school feeding programme in Kenya and Ganze Sub-county in particular. Hence this study aims to find out the influence of Home Grown School Feeding Program on pupils’ participation in terms of attendance, enrolment, academic achievement and pupils retention in Ganze sub-county in Kilifi County.
1.2 Statement of the Problem

In Ganze sub-county hundreds of pupils were missing school due to hunger. The situation is worrying because every day the number of pupils attending school is diminishing. A school in Ganze sub-county which had 400 pupils in 2013 had only 320 pupils attending classes in 2014 (DEO Ganze, 2014). Learning in some schools in Ganze has been affected by the hunger. Pupils have opted to stay out of school and look for food. (DEO, 2015).

The proponents of school feeding programme claim that providing food in schools would ostensibly attract vulnerable children to school, improve their attendance, enrollment, academic achievement and minimizes drop-outs (Adelman and Gilligan 2008). To curb the situation non-governmental organization Action Aid set up home grown school feeding programs to enable pupils to participate in education and training.

The government of Kenya introduced the home grown school feeding programme in order to involve and empower the community in the provision of school food to support school access and retention of their children in schools (Langinger, 2011). Education therefore is quite important for the school going children however, it has been threatened by inadequate food hence, introduction of home grown feeding programme in Ganze sub-county. The provision of food is significant in
education especially to the vulnerable children, even though the government has been making attempts of keeping pupils in school through free primary education (FPE) majority are failing to enroll, but instead drop out of school due to hunger (Republic of Kenya August, 2010). Hence the researcher seeks to investigate the influence of home grown school feeding programme on pupil’s participation in education in relation to attendance, enrolment, academic achievement and pupils’ retention.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of school feeding programme on pupils’ participation in primary school in Ganze Sub County.

1.4 Objective of the Study

The objectives of the study were:

i. To examine the extent to which school feeding programme influences pupils’ enrolment in public primary schools in Ganze sub-county.

ii. To determine the extent to which school feeding program influences pupils’ academic performance in public primary schools in Ganze sub-county.

iii. To establish the extent to which school feeding program influences retention rates in public primary schools in Ganze sub-county.
iv. To establish if provision of food to pupils under school feeding programme influences pupils’ class attendance in public primary schools, in Ganze sub-county.

1.5 Research Questions

To achieve the objectives, the study was guided by the following research questions:

i) To what extent did the school feeding programme influenced enrolment in primary school in Ganze Sub County?

ii) To what extent did the school feeding programme influenced pupil’s academic performance in primary schools in Ganze Sub County?

iii) To what extent did school feeding programme influenced pupils’ retention in primary schools in Ganze Sub County?

iv) To what extent did school feeding programme influenced school attendance by pupils in primary schools in Ganze Sub County?

1.6 Significance of the Study

Educational administrators and education planners in the country may find the study findings useful when formulating policies on the food security in the schools.
World Food Program country directors and donors to the program may find the information useful in the identification and alleviation of the challenges faced by the home grown school feeding program. The study findings may also help in analyzing challenges faced by home grown school feeding programme and look for solution so as to achieve the expected education objectives. The study findings may provide clear information to the donors and country directors of school feeding programs which may add knowledge to the existing body of knowledge by pointing out issues pertaining pupils school attendance, enrolment, academic performance and pupils retention.

1.7 Limitations of the Study

It was difficult to control the attitudes of the respondents as they could have given socially biased answers to support the HGSFP. However this was checked through triangulation of the collected data.

1.8 Delimitation of the Study

The study was done in all public primary schools in Ganze sub-county which have school feeding programme as the schools are sparsely located due to low population in the area. Private schools did not participate as their environment, parents/guardians motivation, socio-economic status of their members and management varied from that found in public primary schools. The study
participants were headteachers, teachers and standard 7 and 8 pupils from the selected schools as they had first hand information about effects of school feeding program on pupils’ participation in education

1.9 Assumption of the Study

The study was based on the following assumptions:

i) That the food supply was available throughout the year.

ii) That all the respondents gave accurate and truthful response to that questionnaires

iii) That the needed records and data were available and within reach in schools and Sub county education office.

1.10 Definitions of Significant Terms

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

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

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

Home grown school feeding programme refers to a school feeding programme that provides food produced and purchased within a country.

Performance refers to level of performance a student attains in the continuous assessment test and end of term examination.

Policy refers to the officially stated guidelines of school feeding programme.
Public primary school refers to government owned institutions that offer primary education.

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

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

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

School Feeding Programme refers to partnership project co-sponsored by the (WFP) and the Government of Kenya to provide food to targeted schools in Kenya.

1.11 Organization of the study

The project is organized into five chapters. Chapter one is the introduction which includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, limitation of the study, delimitation of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two covers related reviewed related to the influence of school feeding programme on pupils’ participation in public primary schools under the following headings. Global overview of the school feeding program, the school feeding programme in Kenya,
school feeding programme and pupils attendance enrollment, retention and academic performance, theoretical framework and conceptual framework of the study.

Chapter three covers the research methodology. Consisting of research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical consideration. Chapter four focuses on data analysis, presentation and discussion. Chapter five contains a summary of study, conclusions and recommendations.
CHAPTER TWO
REVIEWED RELATED LITERATURE

2.1 Introduction
The section focuses on Global overview of home grown school feeding programme, the school feeding programme in Kenya, school feeding programme and pupils’ attendance, school feeding programme and pupils’ enrolment, school feeding programme and pupils’ academic performance, influence of school feeding programme on pupil’s retention. The chapter further presents the theoretical framework and the conceptual frameworks of the study.

2.2 Global overview of home grown school feeding programme
In the formulation of the MDGs attention was paid to hunger and poverty as the MDGs number one concern i.e. Eradicate extreme hunger and poverty. The Sub goal formulated is by the year 2015 the proportion of people who suffer from hunger is halved as compared to 1990 (UNO, 2005).

The United Nations Hunger Task Force (UNHTF) made seven recommendations on how to achieve the first MDGs. The seven recommendations are stated in their reports “halving hunger, it can be done” (UNHTF, 2004).
Among the strategies identified by the UNHTF to achieve this goal was the implementation of home grown school feeding programs with locally produced foods rather than imported food (aid). The UNHTF considers home grown school feeding programs as good combination of education and agriculture. Their point of view is that HGSFP could increase school attendance. In addition the task force expects that the implementation of HGSFP can stimulate the need for locally produced foods. The UNHTF recommends comprehensive community and home grown school based feeding programs that include not only school feeding, but also systematic deworming, and take-home rations (UNHTF, 2004).

