

**INFLUENCE OF FOOD PROVISION ON PUPILS' PARTICIPATION IN
PRIMARY EDUCATION IN PUBLIC AND PRIVATE SCHOOLS IN MOGOTIO
SUB-COUNTY, KENYA**

Chirchir Joseph Ayabei

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DECLARATION

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

Chirchir Joseph Ayabei

Reg.No.: E56/63666/2013

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

Dr. Daniel K. Gakunga

Lecturer

Department of Educational Foundations

University of Nairobi

Mr. Paul Ejore

Lecturer

Department of Educational Foundations

University of Nairobi

DEDICATION

This research project is dedicated to my wife Sally Chirchir and our children; Emmy, Lyne, Dan and Naomi.

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To all of you, may God bless you.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
EFA	Education for All
FDG	Focus Discussion Groups
FEP	Food for Education Programme
GOK	Government of Kenya
KRCS	Kenya Red Cross Society
MDG	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Council for Science, Technology and Innovation
SFP	School Feeding Program
SPSS	Statistical Package for Social Sciences
UN	United Nation
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WFP	World Food Programme

ABSTRACT

The purpose of this study was to investigate the influence of food provision on pupils' participation in education in public and private primary schools in Mogotio Sub-County, Baringo County, Kenya. It was guided by three objectives which included; to determine the influence of food provision on pupils' enrolment, school attendance and completion rate in public and private primary schools. The literature review focused on different scholars' works relating to the pupils participation and food provision in schools. This study employed descriptive survey research design. The total population for this study consisted of headteachers, teachers, standard eight pupils and parents in public and private primary schools. The study used stratified sampling to select schools based on their category to participate in the study. In public primary schools, the schools were divided into strata based on the three educational zones to ensure equal representation. Five schools were picked randomly from each zone to add up to 15 sample public schools. All the 12 private schools were sampled due to their small number. Census sampling was used to select all the head teachers in the sampled schools. Simple random sampling was used to sample five teachers and ten pupils from each sampled school in both categories of schools. Therefore the total sample for the study comprised of 15 head teachers, 75 teacher and 150 pupils from public primary schools and 12 head teachers, 60 teachers and 120 pupils from private schools. Also 20 parents from each category of schools was selected making a total of 40 parents. Data in the study was collected using questionnaires and an interview guide. Descriptive statistics was used to analyze the collected data and presented inform of frequency distribution and percentages. The study findings showed that pupils' enrolment in public primary schools was largely influenced by food provision than their counterparts in private schools. The study findings revealed that school meals helped to retains pupils in schools to a large extent in public primary schools than in private primary schools. The findings of the study also showed that school meals influenced pupils' completion rate more in public schools than in private schools. The study recommended that the high spirit with the parents towards contribution of food in the schools should continue since this had a positive effect on enrolment. The school management should also come up with more strategies related to expansion of the school gardens to cater for a high capacity of children. The study suggested that a study should be done to establish whether food provision had the same effect on participation of learners in early childhood education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Participation means giving children a say in their education, listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas and giving them control of their learning. Provision of school meals is an incentive for enrolment and regular school attendance not only to parents in the form of an implicit subsidy but also to the pupils who enjoy the free meals. School meals are also offered to improve the nutritional status of pupils, particularly in deprived arid and semi-arid lands (ASAL) (Buttenheim, Aldrman & Friedman, 2011). In many households, hunger has been a barrier to school participation (Dheressa, 2008).

A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend school properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling. Thus, low school enrolment, low class attendance, lack of active participation in class activities and high student drop-outs are recurring problems in child education among poor households especially in areas prone to conflict and high food insecurity (Ahmed, 2004; Adelman, Gilligan & Lehrer, 2008).

According to World Food Program (2000), hungry pupils do not concentrate in learning. Therefore, the disadvantaged pupils who attend school are likely to repeat the cycle of hunger and poverty in future due to lack of education if not assisted with food

provision. World Food Program has been in the front line to provide millions of school children with food in the world as an incentive to lure children to school and maintain their attendance. Participation in education by the children from families struck by absolute poverty is affected especially if the family cannot afford to provide food to the children. Provision of food in school can be used to address temporary hunger to make a significant contribution in the improvement in attendance and school achievement.

Short term hunger common in children who do not have anything to eat before going to school, results to difficulty in concentrating and performing complex tasks, even if the child is otherwise well nourished (Bundy, 2009). Additionally, school feeding and school food production can be linked very usefully in learner participation in primary education. Food provision that has been initiated in many countries including Kenya, has been shown to improve academic performance and nutritional status in developing and industrialized countries. These meals are prepared from locally produced foods and are intended to make up for possible imbalances in the children's daily diet (Vermeersch, 2004).

School meals have a positive effect on attendance rates and on scores in exams in the final year of primary school (WFP, 2010). The long term objective of food provision is to assist in the promotion of Universal Primary Education (UPE) to the socio-economically disadvantaged and nutritionally vulnerable children especially in pre-primary and primary school in targeted areas. The short term objectives are to increase enrolment, prevent dropout, stabilize attendance and assist primary schools to improve the attention span and ultimately the learning capacity of students by relieving

short term hunger(WFP, 2009). Another significant contribution is to improve the nutrient intakes of primary school children and to also improve school attendance. Also, the program would assist school committees and community in the identification and development of enterprises to sustain food provision for all learners.

In 2001, WFP launched a global campaign to expand access to education for millions of children in the world. By then, there were 66 million school children attending school hungry in the world (World Food Program, 2001). These programmes can be used to target areas where enrolment ratios are lowest and which can have greatest effect towards improving education standards of the children (Del Rosso, 1999). According to Ahmed (2004), school meals increased pupils' participation in school. Provision of food in schools has increased pupils' enrolment, reduced dropout rate, increased attendance and improved performance in participating schools as compared to their counterparts where no feeding programs were available.

In Africa, some regions are adversely affected by drought and famines which affects children severely than the adults. In 1999, 29 countries across northern regions of the continent benefited from WFP food assistance to relief children from hunger (UNESCO, 1999). It has been noticed that when school food provision are introduced to state schools to enrolment increases. For instance, when a school feeding programme which consisted school meals and home rations for girls was introduced in 2000 by WFP in Morocco, enrolment of girls in schools increased within two years of the programmes' implementation (WFP, 2008). Moreover, learner participation in privately owned primary school where food provision is a compulsory

programme integrated into the school fees structure has been reported to be high throughout the year (He, 2009a)

In the late 1990s, Niger was one of the countries with the five lowest school enrolment rates in the world. However, the introduction of school feeding program which was intended to enhance attendance of nomad and transhumant families, enrolments were noted to have increased by 30 percent within two years of the programmes implementation (WFP, 1988). In Ghana, food provision in state owned primary schools was introduced in 2003, it made an amazing increase in pupil enrolment from about half a million to about 1.04 million by 2010 (Langinger, 2011).

In Kenya, approximately 80 percent of the populations living in rural areas are farmers who have unproductive land and are faced by chronic water shortages that put the country in a constant state of food insecurity. The Government of Kenya (GOK) through the WFP introduced food provision in public primary schools in 1981. Though, the programme is still in operation and covers arid and low potential areas in which food production is low, pupils' participation especial in public schools is highly warranting. These areas are poor, have food deficits and school enrolment levels that are below the national average count of 87 percent (Finan, 2010).

The objectives of food provision programmes in schools are to improve nutritional status, school enrolment and attendance levels and therefore academic performance of participating children. Food provision aims to achieve this through providing a nutritious midday meal to pupils (UNESCO 2005). The programme has so far seen great improvement in pupil enrolment in public primary schools. The rate of completion of

primary school was also higher in schools offering school meals, and a higher percentage of children from primary schools that offered meals moved on to secondary school after graduating(WFP, 2010). On the other hand learners' participation in private primary schools is deemed to be higher due to their consistent food provision programme (Ministry of Education, 2010).

Provision of education is a major component in the realization of the Kenya's vision 2030. Despite the introduction of the Free Primary education (FPE) policy, educational outcomes especially in rural semi-arid and arid areas has shown very low completion rate trends in primary school education (Migosi, Nanok, Ombuki, Ombuki, Evusa, & Metet, 2012). There are challenges of equity for every citizen to participate towards the envisaged developments as a result of poverty of the households. This challenge may deny many children an opportunity to attend school and hence acquire necessary knowledge and skills. Poverty prevents children from attending school and those that do not attend are at high risk of exploitation through child labour, child trafficking as well as becoming victims of violence (United Nations, 2000). Schools in parts of drought stricken Kenya have managed to stay open, providing crucial meals for young children. The drought that often hits various region of the country creates serious food shortages, putting more than one million Kenyans at risk of hunger.

