

**INFLUENCE OF SCHOOL FEEDING PROGRAMME ON
CHILDREN'S PARTICIPATION IN PRE-SCHOOL IN KISUMU
EAST SUB-COUNTY, KENYA**

Matengo A. Lucy

**A Research Project Submitted in Partial Fulfilment for the
Requirement of the Award of a Degree of Master of Education in
Curriculum Studies**

UNIVERSITY OF NAIROBI

2016

DECLARATION

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

.....
Matengo A. Lucy
E55/67163/2013

The research project has been submitted for examination with our approval as university supervisors.

.....
Prof. Winston Akala
Associate Professor
Department of Educational Administration and Planning
University of Nairobi

.....
Dr. Lucy Njagi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicate to those who have been my pillar in this academic journey,
loving husband Meshack Matengo and our children Dynah and Wayne.

ACKNOWLEDGEMENTS

I am indebted to Prof. Akala and Dr. Njagi for their guidance, support and dedication as my supervisors. I highly appreciate their outstanding professional guidance and patience throughout the duration of the project. I would also like to thank all lecturers in the Department of Educational Administration and Planning, particularly the curriculum studies team whose advice assisted me in selection of the research topic. My gratitude to the Education Officers, Head teachers, Education Assistants, in Kisumu East for their cooperation and provision of the necessary information required for the study. Special thanks also go to preschool learners who participated in interviews discussion, may they be blessed abundantly.

May the Almighty God bless all who in one way or another who contributed in facilitating the completion of this research work, especially my colleagues in the University of Nairobi (MEd 37).

Thank you all.

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LIST OF ABBREVIATIONS & ACRONYMS

ASAL	Arid and Semi-Arid Lands
ECDE	Early Childhood Development Programs
HGSFP	Home Grown School Feeding Program
K-CEN	Kisumu County Education Network
NACOSTI	National Commission for Science, Technology and Innovations
NER	Net Enrolment Ratio
PCD	Partnership for Children Development
SDGs	Sustainable Development Goals
SFPs	School Feeding Programmes
SPSS	Statistical Package for Social Sciences
THR	“Take-Home” Ration
UNCRC	United Nations convention on the Rights of the child
WFP	World Food Programme

ABSTRACT

Growth and development of children is determined by what they get for physical growth such as basic needs while in pre operational stage. It is vital for a child to have basic needs in terms of balanced diet in school and at home. The County Government having the mandate of preschools in the new dispensation has strived to provide feeding programmes to all public preschools to ensure future human development in our countries. However, this has only about twenty per cent of the pre-schools after feeding programmes strategies put in place by different partners in an effort to realize this goal are varied. The objective of the study was to find out how school feeding programme has influenced children's participation in preschools within Kisumu East Sub County in Kisumu County. Three research objectives included finding out the effect of school feeding programmes on enrolment, attendance and involvement in learning activities of children in preschools. The researcher employed the use of descriptive survey design. The target population of the study comprised preschool teachers and headteachers. Thirty preschool teachers and two hundred preschool children. Data were collected using questionnaires interview schedules and document analysis guide. Data were analysed using descriptive statistics, which included frequency distributions and the means. Data were presented in graphs by tales. The study sought to investigate the influence of school feeding programmes on children's participation in preschool. The findings from the study highlighted that school feeding programme played a positive role in increasing enrolment, attendance and promoting active involvement in learning activities by preschool in Kisumu East sub county children. In conclusion school meals enhance involvement in learning activities of children in preschools. The researchers made some of the following recommendations, county and national government need to initiate the school feeding programmes and sustainability of the programme is vital to increase the transition rate to class one. There is need to conduct a study on pre-school drop out, looking at the determinants of this factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Nutrition both in school and at home from the studies conducted determines the child's cognitive development which is reflected in performance in school. Jomaa, I.H. McDonnell E. & Probart C. (2011,) states that "childhood under-nutrition obliges significant financial expenses on persons and countries, and thus the benefits of healthy children can be translated to advanced academic performance as well as behaviours at school. Children's performance indicators like improved academic ingenuity and active participation in co-curricular activities is determined by children's diets and nutrition. Alderman, Kingsley, and Hoddinott (2006) established that undernourishment had delaying effects to pre-school enrolment. Under-nutrition was also linked to spontaneous absenteeism in school as well as smaller status in adults which had also an associated impact of lower earnings experienced in adults by 14 percent.

Participation of pre-school children has been considered as a way where children develop skills, interpret the world as they share experiences with their peers and teachers who always listen and attend to their affairs Leinonen & Venuinen (2012) children may suffer from lack of interactive moments at times because of strict daily routines in classroom and effects of hunger pangs. In class, children's active role may be hindered by what most preschool centres offers as their curriculum which is wholly around rote learning. A child therefore, ends up singing and memorizing the content with no much interaction. The focus of participation should be based on core

curriculum before transition to attend primary school and provision of school feeding programme.

The study conducted on core curriculum for preschool education in Finland` (2010) findings highlight more emphasis on participation of children not only to entail play but also active interaction with other people through guided responsible activities to become responsible members of the society. This can only happen when there is regular provision of school meals for the preschool children.

The idea of school feeding program dates back from the mid-19th Century in Europe (Evans CEL & Harper C.E. 2009). This is the time when Europe had undergone industrial revolution and the 2nd World War of 1945. The effects of industrial revolution left the economy in crisis, most of the families were unable to meet their daily subsistence. Children formed the majority. Benjamin Thompson established the first known school feeding program in Europe in Munich Germany in 1790. His main intention was to feed the hungry children. Most of the countries adopted this idea and it later spread to other countries such as Britain in 1789, France (1865) Holland in 1900, Switzerland in 1930 and Italy in 1890s). In USA, there was introduction of school meals during lunch for both public and private school. By the beginning of 1990s school meals was introduced by the United Nations under the world food program. Other international organizations felt the need of replicating this programme such as Save the Children, Oxfam Christian Relief Services and Plan International.

One of the studies conducted by the Food and Agricultural Organization (FAO,2008) about 923 million people were below poverty line people in the world,, representing an increase of around 75 million populace as contained in the 2003-2005 estimates.

The majority of the starving people were children in developing nations. It is for this reason that school feeding programmes has been provided as a safety net by many countries to motivates children to attend schools especially girls and other vulnerable family members (Jomaa, 2011) The idea of using school feeding programme, (SFPs) supported by using locally-provided foodstuff is synergy accorded to the local markets as well as a reliable basis for income for small holder farmers (Sumberg & Sebates-Wheelles, 2011). This initiative has been implemented in third world countries to boost local economies. The initiative was termed as “Trilateral Cooperation Food Security” project involving USAID, Brazil and Mozambique with an aim of fostering economic development Walter T. Bowen (2014). The program was implemented in Mozambique as the “Alive School” program. This programme targeted provision of food from the locally produced products where food in was directly procured from the local agricultural production

The diets of pre-school children are nutritionally inadequate and are often characterised by lack of vital Micro-nutrients such as vitamin B-12 and iron supplement. Arsenault Joanne e, Mercedes Mora – Plazas, Yibby Forero, Sandia Lopez – A rana, constanza Marin, Ana Baylin and Eduardo Villamor (2009). Investigation carried out showed improved nutrition and fewer reported days of illness and school absenteeism.

The effects of school feeding programmes has been tested and felt in different developing countries to enhance concentration in class, increase attendance and general enrolment rates. The government of Bangladesh in collaboration with the World Food Programme started the school feeding programme July 2002. Evaluation was conducted in late 2003 where some of the findings were increase in school

enrolment by 14.2 per cent and school attendance by about 1.3 days a month. Notably parents appreciated the impact on their children. They were lively and happy than before and their incidence of illness reduced (Ahmed 2004). Akhher U. Ahmed (2004).

The interaction between nutrition and education can be generally understood in three ways (Harounan Kazianga, Damien de Walque, Harold Alderman (2009) Educational and child labour impacts of two ``Foods for Education Schemes; Evidence from a Randomized Trial in Rural Burkina Faso World Bank Policy Research Working Paper series. First, nutrition and health status influence the child's learning and his/her performance in school. Children denied food and balanced diet may not do well in their classwork. Second, children who are unhealthy are unable to attend school regularly and which in turn leads to poor academic performances. Third, hungry children encounter difficulties to concentrate and perform complex tasks than well-nourished ones.

Studies earlier carried out in Kisumu East shows that one of the challenges faced by a number of schools in Kisumu east is lack of feeding programmes in pre-primary schools coupled with other challenges of lack of better infrastructure and high number of teachers due to low pay. In May/June 2006 statistical refers show that only 44.3 percent of the 404 pre-schools had feeding programmes while 47.8 percent did not. This was done in collaboration with World Food Programme. Due to prevalence of HIV/AIDS, the no of orphans has increased hence low attendance of children in pre-schools. Data collected by the district Education office in 2006 shows the number of orphans at 3210. To break the vicious circle of poverty their findings revealed that

provision of school feeding programme to children of pre-schools would increase enrolment and involvement in learning activities Mounie Maoulidi (2008).

It has been argued that school meals increased school participation by improving child nutrition through two links (Vermeersch and Kremer, 2004). First, school meals improve nutrition by enabling children get more nutrients. Second, the improved nutrition leads to better educational achievements. Another research indicated that initiating a SFP can improve healthy reducing mobility and illness and hence attract children to school (He, 2009).