The United Nations World Food Programme has worked with the Bill and Melinda Gates Foundation, the New Partnership for Africa’s Development (NEPAD) and other partners to develop an approach to HGSFP (WFP, 2015). Each year, HGSFP provides millions of school children with food in the world as an incentive to lure children to school and maintain their attendance. The programme targets areas where enrolment ratios are lowest and which can have greatest effect towards improving education standards of the children (WFP, 1999).
2.3 The home grown school feeding programme in Kenya

Due to the severe famine and drought that Kenya experienced in 1979, the government appealed to the WFP for food assistance for pre-primary and primary pupils in ASAL sub-counties as a way of raising learners’ level of enrolment and school attendance (WFP, 1979). In Ganze sub-county, food provided at school was the only meal that children got during periods of severe drought. This food also fed the community who migrated to live near schools (Ngome, 2002). However attendance and enrolment tended to fall sharply when the rainy season set in with its improved food situation. (WFP, 2013) The HGSFP had a very negligible influence on school participation and retention in most of the ASAL sub-counties in Kenya in which enrolment hardly increased more than 20% of school age children (Ngome 2002 cited in Sifuna 2006).

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

### 2.4 School feeding programme and enrolments

Enrolment in this study is the number of pupils that join schools and are recorded and maintained in the school register from standard one up to standard eight. Organizations such as WFP assist in the school feeding programme in orders to increase enrolment. In Ghana, a survey at all the schools under study in which the HGSFP has been implemented reveals that enrolment per ten thousand population increased from 34.98% in 2004/05 to 35.34% in 2005/06 academic year.

The school feeding program was introduced in Ghana in the 2006/2007 and after its implementation enrolment rate kept rising till in the 2008/09 academic year depicting the positive influence of Ghanaian HGSFP on pupil’s enrolment. However the enrolment per ten thousand populations decreased in 2009/10 academic year due to poor farm harvest after which it went up again in 2010/11 (Abosti, 2013)

In Cameroon, in December 2009, WFP reported that a boy who graduated from a primary school in Cameroon where the WFP provided free daily lunches to students stated, “At home we usually eat millet. But at my primary school we got
to eat rice and beans, so all the children in my area wanted to attend school” (WFP, 2009). In Jamaica under enrolment in school was a major problem and was most prevalent like in any other developing countries. The world studies conducted in Jamaica were such that, under nutrition was prevalent among school going age therefore children could not do well in school. When the government implemented the feeding programme it was expected to benefit both the nutrition aspects and enrolment, but (Simeon, 1998). Studies conducted by (Khatete, Pendo and Oyabi, 2013) in Kenya suggest evidence that school feeding programs affect enrolment in primary schools.

2.5 School feeding programme and academic performance

The provision of even a small snack at the start of the day or mid-morning alleviate the short – term hunger and has been linking to an increased awareness activities and learning capacity (Briggs, 2008). Studies conducted by (Haile, 2011) found school feeding programmes to have mixed effects on learning academic performance in Ethiopia. (Adelman, 2008) found positive influences of school feeding programe and take-home rations in northern Uganda on mathematics and on literacy only for older children, no influence was found on cognitive abilities as measured by Raven’s test. (Kaziangi, 2009) found that school meals increased enrolment but fail to improve attendance and academic performance. School Feeding Program has been successful in increasing pupils’
academic performance (Pollitt, Jacoby and Cueto 1995 and Ahmed 2004). Students in home grown school feeding programmes have the potential for improved academic performance, as evidenced by results of several randomized controlled trials.

A study in Jamaica found scores in arithmetic improved by 0.11 standard deviation (SD) for youngest children (in grade two at the beginning of the study). Jukes, Drakes and Bundy (2008) analyses suggested that the scores in arithmetic improvement was because children attended school more frequently due to the food programme and because they studied more effectively while at school (simeon, 1998). The feeding programme did not improve arithmetic in older children or reading and spelling in children of any age.

In Kenya, school children were given milk, meat or energy supplements for 21 months (Whaley, 2003) a study conducted to find out the effect of the meals found out that, children who were given milk, meat or energy supplements improved arithmetic scores by 0.15 SD and their performance on the Raven’s Progressive Matrices Test (a test of nonverbal reasoning) by 0.16 SD. A study of a fortified biscuit feeding programme in Bangladesh also found that participation was associated with 15.7 percent increase in test scores, with strong improvements in mathematics (Ahmed, 2004).
A study in the Philippines found that home grown school feeding programme led to improved performance in English and when combined with a programme to develop parent-teacher partnerships also improves performance in mathematics (Tan, Lane and Lassibille, 1999). A study in Uganda found that home grown school feeding programme improved mathematics scores for older children and led to an improvement in performance on the Primary Leaving Examination (Gillian, 2008).

Wambua (2008) conducted a study in Mwala division, Machakos County in Kenya and found that school feeding program improves performance of pupils. However (Obonyo, 2009) in Yala division in Busia county contradicted the belief and expectations by concluding that school meals do not affect pupils’ academic performance. In a study carried out by (Khatete, Pendo and Oyabi, 2013) it was founded that school feeding program initiative cannot on its own affect academic performance. Therefore, the last phenomenon warranting more studies to prove whether it is true according to the prevailing conditions that school feeding does not influence academic performance of pupils’. In this study, academic performance refers to pupils scoring higher than in the previous examination.
2.6 School feeding programme and class attendance

A number of studies found school feeding program to raise attendance (Ahmed 2004; Dreze and Goyal: 2003; Kazianga,, 2009; Vermeersch and kreemer, 2005). According to World Food Program (2000), when school feeding program is implemented in a school, the attendance rate of disadvantaged and vulnerable children stabilizes. World Food Program (2000) found out that providing a meal to school children (a hot breakfast or lunch) significantly increases their attendance rates. For instance, a pilot school feeding program in Malawi resulted to 36 percent increase in pupils’ attendance to school within duration of 3 months (World Food Program, 1996).

Therefore, school meals influence the attendance of pupils’ positively as the studies have shown. However, in Kenya (Steinmeyer, 2009), noted that the school feeding program had some general objectives to achieve stabilizing pupils’ attendance was one of them. Studies conducted in India explains that HGSFP can be available tool for motivating enrolment and regular school attendance as well as preventing drop outs to some extend (UNESCO, 1999). There is evidence that school feeding program plays a critical role in increasing enrolment and school attendance of girls.
According to (WinchLeland, 2009) both a coded evidence and attendance date indicates that rate of enrolment and attendance in Mali have grown more significant in the school with canteens than those without. Studies conducted by (Levinger, 2000) suggest evidence that school feeding programmes may be most active in meeting their attendance related objectives in settings where attendance is already enough and where children come from rural relatively low social economic backgrounds, several studies also points into the need of programme regularities which is too low in the developing world due to dependence on imported commodities.