Mogotio sub-county in Baringo County is one of the regions that often experiences serious food shortage during droughts and has a population of 125,940 according to Kenya census data (2009). The area is dry and its people keep livestock such as sheep, indigenous cattle and goats. The area has been benefiting from school feeding programmes since 1980 (Mogotio Sub-County Education Office, 2012). Currently it

benefits from the home grown school food provision in the public primary schools. The Ministry of Education has cited disparities of food and transport prices together with funding shortfalls as factors that hinder education officers from effectively monitoring the school food provision programs (Ministry of Education, 2010). However, pupils’ participation in public and private primary schools have registered marginal difference as shown in Table 1.1 despite the provision of food in schools.

Table 1.1 Pupils’ enrolment and attendance rates in Mugotio Sub-County

Year	Public primary schools		Private primary schools	
	Enrolment	Attendance rate	Enrolment	Attendance rate
2010	1768	56.6%	2207	81%
2011	1510	43.2%	2003	93.1%
2012	1589	49%	1980	78.3%
2013	1323	41.9%	2016	79.8%
2014	1509	38.7%	1600	74.5%
2015	1490	44.2%	2010	87.1%

Source: Mogotio Sub-County Education office (2015)

Information contained in Table 1.1 showed that there existed a significant difference between pupils’ enrolment and attendance rates in public and private primary schools. Also information sourced from the education’s office in the sub-county showed that there were fewer private primary schools in the area than public primary schools that is 12 and 80 schools respectively. However, the private primary schools registered higher pupil enrolment, attendance and completion rate than their public primary school counterparts. It was thus against this information that this study sought to find out the influence of

provision of food programme on pupils' participation in both public and private primary schools.

1.2 Statement of the Problem

Hunger and malnutrition ailments are among the factors that causes poor enrolment, high dropout and low completion rates in primary schools in the rural areas. Provision of food is a positive measure to address the problem of learners' enrolment and dropout in hunger prone regions. In 2009, the Kenyan government introduced school feeding programme in order to involve and empower the community in the provision of food to support school access and retention of their children in public primary schools. However, pupils' participation in education in primary schools more so in Mogotio Sub-County has been constantly interrupted due to frequent droughts in the area. As a result, pupils' enrolment, retention, attendance and completion in public primary schools has been lower than that of private primary schools that offer food provision throughout the year. The current study sought to establish the influence of provision of food on pupils' participation in education in public and private primary schools in Mogotio Sub-County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of food provision on pupils' participation in education in public and private primary schools in Mogotio Sub-County, Baringo County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To determine the influence of food provision on pupils' enrolment in public and private primary schools in Mogotio Sub-County.
- ii) To establish the influence of food provision on pupils' school attendance in public and private primary schools in Mogotio Sub-County.
- iii) To establish the influence of food provision on pupils' completion rate in public and private primary school in Mogotio Sub-County.

1.5 Research questions

The study sought to answer the following research questions:

- i) How does food provision in public and private primary schools influence pupils' enrolment in Mogotio Sub-County?
- ii) How does food provision in public and private primary schools influence pupils' school attendance in Mogotio Sub-County?
- iii) How does food provision in public and private primary schools influence pupils' completion rate in Mogotio Sub-County?

1.6 Significance of the Study

The findings of the study may be beneficial to the government and education stakeholders like parents, teachers, donors, policy makers among others in realizing contribution of food provision in enhancing enrolment, attendance and completion of the primary schooling. The study may also contribute to the existing body of literature in the areas of factor influencing the school feeding programme on pupils' participation in primary schools in arid and semi-arid areas.

Educational administrators and planners in the country may find the information useful when formulating policies on the food security in the schools. World Food Program, county directors and donors to school food provision may find the information useful in the identification and alleviation of the challenges faced by the food provision.

1.7 Limitations of the study

The study was done in Mogotio Sub-County, Baringo County which is a semi-arid area with schools located geographical away from each other, therefore it was hectic for the researcher to visit all schools in the study area. The busy schedule of teachers, and head teachers also slowed down the data collection process. The study area was also prone to bandits and other insecurity challenges, therefore, the researcher feared facing some security threats while conducting the study thus looked for security escort from the study area.

1.8 Delimitations of the study

The study delimited itself on the influence of food provision on pupils' participation in education leaving out other influences that can hinder participation. The study population constituted of headteachers, teachers, pupils and parents in 27 sampled public and private primary schools to represent the rest of the population. The study was conducted in Mogotio sub-county in public and private primary schools.

1.9 Assumptions of the study

The study was based on the following assumptions;

- i. Provision of food in public and private primary schools enhance completion rate.

- ii. Provision of food in public and private primary schools influenced pupils' participation in education.
- iii. There were food provision programs in public and private primary schools in Mogotio Sub-County.

1.10 Definition of operational terms

Attendance refers to the rate at which the pupils are able to attend classes on a daily basis.

Dropout refers to stopping to attend school of a pupil who had been enrolled in a certain school before completing a course.

Participation refers to the pupils actively and lively taking part in teaching-learning activities which include pupils' enrolment, daily attendance, class learning activities and completion of course.

Enrolment refers to the number of pupils registered in a school.

Food provision refers to the provision of meals or snacks at school to reduce pupils' hunger during the school day

1.11 Organization of the study

This study was organized into five chapters. Chapter one presented the background to the study, the statement of the problem, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions for the study definition of operational terms and organization of the study. Chapter two presented the

literature review, on different scholars' works relating to the influence of food provision on pupils participation in education, as well as the summary, and the conceptual frameworks for the study. Chapter three presented the research methodology. Chapter four consisted of data analysis presentation, interpretation and discussions of the study findings. Chapter five consisted of the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented the review of related literature, on different scholars' works relating to the pupils participation and food provision in schools. It was presented on the following sub topics; overview of provision of food in primary schools, influence of provision of food on pupils' enrolment in public and private primary schools, influence of provision of food on pupils' attendance public and private primary schools, influence of provision of food on pupils' completion rate in public and private primary school, as well as the summary, theoretical and the conceptual frameworks for the study.

2.2 An overview of the influence of food provision on pupils' participation in primary education

According to Langinger (2011), in Kenya, programs to cater for food provision in schools have been in existence since early 1980's with varying degrees of success. These programs have been used primarily as incentivize for pupils' enrolment and retention in rural and marginalized areas. Free or subsidized meal programs have over the years played an integral part in realizing the universal primary education goals. Consequently, involvement of significant foreign players has greatly elevated the Kenyan government's role in the success, direction and stewardship of these programs. Therefore, heavy reliance on foreign aid and management has been subjected to fluctuations. In 2009, the Kenyan government introduced a feeding program – Homegrown School Feeding Program (HSFP) in the bid to transition toward a more national, sustainable and integrated school meal provision alternative. Nevertheless, numerous financial and

infrastructural strains have challenged the ability to successfully sustain to fund and operate school feeding program.

Kenya's public primary schools have over the years had feeding program that have continuously been experiencing expansion and refinement to ensure quality education is provided. Introduction of free compulsory primary education for all Kenyan children in 2003, the WFP-assisted feeding program has developed alongside national policies of increased student health, attendance, and performance (MoE, 2003). From its inception, it has targeted food inequality in the most vulnerable areas of Kenya, including school districts in the ASAL and the informal urban slums of large cities such as Nairobi and Mombasa (Espejo, 2009). On the other hand, private schools incorporate provision of food in the school fees structure to ensure that food provision was catered for in the schools.

To address historical primary school absenteeism among Kenya's most impoverished and traditional communities, free meals are used as an incentive to attract school-aged children to class. Within rural communities in which food is scarce, this daily meal provision relieves much of the burden of childrearing. The beneficiaries of the program are extremely poor families that are largely unable to provide the minimum Recommended Daily Allowances (RDA) of calories, protein, and essential micronutrients to their children. These poor conditions may irreversibly stunt the mental and physical development of young children, resulting in wasted potentials and lifelong difficulties (Galal, 2005). The nutritional importance of the school meal (usually around 700kcal) is immense, representing more than half of the consumed RDA values for 40 percent of the participating students (Finan, 2010).

According to field studies, the “magnet effect” of the meal programs has greatly increased school attendance rates especially among young children. Rural schools that provide meals show higher attendance rates and lower initial dropout rates than schools that do not (Espejo, 2009). The immediate financial and nutritional benefits provided by schooling attract parents struggling to support their children on low-yielding subsistence farming. On average, participating families save between four and nine percent of their annual income by taking advantage of school meals and avoiding added food expenditures (Finan, 2010).