School feeding programme has been implemented in Kenya with varying degree of success (Songa, 2011). Studies conducted in various countries has shown that school feeding programme is indicated to have contributed to learners cognitive function a great deal. Pollitt, Jacoby and Cueto, (1995) school feeding programme encourage children to attend school from the push of the parents in order to receive food rations everyday

Likewise, improved educational outcomes (performance, drop out) UNICEF, 2002 and generally increase community participation in school which leads to effective implementation of programs in school, (WFP, 1993). In Kisumu East sub-county, study conducted by Kisumu County Education Network (K-CEN), 2013 revealed that introduction of school feeding programme helped in promotion of access, retention and completion rate and further enhance quality education within the country. The county government should partner with central government to implement school feeding program. Therefore this study sought to determine interventions already in place to help address the prevalence of abject poverty in Kolwa Central schools including the frequency of use of feeding programmes and the relevance.

1.2 Statement of the problem

It is the right of a child to acquire basic education and this forms the necessary condition for development. In Kisumu East many pre-schools has enrolled vulnerable children whose parents are poor and some totally orphans (Moumie Maoulidi (2008). Many children are attracted to school due to school feeding programme which acts as a safety net to mitigate on hunger. Major concern was the sustainability of these feeding programmes since most of these were run by charitable organizations, fundraising, parents contribution and well-wishers. RHD initiated the programme in twelve primary schools in 2011 in support of vulnerable children and orphans to access food while schooling. This led to increase in attendance and concentration producing positive impact in cognitive function. There exists a gap in finding out the effects of school feeding programme on educational outcome noting that studies conducted highlighted findings in both primary and secondary schools but not in preschools.

The study therefore seeks to establish the need for the county government to enumerate pre-school school feeding program to ascertain the actual number on enrolment in schools. The need of the SFP is influenced by the expected benefits including pre-scholars' participation in school activities, higher involvement rates as well as expected improved levels of school attendance. It is expected that SFP has more positive impacts to pre-scholars. These expectations were confirmed by the data collected which indicated some significant connections like that of improved class attendance, higher levels of class participation and higher rates of extra-curricular activities to SFP.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of school feeding programme on children's participation in pre-schools in Kisumu East Sub County.

1.4 Objectives of the study

The following objectives guided the study;

- i To investigate the influence of School Feeding Programme on children's enrolment in preschools in Kisumu East sub County.
- ii To determine the influence of School Feeding Programme on attendance of preschool children in Kisumu East Sub-County.
- iii To establish the influence of School Feeding Programme on children's involvement in learning activities in Kisumu East Sub-County.

1.5 Research question

The researcher used the following research question:

- i. How does School Feeding Programme influences enrolment of pre-school children in Kisumu East Sub-County
- ii. To what extent does School Feeding Program influence attendance of pre-school children in Kisumu East Sub-County
- iii. What is the effect of School Feeding Programme on children involvement in learning activities in Kisumu East Sub-County

1.6 Significance of the study

The findings of the study may be of beneficial to education stakeholders, government (both County and National) since, it aims to provide an insight on how school feeding programme may induce enrolment and reduce dropout rate. WFP (2008) The community always feel obliged to assist their children in terms of offering support in labour to ensure success of the programme. The study also served as a catalyst for other private sector players, to investigate further programmes. This study aimed at helping the County government formulate policies of supporting education in pre-schools and enhancing food security.

1.7 Limitation of the study

The study was conducted on small sample hence this limited the findings to a small area. The other limitation of the study was the unavailability of adequate baseline data about pre-schools' data on School Feeding Programme. Thus it was not clearly understood how school participation looked like prior to the introduction of the SFP. Such data might have helped in supporting the argument about the influence on enrolment. Data collected from the respondents may not been reliable in some cases since SFP was not in place. To mitigate on the limitation, the researcher used methodological triangulation of results to validate the results collected through conversation and structured interviews.

1.8 Delimitations of the study

The study was confined to Kisumu East sub-county. The study was conducted within the confines of Kisumu East sub-county that acted as a representative demographic sample to larger Kisumu County.

As far as the Kenyan school feeding is concerned, there are several types of school feeding programme which were in existence including WFP supported programs, parents-assisted programs and NGOs assisted programs as well as the National School feeding council of Kenya (Kosgei, 2006). These schools feeding programme need to be actively supported because there is evidence that they promote attainment of sustainable development goals. They have been particularly effective in improving the enrolment rate of poor children and orphans (EFP, 2004).

The study was conducted in five public pre-primary schools offering feeding programme. The other respondents included 30 preschool teachers and 200 preschool children. This sample was deemed adequate to provide the expected results about the study. Participation was measured in terms of enrolment, attendance, participation in class and community involvement in school activities.

1.9 Assumption of the study

For the study the following assumption were made by the researcher;

- i) All pre-schools selected had on-going school feeding programme.
- ii) The provision of food was regular
- iii) Records were available on enrolment of preschool children

1.10 Definition of significant terms

Class Participation refers to the act of children taking part in teaching learning activities.

Dropout refers to children who do not complete the eight years of primary cycle within a given cohort.

Enrolment refers to number of children who get admitted to primary schools.

Participation refers to children's' enrolment, daily attendance to school, involvement and performance and commonly involvement in school programs.

Retention refers to ability to remain in educational system till completion.

School Feeding Programme refers to an arrangement made in school to provide children with food to supplement what they may have eaten at home to help them remain in school (SFP)

Short Term Hunger refers to a condition where a child is not able to get adequate food

Safety net refers to programmes that mitigates on adverse effects of hunger illness by the vulnerable.

Involvement in learning activities is learning which engages and challenges children's thinking using real life and imaginary situations such as play and exposing life experiences.

A pre-school also known as a nursery, pre-primary, kindergarten is an educational establishment or learning space offering early childhood education to children between the ages of three to five.

Children's participation refers to developing skill of a child, where learning and practicing are important aspects in interpreting the world and sharing experiences with peers in view by the core curriculum for pre-school education.

School attendance refers to a measure of children who attend school and amount of time they are present.

1.11 Organization of the study

The study was organized into five chapters; the first chapter provided the introduction, background information, statement of problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two comprised the review of related literature, of the influence of school feeding programme on children involvement in learning activities under the following sub-topics; influence of feeding programme on children's' attendance, influence of feeding programme on children's class participations influence of feeding programme on children's enrolment, theoretical framework and conceptual frame work. Chapter three covered introduction to research methodology, research methodology, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis techniques and ethical consideration. Chapter four had subtopics about data analysis, interpretation and discussion of the collected data. Chapter five dealt with the summary, conclusions and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter highlights the review of related literature on the influence of school feeding programme on participation in pre-schools children in Kisumu East Sub County. It covers the following; overview of school feeding programme on children's' attendance, influencing of school feeding programme on children's' participation in class, children's enrolment and commonly participation in school activities, summary of review of literature, theoretical framework and conceptual framework.

2.2 Overview of school feeding program

There are 66 million children and students who miss at least meal during their school going days. SFP presents a powerful starvation rejoinder to households and children experiencing food shortages. Most of the governments across the world have appreciated the importance of having students well fed in ensuring a conducive learning environment. There are fewer programs that are directed towards ensuring children have meals at schools to enable them to be sustained in schools and increasing enrolments. Currently, majority of countries in the developing world including Kenya, have initiated school feeding programs to sustain the children in schools. Majority of the initiated SFPs have multiple effects and benefits towards sectors like education, quality, gender, poverty alleviation, food security, and nutrition and health, all presented in a single intervention (WFP, 2008c).

The term school feeding refers to provision of meals or snacks at school to reduce children's hunger during the school day (WFP, April 2004). There are two terms of distribution of food for education programs; "take-home" ration (THR) provided as economic incentives to families (or foster families or other child care institutions) in return for a child regular attendance at school activities with an educational component breakfast, mid-morning snacks, lunch or dinner on the site. The benefit of the food provided under the school feeding programme is conditional on the attendance of the child on that specific day.

Due to prevalence of poverty in less developed countries, and increasing rate of food insecurity, school feeding programme should be an integral part of policies in every country in the world. According to Ritcher et al (2000:16) forms part of non-formal education dimension and therefore should be free from any restrictions from the state to ensure positive growth. According to World Food Programme (2005), school feeding programme started in Lusaka Zambia in January 2003 and was scaled to seventeen African countries. Bangladesh, Benin, Burundi, the Central African republic, Ghana, Guinea, Guinea – Bissau, Haiti, Kenya, Liberia, Mozambique, Nicaragua, Pakistan, Senegal, Sierra Leone, Tajikistan and Palestinian.

The New Partnership on Africa's Development as approach which focuses on the combination of school feeding programme, Agriculture NEPAD had formulated CAADP, whose functions is adhered on pillar 3 whose function is specific focus on increasing food supply reducing malnutrition in school going children through diet supplementary via a complete and adequate meal and to expand local demand for food products and to stimulate production by stakeholders forums (NEPAD, 2005a).

Kenyan schools have embraced feeding programs as directed by the provisions of the 2005 Sessional Paper on Education that was accepted by the Kenyan legislative body. Kenyan school feeding programs are contained as part of the four elements of the school health and nutrition agenda. Finally, the 2008 National Nutrition and food security policy contains section on school meals and calls for expansion of the programme (Kenya Case study 45).