2.7. Influence of school feeding programme on retention

School feeding programme was a well-recognized programme that alleviated hunger while supplying education, health and community development (Del Rosso, 1999). Classes were expected to be maintained in schools from standard one up to standard eight. From the objectives and strategies for revised education in the year 2006, education sector that called for enhanced partnership and collaboration between various stakeholders in the sector were highlighted (Obonyo, 2009)

One of the objectives was access to early childhood education that could lay a strong foundation for future learning hence development of children in their early
years would have a positive effect on enrolment and retention in primary schools. According to 2006, education sector report (revised), many countries of the world tried so much to ensure that there was retention of pupils in schools after making sure they were enrolled in schools (Kenya education sector report, 2006).

2.8 Summary of literature review

The reviewed literature reported increase in pupils’ enrolment, attendance retention and academic performance due to HGSFP. The review further revealed that the HGSFP resulted into reduction in the dropout rate of the pupils. This has a strong relationship with the effective implementation of HGSFP as measure of solving the unequal provision of education to the disadvantaged children.

However, other studies have equally shown that HGSFP does not directly influence the pupils’ participation in education (Ahmed, 2004). For instance, a study by (Obonyo, 2009) in Yala Division found that school feeding programme does not affect pupils’ attendance, enrolment and performance except reducing pupils’ dropout only. This study analyzed the effect of home grown school feeding programme on the pupils’ participation in public primary schools in Ganze sub-county.
2.9 The theoretical framework

The study was guided by the human capital theory. This theory states that there is need to protect the individual from arbitrary external factors that could prevent the realization of his or her full potential (Mincer, 1958). The theory supports the notion that children from lower social class should be assisted to achieve full realization of their potential by competing effectively with their counterparts. They should also be able to enjoy their rights just like their counterparts who are living in better conditions. The study used human capital theory because the theory suggests that individual can improve their situation by acquiring education.

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

School feeding program is the independent variable while pupils’ participation is the dependent variable. The framework illustrates that the pupils’ participation results from the home grown school feeding programme which reduced hunger pangs hence leading to increased enrolment, attendance, improved performance and reduced dropout. Home Grown School feeding program through school farms, food from community and food from donors provide incentives for poor families to send their children to school and keep them in school while improving their children’s education.

Figure 2.1 Relationship between home grown school feeding program and pupils’ participation.

School feeding program is the independent variable while pupils’ participation is the dependent variable. The framework illustrates that the pupils’ participation results from the home grown school feeding programme which reduced hunger pangs hence leading to increased enrolment, attendance, improved performance and reduced dropout. Home Grown School feeding program through school farms, food from community and food from donors provide incentives for poor families to send their children to school and keep them in school while improving their children’s education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection, data analysis procedures and ethical consideration.

3.2 Research Design
According to (Orodho, 2003), research design is what holds all the elements of the research project together. The research design used in this study is descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. Since descriptive survey also can be used to investigate a population by collecting samples to analyze and discover occurrences. This research design was suitable to my study as the population was large and the population was distributed in a vast area.

3.3 Target Population
The target population is all the members of the real set of people, events or objects to which the researcher wishes to generate the findings as defined by Borg
and Gall (1982). The target population comprised of all the 48 public primary schools in Ganze sub-county that have implemented home grown school feeding programme. The schools had a total number of 48 headteachers, 480 teachers and 1200 class seven and eight pupils. The researcher targeted standard seven and eight pupils since they have been in the schools for a relatively longer time and hence are able to provide reliable information than other pupils. It also targeted teachers and headteachers because they are the administrators and had significant information about the impact of school feeding programme on pupils’ participation.

3.4 Sample size and Sampling Technique.

A sample is a small subset of the total population. According to (Mugenda and Mugenda, 2003) sampling is a careful selection of sub group from the accessible population so as to be a representative of the whole population with relevant characteristics. By selecting some of the elements in the population, conclusion about the entire population can be drawn. About 10 percent of the target population is enough for a descriptive study (Mugenda and Mugenda, 2003).

Best and Kahn, (2011) the best sample population is that which covers at least 30 percent of the total population. The research used purposive sampling technique. The researcher therefore sampled 24 head teachers, 48 teachers and 120 pupils five from each of the schools from standard seven to eight taking care of gender
of the pupils since the larger the sample the higher the reliability. Stratified simple random sampling technique was used to select the types of respondents in schools. The target group was stratified into three categories that is, head teachers, teachers and pupils.

3.5 Research instruments

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

3.6 Validity of the instruments

Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research
objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1986).

3.7 Reliability of the instruments

Reliability refers to the consistency of the scores obtained (Fraenkel, 2000). The reliability of the research instruments was ascertained by a test-retest exercise. The instruments were presented to the head teachers, class teachers and pupils of the selected school. The answered questions in the first test were scored.

The same instruments were administered to the same group of respondents after two weeks. The answered questions again were scored. In order to establish the extent to which the degree of content of questions in the two subsequent tests were consistent in eliciting the same responses every time the instrument was administered, the Pearson’s product moment correlation co-efficient formula was used to compute co-relation coefficient.

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

Where n is the number of respondents

X is the score of a respondent on one variable

Y is the score of a respondent on the other variable
\[
r = \frac{38117-35508}{\sqrt{(772)(11706)}} = \frac{2609}{3006} = 0.867
\]

When the correlation is found to be closer to 1, then the instrument is considerably reliable. (Orodho, 2003) a co-efficient of 0.80 or more implies that there is a high degree of reliability of data. The questionnaire revealed a coefficient of 0.867, hence it was deemed reliable.

### 3.8 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology (NACOSTI). The researcher then proceeded to report to the Sub-county Commissioner and Sub-county Education Officer, Ganze Sub-county and thereafter wrote letters to the headteachers to be allowed to do the study in their respective 24 schools. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study before administering the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The completed questionnaires were collected once they had been filled out.
3.10 Data analysis techniques
After the data had been collected cross-examination was done to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data were then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 21. This generated the frequencies and percentages which were used to discuss the findings. Tables and bar graphs were used to present the quantitative data while descriptive statistics such as percentages, frequencies, pie chart and bar graphs were used to present the qualitative data. Qualitative data was analyzed thematically according to the themes in the research objectives.

3.11 Ethical considerations
Ethical tenets were applied during the course of this research. The participants participated without any inducement to encourage them to participate in the study. The purpose of the study was made known to the respondents with whom their voluntary and informed consent including the option to withdraw was sought before they participated in the study. Anonymity of participants and confidentiality of their disclosures was done by requesting the respondent not to disclose their identities on research instruments. Respondents were also assured that their responses would be used exclusively for the study. The researcher sought for research authorization from the national council for science and
technology and innovations as evidence for proficiency to conduct research.