Additionally, many rural parents have been able to utilize schooling as a form of subsidized childcare, which gives them more time to engage in household chores, farming, or other income-generating activities. The short and long-term benefits to the child are even more pronounced. Studies tracking the impact of school feeding have shown improvements in IQ, immunity to illness, height, and weight among participating children (Galal, 2005). Micronutrient fortification, malaria treatment, and annual deworming initiatives have been implemented alongside school meal programs and have had considerable effect on increasing overall student health (Galloway, 2009). Pupils are no longer distracted by hunger and the crippling effects of extreme malnutrition. The students are thus, better and able to concentrate, understand new material, and socialize with both teachers and peers. Therefore, the current study sought to establish the influence provision of food on pupils’ participation in public and private primary schools.

2.3 Influence of provision of food on pupils' enrolment in public and private primary schools

According to Adelman et al (2008), school meals play important roles in encouraging early enrolment. Even though in-school meals are believed to affect age at entry through an income effect, which is by increasing household income and raising the benefit of attending school, yet this income effect should be large enough to make households send their children to school. They further noted that school meals affect the age at entry in different ways. The provision of food offsets the cost of educating children by making available additional income for households, and consequently raising the benefits of attending school. This is called an income effect of school feeding. When this income effect is large, it can cause households to send their children to school at a relatively younger age thereby minimizing the possibility of late entry.

According to firsthand teacher accounts, children who received meals are generally healthier, more receptive, energetic, and easier to teach (Galal, 2005). Following WFP recommendations, some ASAL school districts have begun providing fortified morning biscuits to get a jumpstart on the cognitive and nutritional benefits of feeding (Finan, 2010; Galal, 2005). Consequently, pupils from poor households are enrolled in public primary schools where they do not attend during drought seasons. They are engaged in family support chores to source livelihood whereas pupils enrolled in private primary schools are provided for with food throughout.

School Feeding Program may also influence the age at entry. That means the act of households to send their children to school earlier with the commencement of

School Feeding Program would create a social pressure and prompt similar action on the part of those who haven't enrolled their children yet. Therefore this study sought to find out how food provision affects pupils enrolment in primary schools.

2.4 Influence of provision of food on pupils' attendance in public and private primary schools

School meals can be effective at increasing class attendance because children receive the meal only when they attend school. The opportunity cost of allowing a child to attend school varies across school days and seasons and this cost could even be higher than the expected benefit. School meals may or may not encourage attendance depending on how the beneficiaries value them. Thus, the value of the meal relative to the difference between the cost and expected benefit of schooling also determines attendance (Adelman et al., 2008).

Powell and Walker (1998) showed three aspects of nutrition that can influence class attendance. School meals alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours. Thus this aspect of nutrition targets for short term impact and enables a child concentrate and learn more.

School meals may also generate nutritional improvements for a child over long run. The improved nutritional status as a result of school meals will in turn enhance a child's physiological capacity for learning thereby increasing the benefits of schooling and the child's desire to attend school. Meals can also reduce morbidity

through improved nutrition and consequently enhance attendance. Morbidity is a cause of absence in many developing countries and school meals help children overcome this problem and learn longer. In this regard, school feeding increases micronutrients intake and hence strengthen children's immunity and avoid infectious diseases among children. Although not a school feeding program in the traditional sense, school-based food distribution has also been used successfully to improve enrolment and attendance among school-age children, particularly girls. In Bangladesh a program of school-based food distribution increased enrolment by 20 percent versus a 2 percent decline in non-participating schools (Ahmed& Del Ninno, 2002).

In Pakistan, there is a program that provides an income transfer in the form of one or two tins of oil to families whose girls attend school for 20 days per month. In its pilot phase the oil incentive program demonstrated that it could make a significant contribution to full attendance. In participating schools enrolment improved by 76 percent compared to 14 percent in the province overall. Attendance increased from 73 percent to 95 percent among participants. The program also claimed to put additional food into the hands of mothers and to serve as a contact between mothers and teachers on distribution days (WFP, 1996). These food transfer mechanisms do not offer the same potential benefits, for example, meeting short-term hunger and specific nutritional needs, as programs that deliver food directly to beneficiaries. These kinds of programs should therefore be assessed within the context of other food and resource transfer programs.

Class participation is the act of active participation in learning activities by pupils. This may require that a child be in sound health and mind (physical, psychological and

emotional). The WFP (2000) noted that a hungry learner will struggle to concentrate on his/her studies but is easily distracted. The school meal may therefore be the solution to these children who come from poor and conflict areas as will be able to receive meals from school thereby solving the problem of hunger and concentrate in the learning process.

Vermeersch and Kremer (2004) found that pre-school children receiving breakfast in school increased class participation in the treatment group by 8.5 percent than their counterparts who never received breakfast in school. It was therefore clear that the school meals improved pupils' participation in school. This study therefore sought to determine the influence of provision of food on the learners' active participation in class.

2.5 Influence of provision of food on pupils' completion rate in public and private primary school

Though school-feeding programs have increased student enrolment rates, attendance, and exam scores, rural districts have exhibited only modest gains in completion rates and advancement to secondary school (Finan, 2010). With average completion rates hovering at around 34 percent in arid and 57 percent in semi-arid districts, it was clear that even with the presence of school meals, regional disparities in education persisted. Especially among poor children and girls, these numbers are far below the standards Kenya must meet in order to achieve Millennium Development Goals 1-3 (poverty reduction, universal primary education, gender equality) by 2015 (MoE, 2004).

Unfortunately, the meal program's positive impact on school attendance appears to weaken with age. Within traditional rural communities, as children get older they become

valuable economic resources to their families, and the pressure to contribute to household chores and earnings steadily mounts. Between seventh and eighth grade, the appeal of a school meal is suddenly much less significant and dropout rates increase with the rising opportunity costs of staying in school (Finan, 2010). As they reach adolescence, boys are expected to start work as farmhands or manual laborers and girls are groomed for early marriage in order to fetch a higher bride price (Finan, 2010). If a rural child's primary schooling experience has not instilled the merits of an education (the "catalyst effect"), cultural and economic pressures thwart primary completion and progression to secondary school (Njeru, 2005). Furthermore, due to a general scarcity of secondary schools in the ASAL, many bright and otherwise willing rural children are forced to prematurely end their schooling after standard 8 (UNESCO, 2005).

Other factors such as water scarcity and inadequate infrastructure continue to impede full realization of the central goals of Kenya's school meal program. Certain financially strapped schools require families to contribute money, labor, water, and firewood to receive the daily meal allowance, compromising the full effect of the meal incentive (Finan, 2010). Rural schools, widely without firewood to fuel kitchen stoves, clean water, and money to pay cooks, find it difficult to provide daily meal services without burdening parents for missing inputs (Bundy et al, 2009). Additionally, schools are not always equipped with suitable bathrooms and kitchens to ensure that food is prepared in a hygienic and safe environment. These factors undermine the quality and effectiveness of the feeding program in many districts in rural Kenya.

Another large obstacle for Kenyan schools to overcome is related to the poor quality of instruction. Due in part to FPE initiatives and the popularity of free school meals, hungry

students seeking food aid have overrun many schoolhouses in the ASAL regions. According to WFP findings, the average enrolment of schools that offer meals is 28 percent higher than schools that do not, and the average student-teacher ratio is a staggering 11 points higher than the national average (Finan, 2010). Thus, although the goal of increased attendance has been somewhat met, little has been done to help schools cope with recently inflated student bodies and declining teacher incentives. The many challenges inherent to the ASAL have made it increasingly difficult to recruit willing and qualified teachers to school districts. Kenyan educators have largely avoided rural schools hundreds of miles from city centers with few roads, and resources. Hence this study sought to determine how food provision affect pupils' completion rate in primary schools.