In 2009, the government began a locally developed SFP (school feeding program) initiative targeting 550,000 children and students. The WFP has, in many places across Kenya, clearly demonstrated its pledge to sustain school feeding programs. Some initiatives engage cash transfer to school for local purchase of food and represent the situation of long-standing entrust strategy to the government. The mechanism of weighted indicator has guaranteed appropriate targeting of the neediest regions under the WFP school meals programme and led to the handing over of more food-secure regions to the government's locally initiated school feeding programme. This method will be used to re-aim the school feeding programme yearly to warrant profitability of the invited resources reach the most vulnerable (Kenya).

In Ethiopia, school feeding programme has supported access to quality primary education, while developing child approach to encourage nutrition, health and environmental awareness in schools. Poverty and food insecurity were challenges that hindered efforts to have significantly improved in the past decade. The 2005-2006 new enrolment rates were 7190 (UNESCO, Education for all Global Monitoring report, 2009).

SFPs has been engaged as a strong school program and a strategy to improve access to school, increase enrolments, stabilize attendance, decrease school dropout as well

as alleviating short term hunger among school children and students. There are increasing integration of SFPs in school programming after some results continue indicating the potential of improving learning experience.

Another example of successful SFP can be cited in Malawi. Malawi has had experienced food insecurity for some periods that has also had a significant impact on education sector. A research initiated by UNICEF in 2002 established that food insecurity led to learners' absenteeism and dropout rates from 10.4 percent to 22 percent, particularly during the lean season in December. In 2007, the president of Malawi gave a cabinet decree authorizing the Ministry of Education to commence executing universal school meals in every primary school across the country. School feeding program was started during lean season, small children attending community based child care centres addressed the problem of absenteeism and dropout.

Vermeersh and Kremer (2004) conducted a field study in Western Kenya pre-schools between 2000 and 2002 to evaluate the impacts of school feeding programme on school participation and achievement. Pre-scholars in this context are defined as children between ages 4 and 6 who lived within walking distance of school. They found that children in the time compared to 27.4 percent in the comparison (control) group and this difference was statistically significant Vameersch and Kremer, 2004. The programme increased participation in the absence of qualified teaching falls short of better educational achievement since there are strong complementarities between teacher characteristics and school meals. Following WFP recommendations, some ASAL school districts have begun providing fortified morning biscuits to a get a jumpstart on the cognitive and nutritional benefits of feeding (Finga, 2010; Galal, 2005). Though significant gains have been achieved throughout the country in terms

of educational expansion and accessibility rural Kenyans continue to lag far behind their urban counterparts.

2.3 School feeding program and children's enrolment

Despite the tremendous expansion in education as government commitment to achieve the sustainable development goal No.2 of eradicating hunger and being a signatory of various human rights; declaratives approximately 690,000 children of school going age (6-17 years) in the country have never attended school. This comprises 6.2 percent of the total population of children aged 6-17 years. However, this differs from one region to another. In North Eastern where Garissa County lies 42.9 percent, children aged 6-17 years never attended school due to reasons like guardian feeling that children are too young, lack of money for school, expensive uniform and feeding comprising 9.8 percent, parents not letting them go and working at home 22.4 percent (Government of Kenya 2005).

Targeting pre-school children with school feeding program, it can help give a child healthy head start and pave a way for a promising future. There is compelling evidence that poor nutrition in early childhood affects cognitive development and learning potential; poor health is an additional barrier to education (Jukes, Drake and Bundy, 2008). Providing food for consumption at school can be beneficial for learning because it relieves immediate short term hunger. Children who are not hungry are more attentive and have highest cognitive abilities (Simeon, 1998).

An evaluation of India's Mid-Day Meals Program found that girls in the program were 30 percent likely to complete primary school (Dreze and Kingdome, 2001). In Pakistan, a program that provides girls with conditional THR of oil once a month has

changed the way their parents think and act. Before the program started, 48 percent of households did not send any of their daughters to school afterwards, all households educated at least one daughter (WFP, 2005).

In Niger where school enrolment is one of the lowest in the world, a WFP program is providing some areas, the equivalent of the total daily recommended food intake in three meals a day as well as a take home ration to attract nomadic girls to school. Evidence show that when school canteens have been closed immediate absenteeism follows and children are withdrawn from school. Often the school years cannot start in some nomadic areas until the food stocks have arrived (WFP, 1996b).

School feeding helps to safeguard household's investments in education by defraying some costs of school and encouraging parents to enrol their children in school and ensure that they attend classes throughout the cycle. This helps to protect children from the risk of both formal and informal labour and facilitates social integration (Paruzzolo, 2009). School feeding is a well-recognized safety net that transfers significant values to households with children enrolled in school or with school age children (Bundy et al, 2008).

2.4 School feeding programme and children's' attendance

Attendance is a measure of the number of children who attend school and the amount of time they are present. This is being present at something like work or school. If you never miss a day, you have perfect attendance. Absence in the early grades (kindergarten to grade two) is particularly significant as missing school impedes a young child's ability to develop essential social and academic skills Chang & Romeo (2008) school attendance is attendance at any regular accredited educational

institution or programme, public or private for organized learning at any level of education at the time of the census (WFP, 2005).

School feeding and take-home ration have consistently proven effective in improving enrolment and attendance, and reducing drop-out rate among school age children. UNICEF reported in 2002, that 60 percent of 100 million out of school children in the world are girls; WFP studies showed dramatic results when families who enrol girls and attend regularly were recorded.

An example of the SFP implemented program is in Pakistan where they embrace income transfer in the form of one or two cans of oil to families with girls attending school for 20 days in a month. During its pilot stage, the oil incentive program established that it could make a noteworthy contribution to full attendance. The respondents from the participating schools, it was observed that the enrolment improved by 76 percent to percent among the beneficiaries. The Pakistan SFP program also maintained that it was putting additional food into the hands of mothers thus it has been used to serve as a contact between mothers and teachers on allocation periods (WFP, 1996). In another study conducted by Anne K. Taylor on school attendance, it improved attendance and enrolment after provision of at least one nutritious meal each day. Nutritious meal of porridge comes from intra-products that was fortified food to ensure that children get the micronutrients they need. School feeding program may improve child nutritional status and reduce morbidity due to reorganization of feeding programs by fortifying the food with rich nutrients and this leads to positive effects on regular school attendance. In learning, school attendance may be affected through improved nutritional status. This may be though short term impact of in-school feeding. In-school feeding alleviates a child's short term hunger

during the school day by improved nutrients to the child, providing the child with a meal when he or she would not otherwise have had one or replacing a meal.

A child who is not hungry during school hours is able to concentrate better and learn more (Grantham-Mc Gregory, Chang, and Walker, 1998). Secondly, sustained nutritional improvements improve child's desire to attend school. Finally, in-school meals may improve attendance through nutrition, by reducing morbidity. Adequate intake of micronutrients can strengthen immune system and reduce the incidence and severity of infectious diseases among children. Scrimshaw and Sergiovanni (1997), therefore, indicted that school meals improve children nutritional status, decreasing days missed due to illness, thus increasing attendance. Another study conducted showed that there was an increase in the attendance rate of children was by Vermeersch and Kremer (2004). The findings showed that children's participation was 30 percent higher in the treatment group where breakfast was provided than in the comparison group.

Likewise Omwami et al (2011) also conducted a study to investigate if school feeding programme may improve attendance rate among pre-school children in rural Kenya. It was found out that school meals enhanced school attendance rate to treatment groups than to control group.

Another study conducted in India known as Midday meal Scheme where every child in primary school were provided with cooked meal containing 8-12 grams of protein. This program was launched in 1995 but implementation began in 2003. Dreze and Goyal (2003) conducted evaluation as well as (Afridi, 2011). The findings looked at the rise in attendance of girls and children from the scheduled castes. Jayaraman and

Simroth (2011) documented a 13 percent increase in enrolment in response to midday meals. Afridi (2010) looked at nutritional impact of the programme in India

Investing in Nutrition during the first 1000 days of life from conception to two years of age is a priority, and addressing the nutrition needs of school aged children can help ensure that early development gains are not jeopardized by later failures. The nutritional status of preschool and primary school aged children impacts their physical development, health, learning and cognitive potential and subsequently their school attendance and academic achievement.

Studies in Guyana community-based School Feeding Program started in 2006. Survey was carried out in two poorest regions of the county in 2008 and 2009. Result showed positive impact on school attendance, classroom behaviour, nutritional status especially the poorest. In Kenya, malnutrition continues to affect a significant proportion of children and women. The most recent study done in 2005/06 KIHBS, 2007, shows persistently poor nutrition outcomes with marginal increases in stunting (33 percent) wasting (61 percent) and underweight (20.2 percent) compare to 2003 data; 31 percent Stunting, wasting (5 percent) and underweight (19 percent). (Kenya Integrated Household Budget Survey 2005/06, 2007) From the National Micronutrient Survey, Iron deficiency was also high with 43 percent of pre-school children. Issues to be addressed amongst others were how to mitigate on insufficient food varieties/non-nutritious foods in schools.

Afridi (2010) through his paper on evaluation in Madhya Pradesh in India found out that daily nutrient intake increased by 49 percent to 100 percent. This helps in reducing daily protein deficiency in children which leads to malnutrition. However, the study does not give the long term impact of midday daily meals on child health

and its role on acting as safety net for the vulnerable children. Midday meals according to Afridi (2010) leads to increase in nutritional intake for children. This concurs with findings by Alderman & Bundy (2012) that food for education acts as a safety net just as conditional cash transfer programme. School meals help in cushioning children from economic shocks; which may help in future biological development of the child.