Subsequent due processes, permissions and notifications to conduct research were also sought from relevant institutions and consents in Kilifi County.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

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

4.2 Questionnaire Return Rate
Table 4.1 presents the questionnaire return rate.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample</th>
<th>Returned Instruments</th>
<th>Return Rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>24</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>48</td>
<td>40</td>
<td>83</td>
</tr>
<tr>
<td>Pupils</td>
<td>120</td>
<td>100</td>
<td>83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>192</strong></td>
<td><strong>164</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

Table 4.1 indicates the return rate were that 100 percent headteachers, 83 percent teachers and 83 percent class seven to eight pupils filled in and returned the questionnaires. All of them were more than the 80% accepted in reliable researches. (Mugenda, 2003)
4.3 Demographic data of the respondents

This section presents the demographic data of the respondents namely the headteachers, teachers and pupils.

4.3.1 Demographic data of the headteachers

The headteachers demographic data was based on their gender and their academic qualification. The headteachers were asked to indicate their gender in the spaces provided in the questionnaire. Their responses show that 58 percent male were while 42 percent were female. This implies that although there were slightly more male headteachers than their counterparts, the gender equality in the leadership of schools had been observed.

It also showed that the one third gender representation policy had been adhered to in Ganze sub-county, Kilifi County. The headteachers were further asked to indicate their academic qualification. The findings are presented in Figure 4.1.

Figure 4.1: Distribution of headteachers by academic qualifications.
The data in Figure 4.1 shows that 50% of the headteachers were graduates. This implies that the level of education of most headteachers in Ganze Sub-county was high because the minimum qualifications to teach in primary school is a P1 certificate. Therefore, the headteachers could be able to manage their school programmes well.

4.3.2 Demographic information of the teachers

The demographic information of the teachers was based on their gender and academic qualification. Figure 4.2 presents the distribution of the teachers by gender.

Figure 4.2: distribution of teachers by to gender

The results in Figure 4.2 show that the majority 55% of the teachers are male. The data implies that there were relatively higher number of male teachers, typical of rural school settings compared to urban than female teachers (Obonyo, 2009).
When asked to indicate their academic qualification they responded as shown on Table 4.2 below.

Table 4.2 Distribution of teachers by level of education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Graduate</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that majority 65% of the teachers were of P1 level of education. This data implies that all the teachers had the minimum level of education required to teach in primary schools.

4.3.3 Demographic information of pupils

The demographic information of the pupils was based on their gender. Figure 4.3 presents their gender.

Figure 4.3: Distribution of pupils by gender
The findings in Figure 4.3 show that majority 53% of the pupils were girls. The findings also show that there were an almost equal number of boys and girls in the study.

4.4 Influence of homegrown feeding programme on pupils enrollment

The first objective of the study was to find out to what extent does the home grown school feeding programme affect enrolment in primary schools in Ganze Sub-county. The headteachers were asked to indicate whether there was a school feeding programme in their school, they responded as shown on Table 4.3.

Table 4.3 schools with and without home grown school feeding programmes.

<table>
<thead>
<tr>
<th>School feeding programme</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having school feeding programme</td>
<td>33</td>
<td>83</td>
</tr>
<tr>
<td>Not having school feeding programme</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.3 show 83 percent confirmed presence of school feeding programmes in their schools. Most of the teachers and pupils also confirmed of school feeding programmed in their schools.
The headteachers were also asked to describe the enrolment in their schools. 83 percent of the headteachers described the enrolment as having increased due to the school feeding programme. This concurred with all the teachers who responded that the school feeding programme had encouraged pupils to join school. Among the pupils, 78 percent indicated that the programme had encouraged pupils to join school.

The pupils were asked to indicate if they were attracted to enroll in school because of free meals. All the pupils (78%) who enrolled in school before the feeding programme was implemented indicated that they did not join the school because of free meals. Those who enrolled (22%) after implementation of the programme indicated that they were attracted to enroll in school because of free meals. The pupils’ responses are presented in Table 4.4.

Table 4.4 Pupils’ enrolment.

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment before feeding programme</td>
<td>94</td>
<td>78</td>
</tr>
<tr>
<td>Enrolment after feeding programme</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>N=120</td>
<td>100</td>
</tr>
</tbody>
</table>
The pupils in the study were asked to give reasons why the school feeding programme encouraged pupils to join school. Their response indicated that they were assured of free meals in school and that they had no regular meals at their homes. They attended school because of the provision of food in the institutions. They also indicated that school feeding programme enhanced smooth learning and made them active in class, they had time and energy to study harder and perform better in their local and national examinations.

The headteachers were further asked whether Homegrown School Feeding Programme had influenced pupils’ enrolment. The headteachers’ opinions data is presented in table 4.5.

Table 4.5 Pupils’ enrolment level influenced by homegrown school feeding programme

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 – 3</td>
<td>16</td>
<td>66</td>
</tr>
<tr>
<td>Standard 4 – 5</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>N= 24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.5 show that standard 1-3 level had 66 percent of pupils who were mostly influenced to enroll in school by the Home Grown School Feeding Programme.
The headteachers were asked to indicate what factors in their opinion mostly caused the increase in enrolment of pupils the schools, they responded as shown on table 4.6.

Table 4.6: Headteachers’ opinion on factors that mostly influence enrolment in school

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown school feeding meals</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Free Primary Education</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Past School Performance</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 24</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.6 data shows that the majority 75 percent of headteachers indicated that meals mostly influenced increase in school enrolment in Ganze sub-county. Other factors that the headteachers felt influenced school enrolment were free primary education and past school performance. The headteachers also felt that a highly populated catchment area influenced school enrolment too. The responses of teachers on the same concurred with the headteachers where the majority 80 percent indicated that homegrown school feeding meals mostly influence enrolment in school. Data on the teacher response is presented in Table 4.7.
Table 4.7: Teachers opinion on factors that mostly influence enrolment in school

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegrown school feeding meals</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>Free Primary Education</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 40</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.7 shows teachers opinion on factors that mostly influence enrolment in school. The teachers were asked to indicate if they knew some children who were not enrolled in school. Majority 65% indicated that they did not know of any child who had not enrolled in school, but 35% reported that they knew some children who were not enrolled in school.

Those who knew some children who were not enrolled in school were asked to indicate reasons why the children were not enrolled in school. Their response indicated that there was high insecurity on their way to school as most of them came from far distance. Others indicated that it was because of ignorance of parents, inadequate food and traditional home background culture of not attending school.
Homegrown school feeding programme affected pupils’ enrolment as it attracted pupils to join school especially at lower primary. These findings were confirmed by data from the documents analysis on enrolment in the study participating schools as obtained by the researcher from the Sub-county Director of Education Kilifi County.