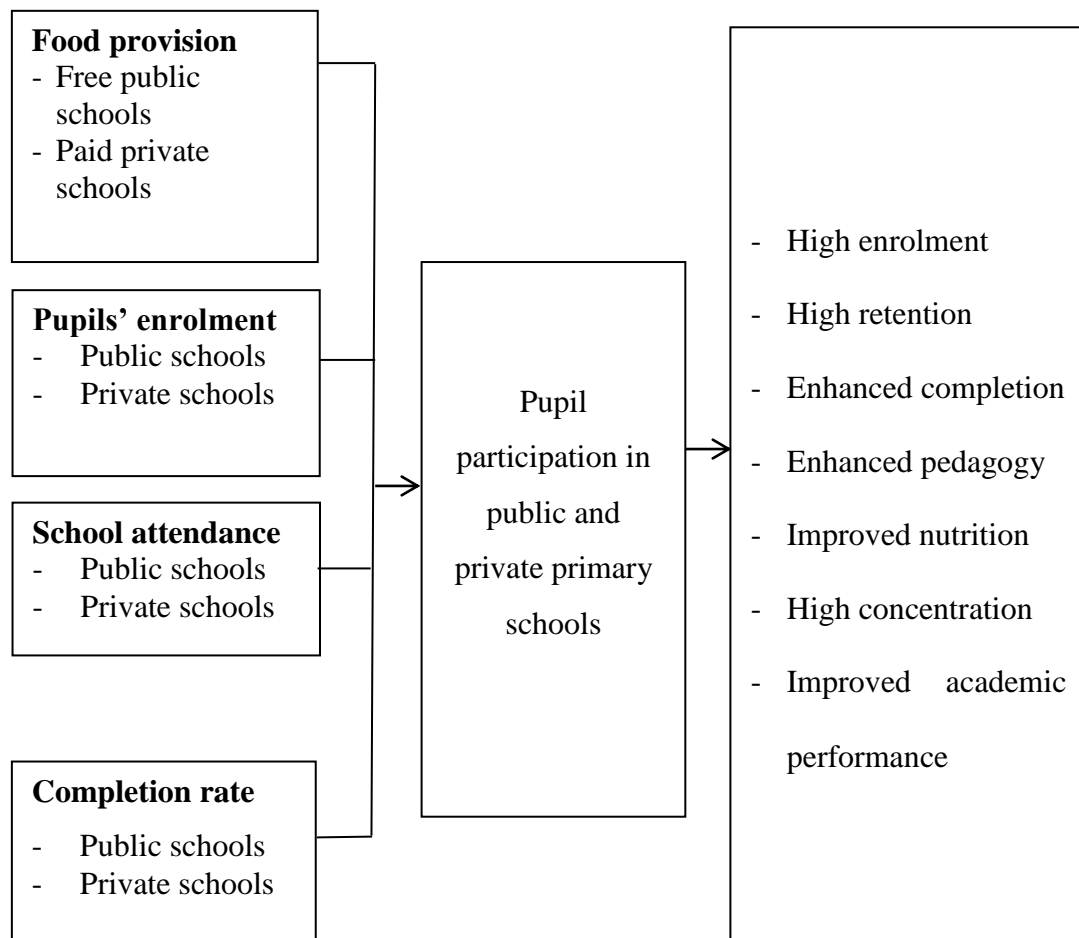
2.6 Summary of the reviewed literature

Reviewed literature from other studies have shown that food provision directly influence the pupils' participation in education. According to WFP (2002), a study on the school meals showed that food provision increases participation of pupils. Another study by Rukmani (2011) revealed that food provision improves pupils' participation in school. Bundy et al (2009) concluded that onsite meals alone do not retain the girls' enrolment which calls for attention. However, another study by Obonyo (2009) in Yala Division found that school feeding programme does not affect pupils' attendance, enrolment and performance except reducing pupils' dropout in public schools leaving out private schools an aspect this study sought to compare. Therefore, the current study sought to establish the influence of food provision on pupils' participation in education in the drought prone regions. This study established the

influence of provision of food on pupils' participation in public and private primary schools in Mogotio Sub-County in Baringo County.

2.7 Conceptual framework

Figure 2.1 Relationship of independent and dependent variables on food provision



Provision of food was the independent variable while pupils' participation (increased attendance, increased enrolment, increased class participation and reduced dropout) were the dependent variables. Participation was influenced by provision of food program as it acted as a strong motivating factor to the disadvantaged pupils and made them attend school and acquire education. Therefore, the incentive of food provision was lead

to increase pupils' participation in learning and finally achieve the universal primary education. The framework illustrated that the pupils' participation results from the school food provision program which reduced hunger pangs hence leading to increased enrolment, attendance, participation and reduced drop out.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlined the methodology that was used in the study. This included the study design, target population, sampling procedure and sample size, research instruments, data collection procedure and data analysis method.

3.2 Study design

This study employed descriptive survey research design. Mugenda and Mugenda (2003) define descriptive research as a process of collecting data in order to answer questions concerning the current status of the study subject. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret it for the purpose of clarification. Kombo and Tromp (2006) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (2004) noted that descriptive research is intended to produce statistical information about aspects of education that interest policy makers and educators. The steps involved in descriptive research are: formulating the objectives of the study, designing the method of data collection, selecting the sample, data collection and analyzing the results, Mugenda and Mugenda (2003). This study fitted within the provisions of descriptive research design because the researcher employed all the steps of descriptive research in his study on the influence of provision of food on pupils' participation in public and private primary schools.

3.3 Target Population

A population is the entire group of individuals, events or objects that have a common observable characteristic (Mugenda & Mugenda, 2003). The total population for this study consisted of 80 public and 12 private primary schools in Mogotio Sub-County, Baringo County, where the 80 headteachers, 247 teachers and 765 standard eight pupils in public primary schools targeted. The target population from private primary school consisted of 12 head teachers, 138 teachers, 812 standard eight pupils and 1427 parents (Mogotio Sub-County education office, 2016).

3.4 Sampling procedure and sample Size

A sample size is a subset of the population to which researcher intends to generalize the results. Any statements made about the sample should also be true of the population (Orodho, 2002). The study used stratified sampling to select schools based on their category to participate in the study. In public primary schools, the schools were divided into strata based on the three educational zones to ensure equal representation. Five schools were picked randomly from each zone to add up to 15 sample public schools. All the 12 private schools were sampled due to their small number. Census sampling was used to select all the head teachers in the sampled public and private schools. Simple random sampling was used to sample five teachers and ten pupils from each sampled school in both categories of schools. Moreover, twenty parents from both categories of sampled schools were sampled making a total of 40 parents. Therefore the total sample of the study comprised of 15 head teachers, 75 teacher and 150 pupils from public primary

schools and 12 head teachers, 60 teachers and 120 pupils from private schools. Also 20 parents from each category of schools was selected making a total of 40 parents.

3.5 Research instruments

Data in the study was collected using questionnaires and an interview guide. A questionnaire is a research instrument that gathers data over a large sample (Mugenda & Mugenda, 2003). According to Kombo and Tromp (2006), questionnaires gathers data of a large sample, saves time, confidentiality is upheld and there is no opportunity for interview bias. A questionnaire is a research instrument that gathers data over a large sample (Kothari, 2004). The questionnaires helped in collecting information over a short period of time. They were also anonymous which helped to produce more honest answers than it was possible in an interview. The questionnaires were used to collect data from three categories of the respondents; head teachers, teachers and pupils. They were in form of open ended questions or unstructured. This method gave the respondents complete freedom of responses. An interview guide was used to collect data from the parent respondents.

3.6 Pilot study

A pilot study was conducted on a sample similar in characteristics to the target population. Two private and two public primary schools were selected for pilot study. The schools that were piloted were not used for the study. This was geared towards assessing the clarity of the instrument items so that those that fail to measure the variables they were intended to measure they were modified or discarded.

3.6.1 Validity of the instruments

To establish the validity of the instrument, this study used content validity which measured the degree to which the sample of tests item represents the content that the tests are designed to measure. To demonstrate the content validity of a set of test scores, one must show that the behaviors demonstrated in testing constitute a representative sample of behaviors to be exhibited in a desired performance domain. Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument (Best & Kahn, 2006). Based on the supervisors' advice the researcher made the necessary adjustments on the research tools.

3.6.2 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results after repeated trials. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest method which involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second administration. According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more will simply show that there is high reliability of data. In this case if the coefficient was less than 0.8, the instruments were reviewed to ensure that they were reliable to give viable data for the study.

3.7 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to report to the

Sub-County Director of Education, Mogotio Sub County, Baringo County, and thereafter write letters to the head teachers to be allowed to do the study in their respective schools. The researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study before administering the questionnaire to the respondents. The respondents were assured that strict confidentiality was maintained in dealing with their identities. The completed questionnaires were collected once filled out.

3.8 Data analysis techniques

According to Mugenda (2008), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned, the researcher then checked for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and percentages was used to analyze the data collected. Tables were used to present responses for each item that was used to answer the study questions. Qualitative data from open ended questions were organized into sub topics and discussed in-line with the research questions.

3.9 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research (Best & Kahn, 2006). The researcher had a responsibility to protect the participants in the investigation. The first ethical consideration was to ensure that the respondents consent to the study. Consent involved the procedure by which an individual was free to choose whether or not to participate in a study. In this study, the researcher reassured the respondents' confidentiality of their responses and therefore encouraged them to answer the questionnaire confidently and positively. A standard protection is often the guarantee of confidentiality, withholding participants' real names and other identifying

characteristics. The answered research tools were safely protected to ensure that they were not mishandled in the wrong hands. The researcher also needed to respect participants as subjects, not simply as research objects to be used and then discarded (Cohen, Manion, and Morrison, 2007).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter dealt with data analysis and interpretation of the findings based on the research objectives. Collected data was analyzed both qualitatively and quantitatively. It was then presented by use of frequency distribution tables.