School feeding program has a positive effect of alleviating short term hunger, hunger impacts on children and to households level. Children from low income level, family background often have poor health status, prone to various infections, encounters higher rate of iron deficiency anemia which all may lead to hospitalization more frequently (WFP 2006). Due to illness, children end up being weak to attend classes. In the end hunger makes the children to drop out of school after successive absenteeism.

2.5 School feeding program and children's involvement in learning activities

School participation is measured by enrolment and attendance, age at entry, drop out status, learning achievement and cognitive development school participation in the most common education outcome.

Vameersch and Kremer, (2004) Research had been carried out in Western Kenya where twenty five schools participated. The findings show that school participation was high in treatment group than in control group due to fully subsidized breakfast given to them in (2002). When the program was evaluated. These demonstrate the effect was larger for children enrolled in pre-school before the introduction of school feeding.

According to study by Buraka (2006), participation is the act of actively involved in learning activities by children. To participate fully, children need the following factor to be addressed, social and emotional development. A child who is troubled or who has low self-esteem is less likely to demonstrate his or her competence, to think or working group. Therefore, to facilitate participation of children who seems less competent than might be expected, one must identify situation that will maximize a child's opportunities to demonstrate her competence. The field of development psychology has spent considerable effort in investigating this process which affects the ability to participate (Selman, 1980).

However, Food for Education programs provide nutritious food to malnourished children, can help in reducing hunger and giving balanced diets can reduce childhood sickness and help improve children's learning and cognitive development (Alderman et al, 2008b). Bundy et al (2009) also agrees that SFP improves on children's health and nutrition while Jomaa et al (2011) points out on increase in both energy intake and micronutrients are as a result of provision of school meals.

Ahmed (2004) also reports the result of a survey conducted which focused on perception of mothers of students in the SFP areas. The reported perceptions show a high percentage (ranging from 64 to 88 per cent) of mothers claim several positive effects; including increased concentration on studies, improved health status, more interest in attending school, less cases of sickness, children are physically more active, happier and livelier than before the SFP was implemented. (Ahmed, 2004)

According to Lamis et al (2010:6) and Hall et al (2001:8). Evaluation conducted in South Africa where soup containing iron and vitamin C was provided to six and seven year old showed positive outcome on their level of nutrition and health. This

translated to educational achievement in terms of increased attendance and concentration in the classroom. Results showed increased weight 49 percent from 12 percent of six to seven year old children. This evaluation is further supported by the theory of Abraham Maslow that asserts that the lowest level of the hierarchy physiological needs which includes hunger must be satisfied.

According to Gregory et al (2005) children who come to school hungry, walk long distance to school have a higher likelihood of becoming distracted in class and later lose interest in learning. School feeding programme helps in relieving a child's hunger hence improvement in memory to adapt to learning environment.

2.7 Summary of reviewed literature

Studies have been conducted internationally, regionally and nationally on the influence of school feeding programme on children's' participation in schools. All these studies showed positive impact on schools. Participation was measured in attendance, enrolment dropout rates and cognitive development Vameersch and Kremer (2004).

School feeding programme has multiplier effects to beneficiaries as it motivates them (school children) to enrol in school, acquire knowledge skills and attitude to become better parents in future that is educated father and mother. The impact in the end leads to breaking the vicious, cycle of poverty and malnutrition in a given society (Bundy et al, 2009, Kristjansson et al, 2007).

Studies have been carried in Kisumu East on determinants of by child participation and retention in public secondary schools (Onsarigo & Claire, 2013) considering the intervention of schools feeding programme implementation by the county

government. It is important to look at the scenario of impact of school feeding programme on children's participation in pre-school.

There is need to find out the behavioural changes of pre-schools as a result of implementation of school feeding programme in pre-schools. The country programme 2004-2008 confirmed that provision of meals at school provided a strong incentive to make parents take their children to schools. Evaluation carried out Project Kenya 2502 (Exp1) indicated that enrolment increased in the schools with SFP by 50 percent in pre-primary and 22 percent in the primary schools (Mugiri, 1995). This shows that there is need to investigate further how SFP will influence children's participation in pre-schools of Kisumu East Sub County.

2.8 Theoretical framework

This study is based on the Expectancy Theory of Motivation by Victor Vroom (1964). This expectancy theory assume that there is correlation between effort put by the employees and their performance. This is tied to their rewards at the end of work. One assumption is that employees join organizations with expectations of promotion, improving their career noting their previous employers.

These employee's expectations influence how they react towards the organization. Secondly, an individual's behaviour is as a result of conscious choice. Third, is that people have different expectations from organization (e.g. good salary, job security, and advancement). Lastly, people choose the best alternative that can yield optimum outcome for them personally. Therefore, the expectant theory is based on these assumptions and has three elements: expectancy, instrumentality and valence. An employee will be motivated if only his/her expectation will be met.

- a) Effort will lead to acceptable performance (expectancy)
- b) Performance will be rewarded (instrumentality)
- c) The value of reward is highly positive (valence)

In a work environment, employees remain motivated if employers increase their belief in their capability to perform and good performance results in valued rewards. In a school situation, the school feeding programme is an incentive to attract children to school and creates a desire on them to acquire skills. Expectancy in this case is the belief that consistency to purpose yields a particular outcome (in this case, efforts lead to better performance). To children, (expectancy) is the internal belief that attending school regularly will enable them acquire education that empowers them to be free from pangs of hunger and diseases in future. Therefore, school feeding programme facilitates children to learn on the best way of solving short term hunger and making them healthy to cope with class activities.

2.9 Conceptual framework

Influence of school feeding programme on children's participation in public pre-schools. According to Orodho (2005), conceptual framework refers to a model of representation where a researcher represents relationship between variables in the study and depicts it diagrammatically or graphically.

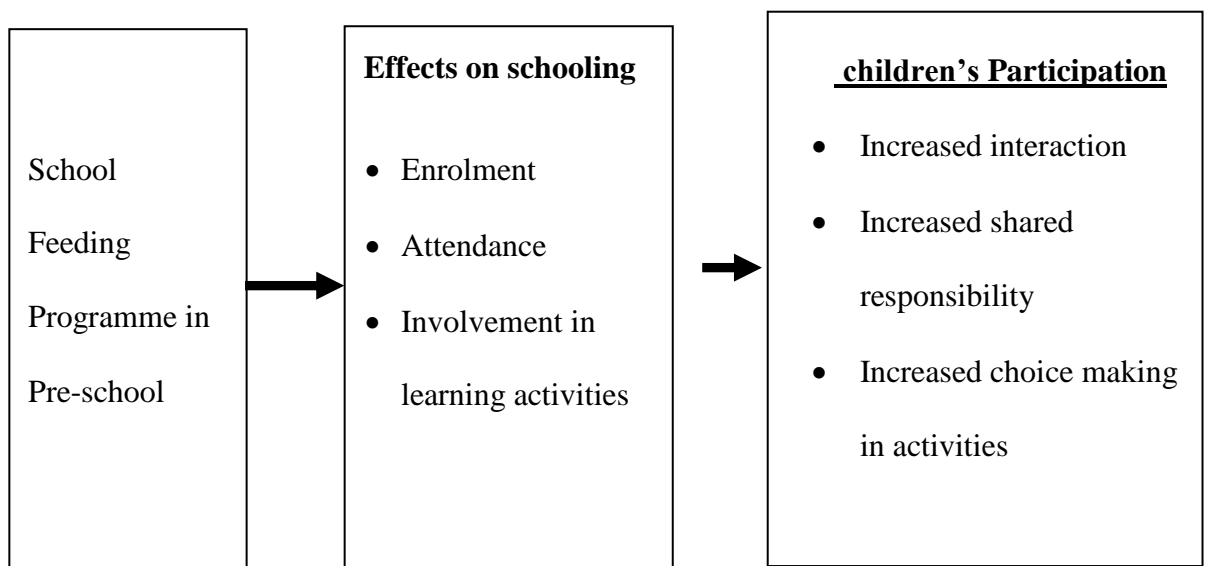


Figure 2.1

Influence of school feeding programme on children's participation.

The Figure 2.1 explains the relationship between school feeding programme as Independent variable and children's participation which is the dependent variable. Various factors such as attendance, involvement in learning activities and enrolment were able to contribute to positive children's participation. These factors form the inputs that interact in absence of implementation of school feeding programme. These inputs will undergo various educational processes through school feeding programme to produce positive educational outcome. Once school feeding programme is

implemented the education output will be positive on children's participation in terms of enhanced attendance, increase enrolment changes in the activity levels of children, reduced illness and this leads to improved cognitive ability. If the interaction of these inputs is healthy, then the output will turn out to be positive as shown by the impact of school feeding programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology highlights how the research questions were achieved. The steps towards realizing the needed information for the study is explained in detail in this chapter research design, target population samples size and sampling procedures research instrument reliability of the instruments, validity of instruments data collection, procedures data analysis technical and ethical considerations. Detailed selection of the population sample was also presented to ensure proper representation of the selected area of interest, in this case Kisumu East Sub-county .Ethical considerations for the respondents was also discussed in length to ensure that the respondents were aware of the objectives and the expected use of the information collected from them.