Table 4.8: School Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Sub-Total</th>
<th>Total</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Boy</td>
<td>950</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>1590</td>
<td>2540</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Boy</td>
<td>1008</td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>1654</td>
<td>2662</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Boy</td>
<td>1094</td>
<td></td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>1668</td>
<td>2762</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Boy</td>
<td>1246</td>
<td></td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>1694</td>
<td>2944</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Boy</td>
<td>1278</td>
<td></td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>1798</td>
<td>3096</td>
<td></td>
</tr>
</tbody>
</table>

Source: DEO, Ganze Sub-county, 2015
Table 4.8 indicates 21.89% total pupils enrolment was observed from 2011 to 2015. The findings show that homegrown school feeding programme had an impact on school’s enrolment as headteachers had confirmed. These findings agree with (Rukmanni, 2011) who revealed that school feeding programmes improves pupils’ enrolment.

4.5 Influence of homegrown school feeding programme on pupils performance

Performance is the pupils’ progress score after doing an examination. The headteachers and teachers were of the opinion that meals assisted the pupils in various schools in improving their (pupils) performance. When asked to give reasons, they responded by saying that whenever the pupils had eaten, they were always readily available and active in learning. Homegrown school feeding minimized absenteeism which results to an improved performance.

When headteachers were asked to indicate if feeding programme had improved pupils academic achievement all (100%) agreed that school feeding programme improved pupil performance in school. This was supported by teachers who were asked to describe the participation of the pupils in class. The teachers response is shown by Table 4.9.
Table 4.9: Teachers description of pupils’ participation in class

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Active</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Lively</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 40</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.9 indicates that majority of the teachers indicated that the pupils were very active 50 percent or lively 50 percent in class. The teachers’ views that school meals made pupils very active and lively in class when learning were supported by headteachers when they asked to explain why they thought school feeding programme improved pupils academic achievement. They said that feeding makes pupils settle in class and that they had enough time to do class work in the afternoons. They also indicated that pupils spend more time with teachers increasing contact hours. That there was an increase of class mean scores because of special remedial and that when children are fed they concentrate more in the lessons.

The headteachers were also asked to indicate variables that had contributes to pupils’ academic achievement. Table 4.10 indicates the headteacher responses on variables that contribute to pupils’ academic achievements.
Table 4.10 Headteacher’s responses to variables that contributed to pupils’ academic performance

<table>
<thead>
<tr>
<th>Variable factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School meals</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>School discipline</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Culture of learning</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Teacher pupil competence</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 24</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The findings on Table 4.10 show that most 42 percent of headteachers indicated that school meals contributed to the schools’ performance. The headteachers opinion concurs with a study that was carried out in Ghana on national School Feeding programme implemented in Ghanian basic schools. The research showed that school feeding programme had positive effect on school enrolment and performance (Abotsi, 2013). The teachers were also asked to indicate the main factors which had contributed to school’s performance. Table 4.11 indicates the teachers’ responses on school’s performance.
Table 4.11: Teachers’ responses on factors contributing to school’s performance

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools meals</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>School discipline</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Culture of learning</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Teacher – pupil competence</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

Total N=40 100.00

The results on Table 4.11 show that 55 percent of teachers reported that school discipline contributed most to schools performance. The findings show that though there are various factors that influenced performance, school meals with 15 percent had an influence. The teachers were also asked to indicate if school meals assist the pupils to improve their class performance. Majority 90 percent indicated that school meals assisted pupils to increase class performance. Asked to give reasons, the teachers said that there was no absenteeism in their school. This is because children are always in school when they are assured of meals and are in class on time, no time is wasted by going back home for food (lunch) which might not be there in the first place. That lunch time meals enhance concentration
and there class and individual performance is improved. It decreases unnecessary movement for pupils.

Pupils are settled in class, no hunger, no diseases and they concentrate on class work. This makes them to spend most of their time in school. The teacher’s findings are in line with (Wambua, 2008) who in a study conducted in Mwala Division, Machakos County concluded that school feeding programme improved pupils participation in primary education. The headteachers were also asked to indicate to what extent school meal influenced the level of academic achievements of the pupils in class. Table 4.12 indicates the headteachers responses on academic achievement.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate extent</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>Large extent</td>
<td>14</td>
<td>58.33</td>
</tr>
<tr>
<td>Very large extent</td>
<td>6</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Total N= 24 100.00
The results in Table 4.12 showed that 58 of headteachers reported that schools meals influence the level of academic achievement of pupils in class in a large extent.

When asked to suggest ways to improving homegrown school feeding programme in school, the headteacher said that all schools in marginalized areas should be provided and supported with food to sustain free meals for children in school. These findings however differ with those of (Obonyo, 2009) whose study in Yala division in Busia County found that school meals do not affect pupils’ performance. It is on this basis that the researcher sought to find out if there was any impact of home grown school feeding programme on pupils’ participation in primary schools in Ganze sub-county Kilifi County.

4.6 Effect of home grown school feeding programme on pupils’ school attendance

The study sought to establish how homegrown school feeding programme had influenced pupils’ school attendance. The respondents were posed with questions requiring them to indicate how home grown school feeding programme had influenced pupils’ school attendance. The headteachers were asked to indicate whether school attendance changed as a result of home grow school feeding programme. Table 4.13 shows their response.
Table 4.13: Influence of school feeding programme on pupils attendance

<table>
<thead>
<tr>
<th>Influence of school feeding programme attendance</th>
<th>frequency</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance change</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>No change in attendance</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows that majority 83 percent indicated that attendance changed as a result of home grown school feeding programme. The same percentage 83 percent of headteachers indicated that with school meals, pupils attend school regularly. They reported that when there was food in school, absenteeism of pupils was very low.

The headteachers concurred with the teachers who reported that absenteeism had reduced and pupils attended school regularly. The headteachers said that when the food was available, few tended not to attend school. That school feeding programme attracted many pupils’ attendance and high truancy. They also felt that pupils had no reason to be absent from school as they may not be having food at their homes, but at school they were assured of a meal in case it lacked at home. With school meals, there was high and regular attendance of pupils.
The teachers said that the feeding programme motivates pupils to come to school. The teachers concurred with the headteachers that due to the facts that schools provided meals, there was no truancy behaviour in the pupils and this helped them much in terms of class performance. The teachers said that the pupils regularly come to school and even when they were sent home for school levies, they normally made sure they come back during lunch time for meals. The teachers reported that the pupils’ attendance was high and regular. This was mostly observed in drought seasons where pupils did not miss school because they are assured of getting food at school.