4.2 Instrument Return Rate

The sample population for the study was 27 head teachers, 135 teachers and 240 pupils which comprised of 15 head teachers, 75 teachers and 150 pupils from public primary schools; and 12 head teachers, 60 teachers, and 90 pupils in private primary schools. Thus, a total of 402 questionnaires were administered to the respondents. After data collection, 100 percent, 15 questionnaires, from head teachers in public primary schools and 100 percent, 12 questionnaires, from head teachers in private primary schools were returned. According to the teachers' return rate 96.0 percent, 72 questionnaires, in public primary schools and 90.0 percent, 54 questionnaires, from teachers in private primary schools was realized. The pupil respondents realized a response rate of 93.3 percent, 112 questionnaires, in public schools while 82.5 percent, 66 questionnaires, were returned from pupils in private primary schools. The researcher also conducted FDGs with parents from sampled schools where 75 percent, 15 parents, from public schools and 60 percent, 12 parents, from private schools availed themselves.

This response rates were sufficient and representative and concurred with Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting.

4.3 Demographic information of the respondents

This study first sought to establish an insight on the study respondents' characteristics and the schools' characteristics which included the school category distribution, pupil enrolment, and teachers' academic qualification and head teachers' length of stay in their current station. This information was to give the study an insight on the characteristics of respondents in both categories of schools that participated in the study.

To show the respondent representation in both categories of schools, the study sought to establish the respondents' school category distribution and presented the findings in Table 4.1.

Table 4.1 Category of schools

School category	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Public schools	15	55.6	72	57.1	112	62.9
Private schools	12	44.4	54	42.9	66	37.1
Total	27	100.0	126	100.0	178	100.0

The study findings revealed the study area had more public primary schools, 55.5 percent, than private primary schools, 44.4 percent in the study area. These findings also agreed with data collected from Mogotio Sub-County education office on the list of schools and their category distribution that showed that the study area had more public primary schools than private primary schools. Moreover, these findings constituted to a difference in teacher respondents that participated in the study because there were more

teachers in public schools, 57.1 percent, than teachers in private primary schools, 42.9 percent. Consequently, 62.9 percent of the pupils' population in public schools exceeded 37.1 percent of their counterparts in private primary schools. These findings from the study and also collected data from the education office implied that teacher pupil ratio in private primary schools was higher than their public schools counterparts despite their huge difference in school establishment.

The study also sought to establish the respondents' gender. The respondents were thus, requested to indicate their gender and the findings were presented as shown in Table 4.2.

Table 4.2 Gender of respondents

School Category	Gender	Head teachers		Teachers		Pupils	
		Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Public schools	Male	11	73.3	17	23.6	52	46.4
	Female	4	26.7	55	76.4	60	53.6
Total		15	100.0	72	100.0	112	100.0
Private schools	Male	8	66.7	13	24.1	31	47.0
	Female	4	33.3	41	75.9	35	53.0
Total		12	100.0	54	100.0	66	100.0

Study findings presented in Table 4.2 showed that 73.3 percent and 66.7 percent of the head teachers in public and private primary schools respectively were male while 75.9 percent and 75.8 percent of teachers in both categories of schools in Mogotio Sub-County

were female. Pupil respondents were equitably distributed across both genders to participate in the study. These findings implied that majority of the public and private primary schools were headed by male teacher while majority of the teachers in the sub-county were females. These findings were a probable indication that more males were promoted into primary school administrative posts than females. This case was to show that males were more able to handle leadership posts than females causing the existing gender disparity in primary school administration. These findings agreed with Cubillo and Brown (2003) who noted that the teaching profession is pre-dominated by women. However, women were less well represented in administrative positions than they are in teaching jobs.

The study further sought to establish the head teachers and teachers age bracket and presented their responses as shown in Table 4.3.

Table 4.3 Age of head teachers and teachers

Age	Head teachers				Teachers			
	Public schools		Private schools		Public schools		Private schools	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 35	0	0.0	0	0.0	16	22.3	25	46.3
36-40	0	0.0	4	33.3	37	51.3	18	33.3
41-50	3	20.0	6	50.0	17	23.6	10	18.5
Above 50	12	80.0	2	16.7	2	2.8	1	1.9
Total	15	100.0	12	100.0	72	100.0	54	100.0

Information contained in Table 4.3 showed that 80 percent of the head teachers in public primary schools were above 50 years old, while, 50 percent of the head teachers in private primary schools in Mogotio sub-county were between 41 to 51 years old. Contrary, 51.3 percent of teachers in public primary schools in the study area were between 36 to 40 years while 46.3 percent of teachers in private schools were below 35 years. The findings were an indication that more head teachers from both categories of schools were older than majority of the teachers. These implied that more older teachers were likely to head schools than their younger counterparts, thus the older teachers were more able to handle administrative roles in both public and private primary schools. The study sought to establish head teachers and teachers' highest professional qualifications and presented the findings in Table 4.4.

Table 4.4 Head teachers' and teachers' academic qualifications

Qualification	Head teachers				Teachers			
	Public schools		Private schools		Public schools		Private schools	
	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)
P1 certificate	5	33.3	0	0.0	41	56.9	38	70.4
Diploma certificate	3	20.0	6	50.0	11	15.3	5	9.3
Bachelor degree	4	26.7	2	16.7	16	22.2	7	13.0
Masters degree	3	20.0	4	33.3	4	5.6	4	7.4
Total	15	100.0	12	100.0	72	100.0	54	100.0

Information presented in Table 4.4 showed that both the teachers and head teachers in public and private primary schools had attained different levels of professional qualification. For instance 33.3 percent of the public primary school head teachers were approved ATS teachers, 50 percent of private school head teachers were diploma holders, 56.9 percent and 70.4 percent of public and private primary school teachers were certificate holders respectively. These findings were an indication that the teachers in both categories of schools were professionally prepared to handle issues that were within their profession thus making them liable to handle absenteeism cases in their schools.

The study also sought to find out the duration head teachers had been in leadership of their current stations. The responses were presented in Table 4.5.

Table 4.5 Head teachers' duration of headship in current station

	Public schools		Private schools	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Less than 1 year	2	13.3	4	33.3
6 - 10 years	4	26.7	8	66.7
Over 10 years	9	60.0	0	0.0
Total	15	100.0	12	100.0

Information contained in Table 4.5 showed that 60 percent of the head teachers in public primary schools in Mogotio sub-county had been in leadership of their current station of over ten years, while, 66.7 percent of the private school heads had been in leadership of their station for six to ten years. This was an indication that majority of the school heads in both categories for schools had been in their current station for long enough to be able to give credible data on the influence of food provision on pupils participation in public and private primary schools. The information captured from the head teachers was thus able to capture teachers' absenteeism in schools and its influence on pupils' performance since majority of the head teachers had been within the sub-county for long enough to give accurate trends on the study's objectives.

To establish head teachers' length of teaching experience, they were requested to indicate their teaching experience this information was to show the distribution of head teachers' administrative experience across public and private primary schools. Their responses were shown in Table 4.6.

Table 4.6 Head teachers and teachers' teaching experience

No of years	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Below 5 years	0	0.0	4	5.6	2	16.7	18	33.3
6 – 10 years	1	6.7	15	20.8	7	58.3	21	38.9
11 – 15 years	6	40.0	16	22.2	2	16.7	15	27.8
Over 15 years	8	53.3	37	51.4	1	8.3	0	0.0
Total	15	100.0	72	100.0	12	100.0	54	100.0

Data contained in Table 4.6 showed that 51.4 percent of the teachers in public primary school had been in the teaching profession for over 15 years while 38.9 percent of the teachers in private primary school had taught for between 6 to 10 years. This was an indication that more public primary school teachers had been in the teaching profession than teachers in private primary schools. Therefore, the study findings implied that more public primary school teachers had acquired more field experience than teachers in private primary schools because of the vastness of their duration in the profession.

On the other hand, 53.3 percent of the head teachers in public primary schools had been in the teaching profession for over 15 years while, 58.3 percent of head teachers in private primary schools had been in the teaching profession from 6 to 10 years. This was an indication that majority of the head teachers in public primary schools had been teaching for longer than their counterparts in private schools. Teachers were further requested to indicate the duration they had been in their current station. Their responses were presented in Table 4.7.