3.2 Research design

Research design is a logical work plan that highlights the flow of the work until the completion of the project. In this study, the researcher employed the use of descriptive survey design. Descriptive survey design involves observing, interpreting, describing and analysing the behaviour of a subject without influencing it in any way. Therefore, the area of study being vast, descriptive survey design enabled the researcher to administer questionnaire and their responses described and conclusions drawn. Through descriptive survey design the researcher was able to provide accurate and valid representation of the variables such as enrolment, attendance and involvement in learning activities in reference to school feeding programme.

Findings from the different instruments employed were statistically interested on a population used in the study. In employing quantitative research design the researcher was able to determine the positive relationship between school feeding programme as independent variable and other dependent variable such as enrolment attendance and children's involvement in learning activities.

3.3 Target population

The target population was the head-teachers, teachers and primary school children in Kisumu East sub-county in Kisumu County, Kenya. The selected population was meant to give information on whether there exists any impact on the school children from the implementation of the school feeding program.

According to Orodho target population refers to all people that are required to participate in the survey. The target population included 25 pre-school in Kisumu East sub-county, 25 head teachers, 150 ECD teachers and 2000 pre-school children. Most of the public pre-schools were located within public primary schools headed by public primary headteachers.

According to the status basic education (2014), there was 25 preschool centres with a population of 1000 boys and 1000 girls as shown in the Table 3.1.

Table 3.1

Number of preschool centres in Kisumu in 2014

Wards	Preschools	B	G	Total
Kisumu East	25	1000	1000	2000

3.4 Sample size and sampling procedure

Sample size is determined by the selected size of the population and the desired margin of error. Sample sizes often depend on what best represents the larger population in a way that the meaning and results from the few selected would not be affected by possible biasness. It was also recommended that a large number of randomly selected respondents be chosen from each strata or group to ensure unbiased representation (Niles, 2006). A sample is a small portion of a target population which is carefully selected to represent all the main traits of the population (Taylor, 2008).

According to Gay and Arasian, (2003) a sample size between 10 percent and 20 percent of the population is desirable and can adequately produce a representative of the population. 10 percent of 2000 population target of preschool children is 200 while 20 percent of 150 preschool teachers is 30 which was the sample size used. The samples size of this study includes five (5) headteachers, 150 preschool teachers and 200 pre-school children. Simple random sampling was used in each school, where papers were folded and put in a box for picking for the pilot study. The random selection gave each school a chance of being selected (Mugenda & Mugenda, 2003). The researcher employed purposive sampling to select the participating teachers and children in the sample school. This was important since the target population of headteacher had more homogenous characteristics of the sample.

Table 3.2**Target population a and sample size**

Category	Population Target	Size Sample	%
Public primary school head teachers	25	5	20.0
Pre-school teachers	150	30	20.0
Pre-primary school children	2000	200	10.0

Out of the 25 schools, 5 schools were selected randomly using purposive sampling techniques, 30 teachers were selected using purposive sampling techniques where all the names of 150 teachers were coded and written on piece of papers. Then all these papers were folded and kept in one container. Once it was shaken, the teachers picked the papers to determine which teacher was to represent the others. To select pre-schoolchildren, the researcher employed stratified random sampling; first these children were asked to group themselves into 1000 boys and 1000 girls. This was followed by simple random sampling within each stratum.

Since the researcher had to take into consideration genders balance, adherence to this technique was critical. All the children had numbers assigned to them after which they select or pick from a container. This resulting number of the selected head teachers, teachers and children acted as the sample.

3.5 Research instrument

The questionnaires designed for teachers and children as well as key informant interview scheduled. These interviews also ensured collection of accurate and

essential information for the work through probing skills (Mugenda & Mugenda, 2003). Questionnaires are essential since one is able to obtain data beyond the physical reach and a large number of people who are miles away as indicated by (Gay 1992).

The questionnaire employed had both open-ended and close-ended questions. The objectives of close ended questionnaire were to allow the researcher to analyse the information faster due to the nature of the answers given by the respondents. Most of the open-ended questions were controlled by the researcher since sometimes they were rather challenging when it came to analysing just as it engages categorization and summarizing the data first. The use of interviews schedule was to allow the researcher and the selected respondents to plan well for the interview including collecting pre-requisite information about the school feeding program and its effects. Questionnaires were divided into two sections with the first seeking demographic questions and second highlighting data on research questions. The interview guide also possessed guiding questions with the same focus as the questionnaire.

3.6 Validity of instruments

Validity refers to how well a test measures what it purports to measure, Borg & Gail (2000). According to Mugenda and Mugenda (1999), content and validity of the instrument can be determined through piloting; where 1 percent of the population is enough for the researcher to determine coherence and simplicity of the variables being investigated (Joppe, 2000). Two schools were selected for the pilot study through random sampling method. The pilot study had two preschool teachers, one headteacher and twenty pre-school children. After the pilot study, few corrections on the tool were made while making the final tool. Thereafter the researcher discussed

the content validity of the instrument with the appointed university supervisors and other lecturers who are experts in the area of my study. The instruments that were not able to measure the variables intended were either discarded or modified.

3.7 Reliability of instrument

Reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there was a good deal of consistency in results from quality instrument gathered at different times.

To determine whether the instruments are reliable, test and retest reliability in which the same test is given to the same people after a period of time was conducted. The aim of pre-testing was to gauge the clarity of the instrument items. Instruments that were not adequate were modified or discarded if found not measuring the variables. Close checking of the questionnaires was conducted to ensure no errors in answers given and probing skills were used to ensure the interview process is successful in generating clean and reliable data. Pearson product moment correlation coefficient formula will be used to establish correlation coefficient of quantitative data in both questionnaires and interview schedules.

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

R is the degree of real

X is the score obtained during the 1st test

Y is the score obtained during the 2nd test

Σ is summation sign

N is the no of score within each distribution

According to Mugenda and Mugenda (1999) a correlation coefficient of 0.8 or more, show that there is high reliability of data. Therefore the questionnaire for the headteachers revealed a coefficient of 0.87 hence deemed reliable.

3.8 Data collection procedure

This referred to protocol that the researcher has followed, to ensure data collection tools were applied correctly. The research applied for research permit from the National Commission for Science, Technology and Innovations (NACOSTI), through the University of Nairobi. Upon receiving the permit, the researcher presented it to the County Education Department. This was followed by seeking permission from the County Commissioner after which appointments were made with head teachers of target pre-schools and teachers. Later the researcher visited the schools to create rapport with the respondents and consequently collected data.

3.9 Data analysis techniques

Once the information was collected, it was coded, entered into the SPSS software and analysed. Graphical representation of the results were also done to ensure easy readability, clear and concise reporting of the findings. The collected data was processed using SPSS software where data was arranged in relation to the selected thematic areas of school attendance, participation and engagement in co-curricular activities. This involved breaking data into consistent parts to obtain answers to research questions (Korobo and Tromp, 2006). All the responses from questionnaires

and key informant interviews were organized and analysed using frequencies and percentages to help in drawing conclusions.

3.10 Ethical consideration

Obtaining information and using it without consent might cause legal proceedings against the researcher. To prevent such occurrences, the researcher first sought consent from the selected respondents by engaging them in songs and plays, after which the researcher distributed the questionnaires and interviews. Ethical consideration helped in promoting public support for the research, moral and social values. It also enhanced the researcher's aims of carrying out the study. Respondents were given ample and sufficient time to enable them participate fully during the interview. No information given by respondents was to be leaked to their teachers or any other source. Safety of the learners and respect was also accorded as required. The data collected was used exclusively for academic purposes. The respondents were assured that information gathered was to be kept anonymous and choice of words in the instrument was checked to guard against causing emotional harm to the respondents especially on sensitive or difficult questions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter presents the analysis of data collected from various respondents who participated in completing the questionnaires who participated in completing the questionnaires. The respondents were preschool children, preschool teachers and head teachers from the sample schools. The main aim of the study was to investigate the influence of school feeding programme on children's participation in preschool from Kisumu East Sub County. The data was presented in form of tables and figures. Findings from data analysis formed the basis of discussion, interpretation and conclusions of the study.

4.2 Questionnaire response rate

Respondents filled out given questionnaires and returned to the researcher. In relation to the target population out of 5 head teachers sampled, 5(100 percent) returned the questionnaires out of 30 preschool teacher sampled 30(100 percent) and 200 preschool children returned the questionnaires. Since the study was to investigate the influence of school feeding programme on participation of pre-school children, the response rate of 50 percent and above is recommended (Mugenda & Mugenda, 2003).

4.3 Demographic information

In this section data presented was 10 interviews conducted among the pre-school children in focus groups of 20 children per interview. It was important to have an

understanding of our respondents to ascertain whether they would be effective for the study

4.3.1 Demographic information of the sampled population

Demographic information of the sampled population was based on their gender. The findings are presented in Table 4.1.

Table 4.1

Gender of the respondents

Gender	Head teachers		Pre-Teachers		Pre-children	
	Frequency	%	Frequency	%	Frequency	%
Male	4	80.0	2	6.7	90	45.0
Female	1	20.0	28	93.3	110	55.0
Total	5	100.0	30	100.0	200	100.0

In this study the highest number of teacher respondents who comprised (93.3 percent) were female while 6.7 percent were male as shown in Table 4.1. This high percentage of female teachers was attributed to perception by male teachers in preschool teaching profession. Most of the teachers felt that preschool teaching sectors were left to female teachers who had motherly touch to the children therefore, mostly male teacher were taking other classes in their teaching profession. Also enrolment of boys and girls was near parity (45 percent) male, (55 percent) female. According to the finding females teachers were under represented in the area of study of the managerial role. This had an effect on enrolment of girls in the study area.