Pupils were also asked to indicate if school meals help them to attend school regularly. Their responses are tabulated on Table 4.14.

Table 4.14: school meals help pupils to attend school regularly.

<table>
<thead>
<tr>
<th>Presence of school meals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>N= 120</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings on Table 4.14 indicate that 66 percent agreed to that school meal help them to attend school regularly.

When the pupils were asked to indicate if food enabled them to be active in learning activities, they responded as shown on Table 4.15.

**Table 4.15: school feeding programme helps pupils to be active in learning**

<table>
<thead>
<tr>
<th>Availability of food</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>107</td>
<td>89</td>
</tr>
<tr>
<td>NO</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>N= 120</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data on Table 4.15 shows that 89 percent responded that food enabled them to be active in learning activities. The headteachers were asked to describe the attendance of pupils in their schools. Their responses are tabulated in Table 4.16 below.
Table 4.16: Headteachers’ description of attendance of pupils in school

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>22</td>
<td>92</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings on Table 4.17 show that the majority 92 percent of the headteachers described the attendance of pupils in their schools as regular. They were also asked to rate how home grown school feeding programme affected school attendance. Their responses are also tabulated in Table 4.17.

Table 4.17 Headteacher rating of home grown school feeding programme effect on school attendance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>17</td>
<td>70</td>
</tr>
<tr>
<td>To a less extent</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>To no extent at all</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.17 indicates that the majority 70 percent headteachers agreed with the teachers that home grown school feeding programme affect school attendance to a great extent. The headteacher responses in the questionnaires and interview schedules concurred on the impact of home grown school feeding programme on pupils’ participation in primary schools in Ganze sub-county, Kilifi County. The teachers 90 percent also described attendance of pupils in school as regular as shown in Figure 4.4.

**Figure 4.4: Teachers’ description of attendance of pupils in school**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Regular</th>
<th>Inconsistent</th>
<th>Seasonal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

The findings in Figure 4.4 indicated that 90 percent of teachers describe that homegrown feeding programme motivates pupils to attend school regularly. The teachers in their comment indicated that the pupils are regular in attending school because they know that when they go to school, they are also served with meals which energize them study better and perform well in examinations.
4.7 Influence of homegrown feeding programme on pupils' retention

The study sought to establish the influence of homegrown school feeding programme on pupils' retention. To establish the influence of homegrown school feeding programme on pupils’ retention the headteachers and teachers were asked whether school meals attracted and retain pupils in school. Table 4.18 indicates the headteachers responses on retention.

Table 4.18 Headteacher opinion on influence of school feeding programme on pupils retention

<table>
<thead>
<tr>
<th>Meals attract and retain pupils in schools</th>
<th>headteacher</th>
<th>teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School meals</td>
<td>Frequency</td>
<td>percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>N=24</td>
<td>100</td>
</tr>
</tbody>
</table>

The results on Table 4.18 show that the majority 90 percent of headteachers and 75 percent of teachers indicated that school meals attracted pupils to enroll and remain in school.

When asked to give reasons to why school meals attracted and retain pupils in schools, the headteachers and teachers reported that Ganze is a semi-arid area
with little food production. Therefore there is little food or none in most of the pupils’ home but in school pupils were assured of getting meals daily. The schools provided regular lunch. They said that school meals attracted and retained pupils in school because at home there was nothing to eat. The teachers said that the meals attracted pupils to remain at school rather than their home which did not offer meals during lunch hours.

When asked to give reasons why meals attract and retain pupils in school, the teachers said that the rate of poverty is high in Ganze, therefore some children do not get enough food at home and since food is offered in school, they are always there to get it (food). They reasoned that pupils stayed in school so as to benefit on the school meals because some pupils only took breakfast and super only in their homes but relied on the school meals for lunch. Most pupils did not want to miss school because they were assured of getting food at school.

The school feeding programme enabled children to remain in school both in the morning and in the afternoon session since they eat lunch at school and also didn’t struggle to get meals outside the school. With the provision food, pupils were retained in schools and therefore there were very few dropouts in the schools. Majority 71% of the pupils affirmed that school food help reduce pupils dropout in the schools as indicated in figure 4.5 below.
The headteachers were asked to describe the dropout rate of pupils in their schools. They responded as in Table 4.19 below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Low</td>
<td>22</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings on Table 4.13 show that the majority 92 percent of the headteachers indicated that the dropout rate of pupils in their schools was very low. When headteachers were asked to indicate what would be some of the reasons for pupils dropping out, they responded as in table 4.20.
Table 4.20: Headteachers response on reasons for the dropout rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger</td>
<td>16</td>
<td>75</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Child labour</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Total N= 24 100

The result on Table 4.20 shows that 75 percent of the headteacher indicated that children dropped out of school because of hunger. 17 percent said that they dropped out of school because of lack of motivation while 8 percent stay away from school due to child labour. This is shown in figure 4.6.

Figure 4.6: Teachers’ opinions on dropout rate
These findings in Figure 4.6 show that the majority 60% of teachers indicated that pupils dropout of school due to hunger. This shows hunger contributes to retention rate. The same view was held by a survey done in Bangladesh on school feeding programme which consisted of school feeding biscuits. In this study, school dropout rate had reduced by 7.5% therefore increasing retention rate with the same margin. Homegrown school feeding programme had a great impact on pupils retention in school.
CHAPTER FIVE
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the introduction, summary of the study, conclusion, recommendations and suggestions for further researches.

5.2 Summary of the study
The purpose of the study was to establish the influence of school feeding program on pupils’ participation in public primary schools in Ganze sub-county in Kilifi County. Four research objectives were formulated to guide the study. Research objective one sought to determine the extent to which school feeding programme influences enrolment in public primary schools in Ganze sub-county. Research objective two aimed at establishing the influence of school feeding program on pupils’ academic achievement in public primary schools in Ganze sub-county.

Research objective three sought to establish the extent to which school feeding program influences retention rates in public primary schools in Ganze sub-county. While Research objective four sought establish the extent to which provision of food to pupils under school feeding programme influence pupils’ class attendance in public primary schools, in Ganze sub-county.
The study was guided by descriptive survey design. The target population comprised of all the 48 public primary schools in Ganze sub-county that had implemented home grown School Feeding Programme. The schools had a total number of 480 teachers and 2,797 class seven and eight pupils. The target population consisted of 24 headteachers, 48 teachers and 120 class seven and eight pupils all selected by use of simple random sampling. Data in the study were collected using questionnaires and interview. The data were analyzed by use of qualitative and quantitative techniques.