Table 4.7 Head teachers' and teachers' length of stay in the current station

No. of years	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Less than one year	0	0.0	5	6.9	1	8.3	3	5.6
1 – 5 years	1	6.7	9	12.5	3	25.0	23	42.6
6 – 10 years	2	13.3	29	40.4	5	41.7	11	20.4
11 – 15 years	3	20.0	24	33.3	2	16.7	10	18.4
More than 15 years	9	60.0	5	6.9	1	8.3	7	13.0
Total	15	100.0	72	100.0	12	100.0	54	100.0

Information contained in Table 4.7 revealed that 42.6 percent of teachers in private primary schools had been in their current station for between 1 to 5 years, and 40.4 percent of teachers in public primary school had stayed in their station for 6 to 10 years. This was an indication that 83 percent of the teachers in both public and private primary

schools in Mogotio Sub-County were in their current station long enough to give credible information about the issues affecting the purpose of this study. Therefore, the teachers that were involved in the study as respondents were in a better position to give reliable information on the influence of food provision on pupils' participation in public and private primary schools. Also, 60 percent of the head teachers in public primary schools had been in their current station for more than 15 years, while 41.7 percent of the head teachers in private primary schools had been in their current station for 6 to 10 years. These findings were an implication that majority of the head teachers in both public and private schools had been in their work stations for long enough to give credible data on the influence of food provision on pupils' participation in Mogotio Sub-County.

4.4 Influence of Provision of food on pupils' enrolment

Provision of school meals is an incentive for enrolment and regular school attendance not only to parents in the form of an implicit subsidy but also to the pupils who enjoy the free meals. Provision of food in schools has increased pupils' enrolment, reduced dropout rate, increased attendance and improved performance in participating schools as compared to their counterparts where no feeding programs were available. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend school properly even if enrolled (WFP, 2009). The first study objective was to establish how food provision in public and private primary schools influenced pupils enrolment rate in Mogotio Sub-County of Baringo County. The study sought to establish views from head teachers, teachers and pupils on the extent to which school feeding program encouraged pupils to join school. Respondents' responses were presented in Table 4.8.

Table 4.8 Teachers views on food provision on pupils' enrolment

Extent	Public schools		Private schools	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
To a large extent	49	68.1	6	11.1
To a moderate extent	12	16.7	13	24.1
To a little extent	8	11.1	9	16.7
Not at all	3	4.1	26	48.1
Total	72	100.0	54	100.0

Data presented in Table 4.8 showed that 68.1 percent of the teachers in public primary school indicated that provision of food encouraged pupils to enroll in schools to a large extent, while 48.1 percent of the teachers in private schools indicated that food provision did not encourage pupils' enrolment in their schools at all. This was an indication that provision of food influenced pupils' enrolment differently in public and private primary schools. These findings meant that pupils in public primary schools were largely influenced by food provision than their counterparts in private schools. Head teachers, teachers and pupils were also requested to indicate the level of food provision in their schools. The findings were shown in Table 4.9.

Table 4.9 Head teachers, teachers and pupils' views on adequacy of food provision

Level of food provision	Public schools						Private schools					
	Head teachers		Teachers		Pupils		Head teachers		Teachers		Pupils	
	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)
Available and adequate	2	13.3	0	0.0	0	0.0	8	66.7	40	74.1	35	53.0
Available and inadequate	4	26.7	22	30.6	41	36.6	4	33.3	14	25.9	28	42.4
Not available	9	60.0	50	69.4	71	63.4	0	0.0	0	0.0	3	4.6
Total	15	100.0	72	100.0	112	100.0	12	100.0	54	100.0	66	100.0

Information contained in Table 4.9 showed that, 60 percent of the head teachers, 69.4 percent of teachers and 63.4 percent of pupils in public primary schools indicated that food provision was not available in their schools. However 66.7 percent of the head teachers, 74.1 percent of teachers and 53 percent of pupils in private primary schools indicated that food provision in their schools were available and adequate. This information indicated that private primary schools had more reliable food provision programs in their schools than public primary schools. These findings were in consistency with the parents respondents who indicated that private schools had elaborate feeding programs in their school fees structure while public schools depended on

government funding of SFP, well-wishers and community donations that were not regular.

The head teachers and teachers were further requested to show how food provision increased enrolment in public and private schools. Teachers' level of agreement was shown in Table 4.10.

Table 4.10 Head teachers and teachers' views on other factors influencing pupils' enrolment

Statements	Public schools								Private schools							
	Head teachers				Teachers				Head teachers				Teachers			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Food provision program in school	14	93.3	1	6.7	66	91.7	6	8.3	5	41.7	7	58.3	13	24.1	41	75.9
Free Primary Educations	15	100.0	0	0.0	51	70.8	21	29.2	0	0.0	12	100.0	0	0.0	54	100.0
Past School Performance	3	20.0	12	80.0	15	20.8	57	79.2	12	100.0	0	0.0	54	100.0	0	0.0

Information contained in Table 4.10 showed that 91.7 percent of the teachers in public schools agreed that food provision program increased pupils' enrolment a notion that was highly disagreed to by 75.9 percent of teachers in private primary schools. However, other factors that were highlighted by public primary schools included 70.8 percent agreeing that FPE increased enrolment while, 100 percent of the teachers in private primary schools indicated that schools' past performance increased pupils' enrolment. This was an implication that majority of the pupils that were enrolled in private schools

were based on academic performance while their counterparts in public schools were mainly due to the introduction of school feeding programmes and FPE program. This information was also gotten from parents interviewed in sampled schools who indicated that they determined the schools to enroll their children based on the FPE provision in public schools and also schools that provided school meals for their children. Contrary, on an interview with parents from private primary schools in Mogotio, parents cited school academic performance as the key determinant of them to enroll their children.

The head teachers were also requested to indicate the factors that influence increased enrolment rate in their schools. Table 4.10 also showed that head teachers' responses were in line with the teachers' response in both public and private primary schools. This was an indication that parents considered the benefits of the programs provided in different categories of schools on the choice of their children's schools.

Data collected from parents interview showed that 8 out of 15 parents, 53.3 percent, in public schools considered food provision before taking their children to school due to the rampant drought periods in the area. They stated that food provision in schools ensured their children's enrolment in public schools because they can get a meal that is not available at home. This was not captured from 100 percent of the parents in private primary schools who stated that since their schools were paying schools pupils were provided for with school meals throughout the year. This was an indication that parents whose children were in public schools were not able to raise money to pay for education and also fed for their families thus enjoying the FPE program in public schools.

Teachers were requested to indicate the rate at which provision of food encouraged pupils enrolment in public and private primary schools. Table 4.11 presented the research findings.

Table 4.11 Teachers' rating on food provision

Rate	Public schools		Private schools	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Very high	39	54.2	1	1.9
Moderately high	16	22.2	6	11.1
Average	8	11.1	9	16.7
Very low	4	5.6	22	40.7
Not at all	5	6.9	16	29.6
Total	72	100.0	54	100.0

Information captured in Table 4.11 showed that 54.2 percent of the teachers indicated that food provision in public primary schools influenced pupils' enrolment at a very high rate. On the other hand, 40.7 percent of teachers in private primary schools indicated that food provision influence enrolment at a very low rate. Moreover on an interview with the parents some parents from public primary school indicated that their economic status due to livelihood challenges they mainly enroll their children in school to get free meals. This was an indication that school enrolment in public primary schools was influenced by food provision at a very high rate a case that was contrary with private primary schools enrolment.

The study sought to establish whether lack of school meals caused pupils' drop on enrolment. Teachers' responses were shown in Table 4.12.

Table 4.12 Teachers' views on influence of food provision on pupils' enrollment

Responses	Public schools		Private schools	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Strongly agree	12	16.7	7	13.0
Agree	39	54.2	6	11.1
Disagree	16	22.2	29	53.7
Strongly disagree	5	6.9	12	22.2
Total	72	100.0	54	100.0

Information contained in Table 4.12 showed that 54.2 percent of teachers in public primary schools agreed that lack of food in schools causes a drop in pupils' enrolment. However, 53.7 percent of teachers in private primary schools disagreed to the views. This was an indication that enrolment in private schools was not based on food provision programs.

The study also sought to establish the level of primary education that experiences highest enrolment. Head teachers and teachers' responses were shown in Table 4.13.

Table 4.13 Head teachers' views on influence of food provision on pupils' enrolment

Statements	Public schools				Private schools			
	Agree		Disagree		Agree		Disagree	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Standards 1 – 3	3	20.0	12	80.0	12	100.0	0	0.0
Standards 4 – 5	8	53.3	7	46.7	11	91.7	1	8.3
Standards 5 - 8	4	26.7	11	73.3	3	5.0	9	75.0
	N = 15				N=12			

Data captured in Table 4.13 showed that 53.3 percent of the head teachers from public schools indicated that pupils' enrolment was highest between standard 4 and 5, while 100 percent of the head teachers in private schools indicated that enrolment was highest between standard 1 and 3. This was an indication that majority of the parents enrolled young children in private schools where school meals were compulsory than in public schools. This information was in consistence with parents' interview responses that indicated that many parents prefer enrolling their children in private primary schools when they are young due to the perennial cases of drought in the area and the inconsistency of government's school feeding programmes and stakeholders' contribution.