4.3.2 Demographic Information of the headteachers

This information sought to investigate the number of years preschool teachers have taught. Work experience was investigated by the researcher and the data pertaining to work experience were presented in Table 4.2.

Table 4.2

Headteachers work experience

Work experience in years	Frequency	%
Below 5	-	-
5-10	2	40.0
11-15	2	40.0
16-20	1	20.0
Above 21	0	0.0
Total	5	100

It is evident from Table 4.2 that on average respondents had about 5-15 years in experience. To be more specific large number of respondents has worked for over 10 years. Nearly (80 percent) are above 5 years in their working area. A head teachers with wide experience spurning for instance over ten years can be able to share in depth insight on the specific influences of school feeding programme on children participation compared to a less experienced teacher, for instance less than 2 years.

According to Okoth (2008), head teachers need to have acquired basic theories on leadership and management to enable them develop supervisory role of the staff.

4.3.3 The level of Education of head teachers

Education level is one of the most important characteristics that affect the person's attitudes and the way of looking and understanding any social phenomena during administration of the questionnaire, the variable educational levels were investigated by the researcher and the data presented in Table 4.3.

Table 4.3

Education level of head teachers

Level of education	Frequency	%
Untrained	0	0.0
ECD Diploma	0	0.0
PI	0	0.0
ATS-I	2	40.0
Graduate	3	60.0
Total	5	100

In Table 4.3 shows that majority of the respondents were educated up to bachelor of education degree level at (6 percent) the number of respondents who had attained approved teacher scale I was at (40 percent). This analysis shows that majority of the respondents had the minimum qualification to offer administrative skills in pre-school centres which are located within the public primary schools. This findings concurs with Okumbe (1999) that indicated professional qualifications as precursor of teachers effectiveness in carrying out their duties

4.3.4 Demographic information of the ECD teachers

Response of an individual is likely to be determined by his educational status and therefore it was imperative to know the educational background of the respondents

preschool teachers were asked to indicate their teaching experience and educational level as presented in Table 4.4.

Table 4.4

Preschool teacher’s work experience

Years	Frequency	Percentage
Below 5	0	0.0
5-10	10	33.3
11-15	20	66.7
16-20	0	0.0
Above 21	0	0.0
Total	30	100

It is evident from table 4.5 that majority of ECD teachers had teacher had teaching experience between 11-15 years which represent (66.7 percent). ECD teachers had enough experience from the findings and as such were in a position to offer valuable information regarding research topic

This finding is in agreement with other scholars such as Abe (2014) whose findings indicated that variables such as teacher’s qualification experience and gender may inhibit effective subject delivery.

4.3.5 Education level of preschool teachers

The study sought to determine education level of the respondents whether it had any influence on the role of SFP on participation of pre-schools children as indicated in Table 4.5.

Table 4.5

Education level of preschool teachers

Qualification	Frequency	Percentage
ECD Diploma	15	16.6
PI	20	66.6
ATSI-IV	5	16.6
Total	30	100.0

4.4 Influence of school feeding programme on children enrolment

The findings in Table 4.5 indicated that (66.6 percent) of preschool teachers had attained a diploma being the minimum qualification for preschool centres. Whereas (16.6 percent) were holders of preschool certificate whereas a number had undergone training and acquired ATS-I certificate to all them to be promoted to the next level. There is need for the preschool teachers to upgrade their education level to allow them understand various emerging in preschool curriculum.

Naoreen, Arshad and Aslam (2011) carried out a study on the impact of service teacher training on students learning achievement in Falsalabed in Pakistan. This study indicated that there was positive relationship on trained teachers.

4.5 Influence of school feeding programme on children enrolment

The study findings on the influence of SFP on enrolment of children in pre-schools were explained in Table 4.6.

Table 4.6**Head teachers options on what influences the School enrolment**

Influence	Frequency	Percentage	Frequency	Percentage
School feeding program	3	60	26	86.6
Free primary education	2	40	4	13.4
Past school performances	0	0.0	0	0.0
Total	5	100.0	30	100.0

Table 4.6 shows that school feeding programme were the highest rated influence on enrolment. The responses from the head teachers showed that (60 percent) were in support of school feeding programme as opposed to other influences such as free primary education. Other preschool teachers likewise agreed with the head teacher's response in support of school feeding program where 86.6 percent responded positively to the influence of SFP on enrolment.

In support of the findings studies carried out by Bundy, Burbano, Grush, Geli, Jackers and Drakes (2009) were in line of the fact that school feeding programme has a positive effect on enrolment for girls by 28 percent and 23 percent for boys during the implementation of SFP by World Food Programme.

4.5.1 Preschool children level influenced by School feeding programme

During administration of the questionnaire head teachers were asked to state whether school feeding programme had influenced enrolment in all levels of preschool. Since the preschools were located in primary schools the head teachers responses indicated that it had actually increased enrolment as shown in Table 4.7.

Table 4.7

Children Level influenced by school feeding programme

Level	Frequency	%
Preschool I	4	80.0
Preschool II	1	20.0
Preschool III	0	0.0
Total	5	100.0

Data from Table 4.7 shows a that there were increased enrolment in preschools at 80 percent compared to other levels of standard 4-5 (20 percent). This shows that in higher levels of primary school, other factors other than school feeding programme such as free primary education majority influenced enrolment.

Findings of the study is supported by increased enrolment for girls by (28 percent) and (22 percent) for girls during the first year of implementation of WFP as indicated by Bundy, Burbano, Grush, Geli, Jackes and Drakes (2009).

4.5.2 Preschool teacher’s opinion on what influences the school enrolment

Preschool teachers were asked by the researcher to give their opinions on what factors majorly influence school enrolment the preschool teachers responded as shown in Table 4.8.

Table 4.8**Preschool teachers' opinion on what influences the school enrolment**

Influence	Frequency	%
School feeding program	26	86.6
Conducive environment	4	13.4
Extracurricular activities	0	0.0
Total	30	100.0

Data shows that majority (86.6 percent) of the ECD teachers indicated that school feeding program indicated that school feeding program mostly influenced increase in enrolment this finding is in support of the study done in India's mid-day meal where girl enrolment in the program increased by (30 percent) , Dreze & Kingdone (2003)

4.5.3 Preschool children opinions on what motivates them to attend school

The researcher wanted to know from the preschool children what encourages enrolment in school by accepting to start schooling. This was done during interviews. The findings are presented in Table 4.9.

Table 4.9**Preschool children response on what motivates them to school**

Influence	Frequency	%
School feeding program	160	80.0
Conducive environment	20	10.0
Extra curricular activities	22	10.0
Total	200	100.0

Table 4.9 shows that majority of preschool children were motivated to come to school due to school meals with (80 percent). During interviews, the researcher findings on reporting time to school were 6.30 am accompanied with their siblings. This explains why majority of preschool children were enrolled in preschool centres. These findings were confirmed by data gathered from document analysis guide on enrolment as presented in Table 4.10, study finding is in agreement by Bunde et al (2008) were SFP acted as safety net for vulnerable children and placed significant value to house hold with children enrolled in school

Table 4.10

Pre-school enrolment

Year	Gender	Subtotal	Total
2013	Boy	2042	4094
	Girl	2052	
2014	Boy	2171	4252
	Girl	2081	
2015	Boy	5168	10,161
	Girl	4993	

Documents on pre-school enrolment from 2013-2015 showed that there was an increase of preschool enrolment as from 2014 to 2015. The finding concurs with what the head teachers and ECD teacher had confirmed in their responses in Table 4.9 and 4.10 respectively. The findings were also supported by WFP (2013) National School Feeding programme implemented in Cape Verde.

4.6 Influence of school feeding programme on attendance

The study sought to establish the influence of school feeding programme on children attendance. Headteachers, preschool teachers and preschool children in attending both morning and afternoon sessions. They all had positive responses as presented in Table 4.11.

Table 4.11

Rating school meals enhance school attendance

Response	Frequency	%
Yes	33	94.0
No	2	6.6
Total	35	100.0

Table 4.11 indicates that school meals enhanced attendance at (94 percent). One of the causes of absenteeism majorly include hunger during school hours and other factors such as long distance to school which account to (66 percent) WFP (2013) concurs with this when school feeding programme was implemented in Guyana between 2007 to 2009 where enrolment and attendance increased by (16 percent) and (4.3 percent) respectively in the assisted schools. Omwami E.M., Neuman C & Bwibo, N.O. (2011) also conducted a similar study where his findings showed that school meals enhanced school attendance rate to treatment group than to control group

4.6.1 Reasons for pre-school children not attending school

The preschool teachers were asked to share their opinions on the possible reasons that lead to increase absenteeism in pre-schools. The findings were presented in Table 4.12.