Findings revealed that school feeding programme influenced pupils’ school attendance. This was revealed from the headteachers, teachers and pupils’ responses to questionnaire items. For example, the majority 70 percent of headteachers indicated that home grown school feeding programme affect school attendance to a great extent. The headteacher responses in the questionnaires and interview schedules concurred on the influence of home grown school feeding programme on pupils’ participation in primary schools in Ganze sub-county, Kilifi County. The teachers 90 percent also described attendance of pupils in school as regular due to school feeding programme.

The majority 92 percent of pupils indicated that school food attract pupils to join school. The above data indicated that school feeding program had influenced
pupils’ school attendance. Findings also revealed that school feeding programme influenced pupils’ enrolment school enrollment. For example, majority 75 percent of headteachers reported that meals mostly influenced increase in school enrolment in Ganze sub-county. Majority 80 percent of teachers reported that school feeding programme influence enrolment in schools. Majority 78 percent of pupils’ indicated that school feeding program encouraged them to enroll in school. The above findings indicate that SFP was a factor in the enrollment of pupils in school.

Findings also revealed that school feeding programme influenced pupils’ retention. This finding was revealed from the respondents’ responses where for example, the majority 90 percent of headteachers and 75 percent of teachers indicated that school meals attracted and retained pupils in school. 71 percent of pupils affirmed that school food help to reduce pupils dropout in school. Majority 75 percent of headteachers indicated that pupils drop out of school due to hunger. The majority 60% of teachers indicated that pupil’s dropout of school due to hunger. Majority 92 percent of headteacher indicated that school feeding programme had increased on pupils’ retention. Majority 75 percent of teachers indicated that school feeding programme had increased on pupils’ retention.
Findings on the influence of school feeding programme on pupils’ performance showed that all 100 percent headteachers indicated that school feeding programme improve school performance in the class. The Majority of the teachers indicated that the pupils were very active 50 percent or lively 50 percent in class. The teacher’s views that school meals made pupils very active and lively in class when learning were supported by headteachers when they asked to explain why they thought school feeding programme improved pupils academic achievement. They said that feeding makes pupils settle in class and that they had enough time to do class work in the afternoons.53 percent of headteachers indicated that school feeding programme has improved performance to a great extent.

5.3 Conclusions

Based on the findings, it is concluded that school feeding programme has an influence on pupils’ school attendance. School food attracts pupils to join school. School feeding program had increased school attendance to a great extent. The study also concluded that Class attendance increased as a result of school feeding programme. The data implies that SFP was an important factor in enhancing pupils’ participation in school. School feeding programme had a positive impact on pupils’ enrolment in the schools. The study also concluded that school feeding programme has an influence on pupils’ enrolment. This conclusion is made on the basis that school feeding
program had encouraged pupils to join school. Pupils were encouraged to enroll in school as a result of school feeding programme. School feeding program influenced the school increased enrollment. The respondents indicated that there was drop in enrollment in cases where there were no school meals. The above findings indicate that SFP was a factor in the enrollment of pupils in school.

The researcher also concluded that school feeding programme influenced pupils’ retention. For example, headteachers indicated that meals provided to the pupils reduced dropout rate. Teachers also indicated that pupil’s retention rate is high as most of the pupils remained learning in the same school without discontinuation. Among the pupils respondents they indicated that without food they could not concentrate in class. School meals gave them energy and strength to study better.

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

5.4 Recommendations

The following were the recommendations for the study.

- There is need for the government to increase food rations to the schools so that more pupils could be enrolled in the schools.

- School management committee should be involved in the schools feeding programme so that they can sensitize parents on the need to get involved in the programme to avoid any failure incase of funding.

- As it has been established that school feeding programme had an effect on pupils’ participation, pupils’ retention, pupils’ enrollment and performance, this study recommends that the programme should be rolled out to other areas that are faced with pupil participation in schools.
5.5 Suggestions for further research

The following areas were suggested for further research

i) A study on the influence of parental participation in school food programme on its success.

ii) A study on the effectiveness of government policy on school feeding programme.

iii) A study on administrative constraints affecting the implementation of school feeding programme.
REFERENCES


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World Food Programme. (2002); Global schools feeding report; Rome
APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Parasi Belinda
University of Nairobi,
Department of Education,
Administration and Planning,
P.O BOX 30197-00100, NAIROBI.
25 MAY 2015

The Head teacher

Dear Sir/Madam

RE: PARTICIPATION IN RESEARCH

I am a post graduate student at the University of Nairobi undertaking a Master of Education course in Educational Planning. I am carrying out a research on “influence of school feeding programme on pupils participation in primary school in Ganze sub-county,” as a requirement to complete the course. Your school has been randomly selected for this study. Please allow me to carry out research in the school among class teachers and pupils.

Yours faithfully,

Parasi Belinda
APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher investigate the “influence of home grown school feeding programme on pupils’ participation in public primary school in Ganze Sub County, Kilifi County.” The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section: A Demographic data

Please tick (✓) to indicate your answer

1. What is your gender?
   Male [ ] Female [ ]

2. What is your highest academic qualification?
   Untrained [ ] PI [ ] Graduate [ ]

3. What is the pupil population in your school? ______________________

4. Is there school feeding programme in your school? Yes [ ] No [ ]
   Specify if it is functional or not functional; functional [ ] not functional [ ]

Section B: Influence of school feeding programme on pupils’ enrolment

5. How would you describe the enrolment rate in your school?
   Declining [ ] Static [ ] Increasing [ ] Don’t Know [ ]

6. What is the total enrolment of children in your class during the 2014/2015 academic year?

   Boys ____________ Girls ____________

7. Does school feeding programme encourage pupils to join school?
   Yes [ ] No [ ]
   If yes, which level has the highest increase?
8. What mostly influences the school increased enrolment in the school?
School feeding meals [ ] Free primary education [ ] Past school performance [ ]
Others (specify) _____________________

Section C: Influence of school feeding programme on pupils’ academic performance.
9. Do the school meals assist the pupils to improve their academic performance?
Yes [ ] No [ ]
Please explain your answer.
__________________________________________________________

10. What is the main factor which has contributed to the school’s academic performance?
School meals [ ]
School discipline [ ]
Culture of learning [ ]
Teacher – pupil competence [ ]
Others (specify)___________________________________________

11. To what extent does the school meal influence the level of academic performance of the pupils in class?
Very small extent [ ] Small extent [ ] Moderate extent [ ] Large extent [ ]
Very large extent [ ]

12. What suggestions would you give for improving home grown school feeding programmes? _____________________________

Section D: Influence of school feeding programme on pupils’ attendance
13. How would you describe the attendance of pupils in your school?
Regular [ ] Inconsistent [ ] Seasonal [ ]