These findings the food provision increased the enrolment rate of the pupils support the findings of Adelman et al., (2008) who noted that subsidizing school meals will increase school enrolment as it will change the households schooling decision for some children who would not have been enrolled in school otherwise.

Data collected from parents' interview revealed that 90 percent of the parents from public primary schools stated that they enrolled their children in schools with elaborated school feeding programmes. They stated that in some public schools food provision relied on government aid thus, their food provision were unreliable. 60 percent of the public primary school parents also stated that they were more likely to transfer their children from a school with no food provision program to one that had the program due to perennial drought they face in the area.

Consequently, 100 percent of the parents in private primary schools indicated that food provision was an elaborate program in their schools structures, thus, it was not a contributing factor to influence pupils enrolment. These findings implied that food provision influenced pupils' enrolment rate more in public primary schools than in private primary schools.

4.5 Influence of food provision on pupils' school attendance

World Food Program (2000), stated that hungry pupils do not concentrate in learning. Provision of food in school can be used to address temporary hunger to make a significant contribution in the improvement in attendance and school achievement. The Second study objective was to establish whether food provision in public and private primary schools influence pupils' attendance in Mogotio Sub-County of Baringo County. The study sought to establish the extent to which school meals helped pupils' attendance in school. Respondents' responses were presented in Table 4.14.

Table 4.14 Head teachers' and teachers' views on influence of food provision on pupils' attendance

Responses	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
To a large extent	5	33.3	38	52.7	0	0.0	3	5.6
To a moderate extent	3	20.0	18	25.0	2	16.7	5	9.3
To a little extent	4	26.7	11	15.3	3	25.0	7	13.0
Not at all	3	20.0	5	6.9	7	58.3	39	72.2
Total	15	100.0	72	100.0	12	100.0	54	100.0

According to information contained in Table 4.14, 33.3 percent of the head teachers and 52.7 percent of the teachers in public primary schools indicated that school meals helped to attract pupils to attend in schools to a large extent. On the other hand, 58.3 percent of head teachers and 72.2 percent of teachers in private schools indicated that schools do not help to attract pupils to attend schools. These findings were an indication that provision of food enhances pupils' retention rate in public primary schools a case that is not common in private primary schools. These findings were also stated by parents from public schools who indicated that their children are attracted to school by the feeding programme that ensures that they get a midday meal that is a luxury to find at home.

The study sought to establish whether availability of food influence pupils attendance levels in public and primary schools. Head teachers and teachers' responses were shown in Table 4.15.

Table 4.15 Head teachers' and teachers' view on influence of food provision on pupils' attendance in drought zones

Responses	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Availability of food affect retention	14	93.3	57	79.2	5	41.7	3	5.6
Availability of food do not affect retention	1	6.7	15	20.8	7	58.3	51	94.4
Total	15	100.0	72	100.0	12	100.0	54	100.0

The study findings in Table 4.15 showed that 93.3 percent of the head teacher and 79.2 percent of the teacher respondents indicated that indeed the school meals was the reason for the regular attendance of school by the pupils. These findings meant that to a large extent the regular school attendance was not a result of the school meal. Asked to explain their answers, respondents indicated that because of the school meals, pupils do not disappear during lunch hours. Respondents indicated that since the pupils were assured of the midday meals, they attended school regularly.

The findings of the study agree with Adelman et al., (2008), who observed that school meals can be effective at increasing class attendance because children receive the meal only when they attend school by alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours.. But these findings may not hold according to Adelman et al (2008) who noted that the influence of food provision will depend on the prevailing opportunity cost where he gave an example of places where child labor forms the integral part of agricultural work during a particular day/season of a year, class attendance could be low. In such cases, school meals may or may not encourage attendance depending on how the beneficiaries value them.

The respondents were requested to agree or disagree to provided statements that showed the relationship between food provision in primary schools and pupils' attendance. Table 4.16 presents head teachers and teachers' responses to the likert scale.

Table 4.16 Head teachers' and teachers' views on pupils' attendance

Statement	Public schools								Private schools							
	Head teachers				Teachers				Head teachers				Teachers			
	F	Agree (%)	F	Disagree (%)	F	Agree (%)	F	Disagree (%)	F	Agree (%)	F	Disagree (%)	F	Agree (%)	F	Disagree (%)
Drought cause a decline in pupils attendance	15	100.0	0	0.0	70	97.2	2	2.8	7	58.3	5	41.7	51	94.4	3	5.6
Pupils are forced to drop out of school during drought	12	80.0	3	20.0	41	56.9	31	43.1	3	25.0	9	75.0	3	5.6	51	94.4
During drought pupils are forced to support their families work for food	9	60.0	6	40.0	71	63.4	1	1.4	6	50.0	6	50.0	4	7.3	50	92.7
Hungry children are not able to school	15	100.0	0	0.0	70	97.2	2	2.8	12	100.0	0	0.0	34	63.0	20	37.0
Parents are not able to pay school due to high cost of food during drought season causing absenteeism	11	73.3	4	26.7	43	59.7	29	40.3	12	100.0	0	0.0	13	24.1	41	75.9
When food is provided in schools more pupils are retained in schools	15	100.0	0	0.0	50	69.4	22	30.6	12	100.0	0	0.0	54	100.0	0	0.0
Food provision in schools reduces pupils' absenteeism	9	60.0	6	40.0	21	29.2	51	70.8	9	75.0	3	25.0	3	5.6	51	94.4
With school meals, are pupils ready to attend morning and afternoon sessions	15	100.0	0	0.0	58	80.6	14	19.4	12	100.0	0	0.0	4	7.3	50	92.7
School attendance fluctuate as a result of school feeding programme	9	60.0	6	40.0	71	63.4	1	1.4	0	0.0	12	100.0	3	5.6	51	94.4

Information contained in Table 4.16 showed that provision of school meals played an active role in pupils' school attendance in public primary schools than in private primary schools. For instance, 100 percent of the head teachers and 97.2 percent of teachers indicated that attendance in public schools decline during drought while 58.3 percent of head teachers and 94.4 of teachers in private schools disagreed to the notion. This was an indication that food provision in private schools was not affected by drought though their public schools counterparts were faced with food provision shortages during drought reducing pupils attendance. According to 60, percent of the head teachers and 70.8 percent of the teachers in public schools indicated that food provision in schools reduces

pupils' absenteeism a notion that was disagreed to by 75 percent of the head teachers and 94.4 percent of teachers in private schools. These findings meant that provision of food enhanced pupils' attendance rate more in public schools than private schools.

Further, 80 percent of the head teachers and 56.9 percent of teachers in public schools agreed that pupils are forced to drop out of school during drought, while as 75 percent of head teachers and 94.4 percent of teachers on private schools disagreed on pupils drop out due to drought. To support this information 60 percent of head teachers and 63.4 percent of teachers in public schools who agreed that during drought pupils are forced to support their families work for food an aspect that was disputed by 50 percent of the head teachers and 92.7 percent of teachers. This was an indication that food provision in private schools ensured that pupils attended schools even during drought periods a case that caused drop out in majority of public schools.

Moreover, food provision was regarded as crucial to pupils attendance rate, due to the head teachers and teachers responses in public and private schools. This was shown by 100 percent of the head teachers and 92.2 percent of the teachers in public schools agreed that hungry children are not able to school a notion that concurred with 100 percent of the head teachers and 63 percent of the teachers in private schools. Also, 100 percent of the head teachers and 69.4 percent of teachers in public schools, and 100 percent of teachers and head teachers in private schools agreed that when food is provided in schools more pupils attend schooling. This showed that food provision was important from active attendance of pupils in public and private schools.

However, both head teachers and teachers in public and private primary schools agreed that hungry children were not able to school and food provision in schools reduces

absenteeism. These findings were an implication that food provision in public and private primary schools influenced pupils attendance rate at a significant and positive impact.

The head teachers and teachers were requested to indicate whether food provision had an impact on pupils’ attendance. Table 4.17 showed teachers and head teachers’ responses on the influence of food provision on pupils’ attendance in primary schools.