Table 4.12

Other factors influencing preschool attendance

Rating	Frequency	%
Hunger	21	70.0
Insecurity	1	3.3
Lack of motivation	8	26.6
Total	30	100.0

According to the findings, hunger formed the major determinant for absenteeism at 70 percent other factors such as insecurity where fear coming to school due to children dissatisfaction with school environment at (26 percent), Varmeerch and Kremers (2004) finding showed an increase in attendance rate as a result of school feeding programme

4.6.2 Rating of weekly attendance according to pre schools

In order to analyse attendance pattern of pre-school children the researcher asked respondents to give their view a on rating of weekly attendance. The findings were presented in Table 4.13.

Table 4. 13

Rating of weekly attendance according to pre schools

Rating	Frequency	%
High	25	71.41
Moderate	9	25.7
Low	1	2.9
Total	35	100.0

Table 4.13 findings revealed high weekly attendance at (71.4 percent) the researcher wanted to find out the rate of weekly attendance by proving three options of high, Moderate and low weekly attendance. High attendance during the week was attributed to school feeding programme and other influences such as free primary education as presented in table 4.10. According to Afridi (2007) School feeding programme had positive effect on school enrolment and attendance in Madhya, Pradesh India in schools which had implemented the school feeding programme in grade I where girls attendance increased by (10.5 percent).

4.6.3 Regularity of school feeding programme enhancing attendance

The regularity of the implementation of the SFP was a major indicator in sustaining pre-school children attendance. This indicator was found to be significantly connected to the dependent parameters in study that is the enrolment in learning activities and school attendance. This is presented in Table 4.14.

Table 4.14

Regularity of school feeding programme

Rating	Frequency	%
Regular	25	75.9
Irregular	5	24.1
Total	30	100.0

Table 4.14 explain the regularity of school feeding programme where (76 percent) were having regular school feeding programme and (26 percent) had irregular feeding programme the researcher found out that irregular school feeding programme contributed to drop out from pre-schools. Lack of finance and parental support were mentioned as the leading factors that hindered implementation of school feeding programme.

Teachers responded that school feeding programme motivates the children to come to school. These findings support the view of Kazianga et al (2009) that SFP increases enrolment and attendance. It is rather difficult for learners to come to school without meals to concentrate in learning and teaching process.

This finding is in concurrence with research literature WFP/UNICEF 2002 where 13 to (27 percent) of pre-school. Children are estimated to have two or more micro nutrient deficiencies. There is a casual link between 2 iron deficiency and children behaviour for learning. These deficiencies render children restless in attentive and

uninterested in learning. Therefore meeting the iron- deficiency through regular balanced school performance in learning activities

4.7 Influence of school feeding programme on children involvement in learning activities

The researcher sought to investigate the influence of school feeding program on children involvement in learning activities school feeding programme helps in alleviating short term hunger hence improve attention, concentration and achievement amongst children. Head teacher and teacher responded on the influence of school feeding programme on children involvement in learning activities as presented in Table 4.15.

Table 4.15

Head teachers' and teachers' response on how children involved in learning activities

Rating	Frequency	%
Very high	0	0.0
High	33	94.3
Moderate	2	5.7
Low	0	0.0
Total	35	100.0

Table 4.15 show that most of respondents stated that children were actively involved in most of the learning activities at (94.3 percent) There were no in active children in class apart from (5.79 percent) who were moderately active in class due to motivation

from their class teachers as presented in Table 4.10. All these responses were attributed to provision of school meals in schools.

These findings were in line with Varmeersh and Kremer (2004) whose evaluation of (25 percent) selected preschools that received subsidized breakfast showed positive response on involvement of preschool children learning activities. Active involvement in learning activities were (85 percent) higher in the treatment groups than in control group

4.7.1 School meals improves children involvement

The respondents were asked whether the children were actively involved in activities during morning sessions with the provision of school meals this was presented in Table 4.16.

Table 4.16

Head teachers' and Teachers' responses on children involvement during morning session

Response	Head teachers		Preschool teachers	
	Frequency	%	Frequency	%
Active	5	100	30	100
Inactive	0	0.0	0	0.0
Total	5	100.0	30	100.0

From Table 4.16 it was found that with the provision of school meals, children involvement in learning activities was high during morning session. This high rate of activeness during morning session was due to psychological assurance that school

meals would be provided thus no need to worry. Vermeersch and Kremer (2005), conducted a similar study of pre-school feeding that showed (30%) increase in school children involvement in learning activities compared to the control group in Kenya

4.7.2 School meals Improves children involvement during afternoon session

Children involvement in learning activities was observed during afternoon session. This was to investigate the influence of school meals on children involvement in learning activities in the afternoon when hunger toll takes effect. This was presented in Table 4.17.

Table 4.17 Children involvement in learning activities in the afternoon session

Response	Head teachers		Preschool teachers	
	Frequency	%	Frequency	%
Active	4	80.0	28	93.3
Inactive	1	20.0	2	6.7
Total	5	100.0	30	100.0

The finding from Table 4.17 shows that the respondents had significant change in learning activities with the provision of school meals in the afternoon session. This finding concur with studies in Guyana community conducted in 2008 and 2009 from the results, school feeding programme had a positive effect on classroom behaviour amongst other findings.

4.7.3 Children involvement in extracurricular activities

The researcher sought to find out the impact of school meals on children enrolment in extracurricular activities as presented in Table 4.18.

Table 4.18

Children involvement in extra-curricular activities

Rating	Frequency	%
Active	30	85.7
Moderate	3	8.6
Inactive	2	5.7
Total	35	100.0

Finding from Table 4.18 show that children were actively involved in learning activities in the afternoon session at (85.7 percent) school meals improves their cognitive ability and were attentive in class. Studies similar to this finding were conducted that show how short term lack of food (such as breakfast) could lead to a reduction in concentration and difficulties with the recalling of new information (Bennett, 2003).

4.8 Other Factors that can improve involvement of children in learning activities in pre schools

This study sought the opinion of the preschool teachers and headteachers on other factor that influenced involvement other than school feeding program. These finding were presented in Table 4.19.

Table 4.19**Other factors that can improve involvement of children in learning activities in pre schools**

Factors	Frequency	Percentage
Home literacy experience	3	8.6
Level of education of parents	4	11.4
Motivation by teachers	7	20.0
Sensitizing parents	6	17.1
Friendly environment	10	28.6
Follow up on children	5	14.0
Total	35	100.0

From Table 4.19 having friendly environment enhance children involvement activities at (28.6 percent). This include thing such school infrastructure which were mentioned by the respondents. The researcher sought to investigate other factors that influenced children involvement such as sensitization of parents at (17.1 percent) and general motivation by the teacher in pre-school centres at (20%) . these findings shows that despite of offering school feeding programme having positive impact there is need to address other factors that impacted positively on children involvement in learning activities.

Vermeersch & Kremer (2004) that showed negative impact of school feeding programme on learning activities. This implies that instead of providing school meals other factors such as school infrastructure and teachers' motivation according to respondents had positive impact on learning activities apart from school feeding programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusion and recommendation based on the data collected during the study in Kisumu East sub-county. The purpose of the study was to establish the influence of the school feeding programme on children's participation in pre-school in Kisumu east sub- County.

5.2 Summary of the study

The study sought to assess the influence of school feeding programme on children enrolments in pre-schools, to determine the influence of school feeding programme on attendance of pre-school children, to determine the influence of school feeding programme on involvement in learning of pre-school children and to examine the influence of school feeding programme on nutritional status of pre-school children in Kisumu East sub county.

Research question one sought to examine how School feeding programme influences enrolment of pre-school children research question two aimed at establishing the extent at which school feeding programme influenced attendance at preschool children. Research question three sought to determine the effect of school feeding programme on involvement in learning activities of pre-schools in Kisumu East sub county. The findings of the research included confirmation of the research questions.

5.3 Summary of the findings

The research questions were confirmed as following;

- i The question about school feeding programme (SFP) on influencing enrolment of pre-school children in Kisumu East Sub-county was proved right in that SFP has significant influence on increasing school enrolment.
- ii The research found that when SFP is implemented, more children are enrolled in school. (50%) of the respondents felt that having SFP would increase enrolment in the selected Kisumu East sub-county.
- iii SFP influences pre-school children's attendance in school. This assertion was proved right in that majority of the sampled respondents (63%) felt that SFP was a major booster towards increased school attendance. These respondents felt that the most important program that could affect school attendance was implementation of the school feeding program.
- iv The researcher also found out that SFP had positive impacts on involvement in learning activities. The research also found out that over 70 percent of the respondents had witnessed dull participation when there were no school meals as compared to score of 93 percent of the respondents who were active when there was school feeding programs.

5.4 Conclusion

Based on the findings, it was concluded that children are motivated to enrol in pre-school as a result of SFP. There was evidence that due to lack of SFP most parents especially from low income group fail to take their children to school, hence effects on enrolment.

The study further established that SFP influenced school attendance by the pre-schools in Kisumu East Sub County. Among top three activities that the county should lay emphasis is on SFP since compared with other influence such as friendly environment, motivating children and free primary education SFP was rated high.

School meals have enhanced involvement on learning activities contributing to lessons children's participation according to finding was low with no meals. This being a major factor as opposed to factors such as fears of others children and lack of knowledge of what is being taught SFP provided opportunity for children to participate in class during extra curricula activities.

Notwithstanding the positive impacts of the school feeding programme as discussed above; there were a number of factors that had positive impact on educational outcomes. These include; school infrastructure.