14. How would you rate the school feeding programme in affecting school attendance?
   To a great extent [ ] To a less extent [ ] To no extent at all [ ]

15. Does school attendance change as a result of home grown school feeding programme?
   Yes [ ] No [ ]
   Please explain your answer______________________________

16. With the school meals, do the pupils attend school regularly?
   Yes [ ] No [ ]
   Please explain your answer______________________________

Section E: Influence of school feeding programme on pupils’ retention

17. How would you describe the dropout rate of pupils in your school?
   Very high [ ] High [ ] Moderate [ ] Low [ ]

18. Do the meals attract and retain pupils in school? Yes [ ] No [ ]

19. If yes, give reason
   __________________________________________________________

20. What would be some of the reasons for the retention rate?
   Hunger [ ] Insecurity [ ] Lack of motivation [ ] Child labour [ ]
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher investigate the influence of home grown school feeding programme on pupils’ participation in public primary school in Ganze Sub County. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic data

Please tick (√) to indicate your answer

1. What is your gender?
   Male [ ] Female [ ]

2. What is your academic qualification?
   Untrained [ ] PI [ ] Graduate [ ]

3. What is the pupil population in your school? ______________________

4. Is there school feeding programme in your school? Yes [ ] No [ ]

Section A: Influence of school feeding programme on pupils’ enrolment

5. (a) What is the total enrolment of children in your class during the 2014/2015 academic year
   Boys ____________ Girls ____________

5. (b) Does school feeding program encourage pupils to join school?
   Yes [ ] No [ ]

6. What mostly influences the school enrollment?
   School feeding program meals [ ] Free Primary Educations [ ]
   Past School Performance [ ] Others (Specify) ………………………
7. In your opinion, are there some children you know of who are not enrolled in school? Yes [ ] No [ ]

8. If yes, what are the reasons?
   - Lack of motivation [ ]
   - Child labour [ ]
   - Lack of food [ ]
   - Insecurity [ ]
   - Others (specify) ____________________________

Section B: Influence of school feeding programme in pupils academic performance

9. How would you describe the participation of the pupils in class?
   - Very active [ ]
   - Lively [ ]
   - Inactive [ ]
   - Dull [ ]

10. What is the main factor which has contributed to the school’s performance?
    - School meals [ ]
    - School discipline [ ]
    - Culture of learning [ ]
    - Teacher – pupil competence [ ]
    - Others (specify) ________________

11. Do the school meals assist the pupils to improve their class performance?
    - Yes [ ]
    - No [ ]
    - If yes, give reasons.

____________________________________________________________________________________

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

____________________________________________________________________________________

Section C: Influence of school feeding programme on pupils’ school attendance

13. How would you describe the attendance of pupils in your school?
    - Regular [ ]
    - Inconsistent [ ]
    - Seasonal [ ]
14. Please explain your answer

__________________________________________________________________________

__________________________________________________________________________

15. With the school meals, do the pupils attend school regularly?

Yes [ ] No [ ]

16. Please explain your answer

__________________________________________________________________________

__________________________________________________________________________

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

17. How would you describe the retention rate of pupils in your school?

   Very high [ ] High [ ] Moderate [ ] Low [ ]

18. Do the meals attract and retain pupils in school? Yes [ ] No [ ]

19. If yes, give reason

__________________________________________________________________________

__________________________________________________________________________

20. What would be some of the reasons for the retention rate?

   Hunger [ ] Insecurity [ ] Lack of motivation [ ] Child labour [ ]
APPENDIX IV

QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed to help the researcher investigate the influence of home grown school feeding programme on pupils’ participation in public primary school in Ganze Sub County. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Demographic information

Please tick (✓) to indicate your answer

1. What is your gender? (a) Boy [ ] (b) Girl [ ]

2. What is your age? (9 and below years) [ ] (10 – 12 years) [ ]
(13 – 14 years) [ ] (15 years and above) [ ]

3. Is there school feeding programme in your school? Yes [ ] No [ ]

4. Were you attracted to enroll in school because of free meals?
   Yes [ ] No [ ]

5. If yes, give reasons........................................................................................................
   There is no regular meals at home [ ] Is assured of free meals in school [ ]

6. Do school meals help you to attend school regularly?
   Yes [ ] No [ ]

7. What are some of the reasons why you attend school regularly?
   I get meals in school [ ] Want to learn [ ] Education is free [ ]

8. Does school food enable you to be active in learning activities?
   Yes [ ] No [ ]

9. Do the school meals help you attend school regularly? Yes [ ] No [ ]

10. Does school food help you to study better? Yes [ ] No [ ]

11. Does school food help reduce pupils dropout in your school? Yes [ ] No [ ]
APPENDIX V

INTERVIEW SCHEDULE FOR THE SUB-COUNTY EDUCATION DIRECTOR

The following questions guided the interview schedule with the sub-county director of education.

1. How long have you been a Sub-County Education Director in Kilifi County?

2. What has your experience been like with regard to the general pupils’ participation in education in Ganze sub-county?

3. What is the influence of school feeding program on pupils’ enrollment in public primary schools in Ganze sub-county?

4. How does school feeding program influence pupils’ attendance in public primary schools in Ganze sub-county?

5. How does school feeding program influence pupils’ class participation in public primary schools in Ganze sub-county?

6. What is the influence of school feeding program on pupils’ academic performance in public primary schools in Ganze sub-county?

7. How has school feeding program reduced pupils’ dropout in public primary schools in Ganze sub-county?
APPENDIX VI

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:

MISS. BELINDA PARASI
of UNIVERSITY OF NAIROBI, 0-80109 Mombasa, has been permitted to conduct research in Kilifi County on the topic: IMPACT OF HOME GROWN SCHOOL FEEDING PROGRAMME ON PARENTS PARTICIPATION IN PRIMARY SCHOOLS IN GANZE, KILIFI COUNTY, KENYA for the period ending 6th November, 2015.

Permit No.: NACOSTI/P/15/4730/6805
Date Of Issue: 14th July, 2015
Fee Received: Ksh 1,000

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. Examination, 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.

APPLICANT'S SIGNATURE

CONDITIONS: see back page.

REPUBLIC OF KENYA

National Commission for Science, Technology & Innovation

RESEARCH CLEARANCE PERMIT

Serial No.: 5792

6th November, 2015
APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. 14th July, 2015

NACOSTI/P/15/4730/6805

Belinda Parasu
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Impact of home grown school feeding programme on pupils’ participation in primary schools in Ganze, Kilifi County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kilifi County for a period ending 6th November, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kilifi 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: Director-General/CEO

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.