5.5 Recommendations

After conducting the research, the following were the recommendations that could be implemented among the many pre-primary schools in Kisumu East sub-county and other public primary schools across the country. In cases where the parents/guardians are middle-level or low income earners, it is recommended that the governments (both county and national) initiate and implement school feeding programs. Majority of the affected children are those from poor background who could not afford balanced diets and complete meals in a day. When government comes in to provide SFP, the pre-school children, as well as others in lower and upper primary, are encouraged to enrol, attend and participate in class work.

The schools should also initiate and implement SFPs especially for the pre-school and lower primary children who are motivated to learn when their environment is conducive and when their stomachs are full. Motivations to remain in school for the pre-school children were mostly the SFP and parental sensitization coupled with other motivating factors that the children would feel attracted to class. The changes in enrolment were observed to be directly proportional to the presence of motivating factors in school including school feeding programs. Their motivation to go to school was to learn, write and plan for their futures.

From both the teacher's responses and the children's views, it was evident that there were several cases where the children went without food or either a meal. It was also evident that many were not taking balanced diets in their meals and incidences of fruits as well as vegetables were few. The low concentration in class as well as low involvement in school activities need an attention that could include implementing a school feeding programme, soliciting for help from well-wishers or organizations to support in ensuring a SFP was in place or creating an interactive sessions nearing and after meals to increase their concentration in class.

5.6 Suggestions for further study

The study suggests the following for further research;

- i. This study was done in Kisumu East Sub County only; probably it would be prudent enough to replicate this study in other sub county as Nyakach, Muhoroni and Seme to establish whether similar results would be achieved.
- ii. The study was limited to four dependent parameters, enrolment, attendance active involvement in learning activities and nutritional status. The study

recommends that further study should be done on other variable such as language development.

- iii. A study on the sustainability, the implementation of school feeding programme should be conducted.
- iv. During research, effects of drop out were identified at pre-school level. There is need to investigate the cause of drop out at pre-school level.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi,

Dept. of Educational, Administration & Planning,

P.O. Box 30197 – 00100, Nairobi

Date: _____

The Head teacher, _____

P.O Box _____

Kisumu County

RE: REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study.

I am requesting for your participation in a study that examines *“Influence of School Feeding Programme on children’s’ participation in pre-schools in Kisumu East Sub-County, Kenya”*.

Please fill in the questionnaires. The research results will be used for academic purposes only and information provided will be treated with confidentiality. Your cooperation will be appreciated.

Yours sincerely,

Lucy Matengo

Appendix II: Questionnaire for Head Teachers

I am glad to inform you that you have been selected to participate in the study to help the researcher find out the influence of school feeding programme on pre-school children' participation in Kolwa East. The information will be used strictly for academic purpose therefore do not write your name or your school on this paper.

Instructions

Please put a tick (√) in the box and fill in the space provided on what is applicable to you.

Section A: Demographic Information

1. Gender

a) Male []

b) Female []

2. Working experience

a) Below 5 years []

b) 5 – 10 years []

c) 11 – 15 years []

d) 16 – 20 years []

e) Above 21 []

3. What is the level of your profession?

a) Untrained []

b) P1 []

c) ATSI – IV []

- d) (d) Graduate []
- e) Other specify.....

Influence of school feeding programme on children’s enrolment.

- 4. Do you have school feeding programme being implemented in your school
 - a) Yes []
 - b) No []

- 5. What mostly influences the school increased enrolment in Pre-schools?
 - a) School feeding programme []
 - b) New classes []
 - c) Free Primary Education []
 - d) Past performance []

- 6. How would you rate children’s enrolment?
 - a) High []
 - b) Low []

Effects of school feeding programme on children attendance

- 7. What do you think would be some of the reasons for the failure of children’s attendance in pre-school?
 - a) Hunger []
 - b) Insecurity []
 - c) Lack of Motivation []
 - d) Other Specify.....

8. Do you think school meals enhance children's attendance in school?

a) Yes []

b) No []

9. How would you rate the school attendance?

a) High []

b) Moderate []

c) Low []

Influence of school feeding on children's involvement in learning activities.

10. How do children take part in learning lessons when there are school meals?

a) Dull []

b) Lively []

c) Very active []

d) Others specify.....

11. Do children actively participate in class learning both morning and afternoon sessions?

a) Yes []

b) No []

12. How do children take part in extra curriculum activities?

(a) Actively []

(b) Moderate []

(c) Inactive []

Other factors that can improve involvement of children in learning activities other than school feeding programme

Please indicate whether you strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) with the following statements.

Statement	SA	A	D	SD
Home literacy experience helps in improving involvement of children in learning activities in pre schools				
Level of education of parents helps in motivating them to take children to school.				
children participate fully in class if the teachers encourage them to learn				
Most parents needs to be sensitized on the importance of deduction and this improves learners involvement in learning activities				
School infrastructure is key in improving learning activities of children i.e. good classroom and friendly environment				
children's involvement in learning activities requires follow up by teachers and parents on their school work regularly				

Appendix III: Questionnaire for ECD Teachers

The questionnaire is designed to help the researcher find out the influence of school feeding programme on children's participation in Pre-schools in Kolwa East. The information you will give will be used for the purpose of the study only. Do NOT write your name or school.

Demographic Information

Put a tick (✓) to indicate your answer

1. Gender

a) Male

b) Female

2. Working Experience

a) Below 5 years

b) 5 – 10 years

c) 11 – 15 years

d) 16 – 20 years

e) Above 21 years

3. What is your level of profession?

a) Untrained

b) (b) P1

c) (c) ATSI – IV

d) Graduate

e) Other specify.....

4. Does school meals programme encourage children to join school?

a) Yes []

b) No []

5. If yes which level has the highest increase in enrolment?

a) Pre-schools []

b) Standard 1 – 3 []

c) Standard 4 – 5 []

d) Standard 5 – 8 []

6. What mostly influences school increased enrolment?

a) School feeding program []

b) Free Primary Education []

c) Past performance []

d) Other specify []

Influence of school feeding programme on children's attendance in Pre School

7. What do you attribute to be some of the reasons for the failure of children's attendance in Pre-schools?

a) Hunger []

b) Insecurity []

c) Lack of motivation []

d) Floods []

8. Do you think school feeding programme enhance children's attendance in your school?

a) Yes []

b) No []

9. How would you rate the school attendance?

a) High []

b) Moderate []

c) Low []

Influence of school feeding programme on children's involvement in learning activities

10. Do children take part in learning in both morning session and afternoon session?

a) Yes []

b) No []

11. How would you describe the children's participation in school?

a) Very high []

b) High []

c) Moderate []

d) Low []

12. How do children take part in extra curriculum activities?

(a) Actively

(b) Moderate

(c) Inactive

Other factors that can improve involvement of children in learning activities other than school feeding programme

Please indicate whether you strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) with the following statements.

Statement	SA	A	D	SD
Home literacy experience helps in improving involvement of children in learning activities in pre schools				
Level of education of parents helps in motivating them to take children to school.				
children participate fully in class if the teachers encourage them to learn				
Most parents needs to be sensitized on the importance of deduction and this improves learners involvement in learning activities				
School infrastructure is key in improving learning activities of children i.e. good classroom and friendly environment				
children's involvement in learning activities requires follow up by teachers ad parents on their school work regularly				

Appendix IV: Interview Schedule for the children

The interview schedule sought information on the influence of school feeding programme on involvement of children in learning activities. The researcher conducted 10 interviews among the 200 pre school children

1. Gender
 - a) Male []
 - b) Female []
2. Class school residence.....
3. Which school do you attend?
4. What time do you arrive in school?
5. How do you come to school by what?
6. What do you often take for breakfast?
7. Who prepares your breakfast?
8. Are you given meals at school
9. If yes, how many times in a day?
 - a) Once []
 - b) Twice []
 - c) Thrice []
 - d) Others []
10. What do you take at midday?

11. How do you feel in class before taking meals and after?
12. What is your favourite meal in school?
13. Are you given some portion of food to carry home for your parents?
.....
14. What really motivates you to come to school regularly?
.....

AppendixV: Document Analysis Guide

The document analysis guide sought information on enrolment of children. This was analysed with the help of admission book and attendance register

School type.....

School enrolment

Year	2013		2014		2015	
Gender	Boys	Girls	Boys	Girls	Boys	Girls
Subtotal						
Total						

School

Year

Term

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

Appendix VI: Letter of authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No. **NACOSTI/P/16/13203/12460**

Date:

11th July, 2016

Lucy Atieno Matengo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of school feeding programme on pupils participation in preschool in Kisumu East Sub County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **11th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu 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.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

Appendix VII: Research permit


THIS IS TO CERTIFY THAT:
MS. LUCY ATIENO MATENGO
of THE UNIVERSITY OF NAIROBI, 0-200
Nairobi, has been permitted to conduct
research in *Kisumu County*

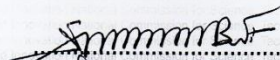
Permit No : NACOSTI/P/16/13203/12460
Date Of Issue : 11th July,2016
Fee Received :Ksh 1000

on the topic: **INFLUENCE OF SCHOOL
FEEDING PROGRAMME ON PUPILS
PARTICIPATION IN PRE SCHOOL IN
KISUMU EAST SUB COUNTY KENYA**

for the period ending:
11th July,2017




.....
**Applicant's
Signature**

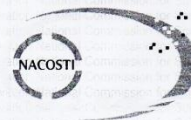

.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 10078

CONDITIONS: see back page