Table 4.17 Head teachers’ and teachers’ views on the impact of food provision on pupils’ attendance

Responses	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
It has increased pupils retention	15	100.0	71	98.6	12	100.0	54	100.0
It has not increased pupils retention	0	0.0	1	1.4	0	0.0	0	0.0
Total	15	100.0	72	100.0	12	100.0	54	100.0

Information presented in Table 4.17 showed that all the head teachers, 100 percent, in public and private primary schools in Mogotio Sub-County indicated that food provision had increased pupils retention rate in their schools. Also 100 percent of teachers in private schools and 98.6 percent of teachers in public schools agreed with their school heads. This was an indication that food provision was significant to increase pupils’ retention rate. These findings were also stated by parents during an interview who stated

that hungry pupils were likely to absent themselves from schools lowering their retention rate.

The teachers and pupils were requested to indicate how the learning sessions progress when school meals are provided in schools. Table 4.18 presents the study findings.

Table 4.18 Head teachers' and teachers' views on influence of food on pupils' participation in class

Participation rate	Public schools				Private schools			
	Teachers		Pupils		Teachers		Pupils	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Dull	0	0.0	0	0.0	0	0.0	3	4.6
Lively	22	30.6	41	36.6	14	25.9	35	53.0
Very active	50	69.4	71	63.4	40	74.1	28	42.4
Total	72	100.0	112	100.0	54	100.0	66	100.0

Information contained in Table 4.18 showed that 69.4 percent and 74.1 percent of teachers in public and private primary schools respectively indicated that availability of food influenced pupils' participation in class to be very active. This information was also derived from 63.4 percent of pupils in public primary schools who indicated that food provision caused classes to be very active while 53 percent of their counterparts in private

schools indicated that pupils' participation was lively due to availability of school meals. This was an implication that availability of school meals irrespective of public or private primary schools influenced pupils participation thus enhancing their retention rate in schools.

Information derived from an interview with 9 of the parents in public schools, 75 percent, showed that their children were in and out of schools especially during drought periods to assist in labour so as to source for food. This was also confirmed by 33.3 percent, 4 of the parents in private schools, who indicated that severe drought in the area forced them to lack school fees for their children due to high cost of food. This implied that pupils' attendance in public and private schools were directly and indirectly affected food provision in schools.

4.6 Influence of food provision on pupils' completion rate

The long term objective of food provision is to assist in the promotion of Universal Primary Education (UPE) to the socio-economically disadvantaged and nutritionally vulnerable children especially in pre-primary and primary school which is translated as increased completion rate. The short term objectives are to increase enrolment, prevent dropout, stabilize attendance and assist primary schools to improve the attention span and ultimately the learning capacity of students by relieving short term hunger(WFP, 2009). The third study objective was to establish whether food provision in public and private primary schools influence pupils completion rate in Mogotio Sub-County of Baringo County. The study sought to find out the extent to which school meals assist pupils to improve their school completion rate. Head teachers' and teachers' responses were presented in Table 4.19

Table 4.19 Head teachers and teachers view on influence of food provision on pupils' completion rate

Responses	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
To a large extent	13	86.7	58	80.6	0	0.0	3	5.6
To a moderate extent	1	6.7	9	12.5	2	16.7	4	7.3
To a little extent	1	6.7	5	6.9	9	75.0	34	63.0
Not at all	0	0.0	0	0.0	1	8.3	13	24.1
Total	15	100.0	72	100.0	12	100.0	54	100.0

The findings contained in Table 4.19 showed that 86.6 percent of the head teachers and 80.6 percent of teachers in public schools indicated that school meals influenced completion rate to a large extent. The results further showed that 75 percent of head teachers and 63 percent of teachers in private schools indicated that food provision influence school completion at a little extent. These findings were interpreted to mean that school meals influenced pupils' completion rate more in public schools than in private schools.

The findings of the study agreed with Vermeersch and Kremer (2004) who found in his study that the food provision increased participation of children. However, they noted that the food provision did not result into better performance of pupils in class.

Pupils were issued with statements on factors that contribute to school completion. Their responses on the level of influence on different factors were shown in Table 4.20.

Table 4.20 Pupils views on influence of food provision on their completion rate

	Public schools		Private schools	
	Frequency	Percent	Frequency	Percent
Contributing factors	(f)	(%)	(f)	(%)
School meals	77	68.8	6	9.1
School discipline	18	16.1	14	21.2
Culture of learning	6	5.3	24	36.4
Teacher – pupil relationship	11	9.8	22	33.3
Total	112	100.0	66	100.0

Information contained in Table 4.20 showed that 68.8 percent of pupils in public primary schools indicated that school meals influenced pupils’ completion rate. This was an indication that completion rate in public schools was influenced by food provision. Other factors were indicated especially in private schools for instance 36.4 percent indicated that culture of learning and 33.3 percent on teacher – pupils relationship contribute to high completion rates in private schools. This implied that provision of school meals in public schools influenced pupils completion rate at a higher extent an aspect that in private schools was not considered to contribute greatly to pupils completion rate.

The study also sought to establish the extent to which school meals retained pupils in schools. Pupils and teachers responses were shown in Table 4.21.

Table 4.21 Teachers and Pupils' views on influence of food provision on pupils retention in schools

Responses	Public schools				Private schools			
	Teachers		Pupils		Teachers		Pupils	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
To a large extent	45	62.5	91	81.3	7	13.0	16	24.2
To a moderate extent	16	22.2	17	15.2	13	24.1	14	21.2
To a little extent	6	8.3	4	3.5	9	16.7	5	7.6
Not at all	5	6.9	0	0.0	25	46.3	31	47.0
Total	72	100.0	112	100.0	54	100.0	66	100.0

The results of the study in Table 4.21 showed that 62.5 of the teachers and 81.3 percent of pupils in public schools indicated that indeed the meals retained the pupils in school while 46.3 percent of the teachers and 47 percent of pupils in private primary schools indicated that the meals did not retain the pupils in school. The findings of the study were interpreted to mean that school meals retained the pupils in schools hence increasing their completion rate. Therefore the study findings can be said to show that food provision influenced completion rate in public primary schools more than in private primary schools.

The respondents were requested to indicate the main causes of pupils' drop out in primary schools. Teachers and pupils responses were shown in Table 4.22.

Table 4.22 Teachers and pupils views on causes of pupils' dropout

No. of pupils	Public schools								Private schools							
	Teachers				Pupils				Teachers				Pupils			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)	Freq (f)	Percent (%)
Poverty (lack of food)	70	97.2	2	2.8	106	94.6	6	5.4	3	5.6	51	94.4	23	34.8	62	65.2
Peer pressure	18	25.0	54	75.0	74	66.1	38	33.9	16	29.6	38	70.4	59	89.4	26	30.6
Early pregnancy	26	36.1	46	63.9	51	45.5	61	54.5	9	16.7	45	83.3	34	51.5	51	48.5
Child labour (employed)	11	15.3	61	84.7	37	33.0	75	67.0	6	11.1	48	88.9	16	24.2	69	75.8
Unable to cope with class work	15	20.8	57	79.2	98	87.5	14	12.5	19	35.2	35	64.8	48	72.7	37	27.3
	N = 72				N = 112				N = 54				N = 85			

The study findings presented in Table 4.22 showed that, 97.2 percent of the teachers and 94.6 percent of the pupil respondents in public primary schools indicated that the dropout rate in Mogotio was caused by hunger that was attributed to, by poverty levels. The study findings also showed that school dropout rate was caused by other factor like peer pressure which received 66.1 percent and 89.4 percent pupils' agreement in public and private schools respectively. Also 87.5 percent and 72.7 percent of pupils in public and private schools indicated that children are not able to cope with class work, while 45.5 percent of pupils in public schools and 51.5 percent of pupils in private schools indicated that early pregnancy caused pupils' drop out in

their schools. These findings may be interpreted to mean that the dropout in Mogotio Sub-County District is largely due to hunger followed by peer pressure, being unable to cope with class work, child labour and early pregnancy.

The findings of the study agree with Adelman et al., (2008) and Ahmed (2004) who argued that food provision enhanced school retention and performance both in the short and in the long run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized.

The study sought to establish the influence of food provision on pupils completion, Table 4.23 presented head teachers and teachers responses on the extent to which food provision programs improved school completion rate.

Table 4.23 Head teachers and teachers' views on influence of food provision programs on pupils' completion rate

Rate	Public schools				Private schools			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
To a large extent	12	80.0	44	61.1	7	58.3	16	29.6
To a moderate extent	3	20.0	17	23.6	3	25.0	23	42.6
To a little extent	0	0.0	8	11.1	1	8.3	12	22.2
Not at all	0	0.0	3	4.2	1	8.3	3	5.6
Total	15	100.0	72	100.0	12	100.0	54	100.0

Data presented in Table 4.23 showed that 80 percent of the head teachers and 61.1 percent of teachers in public school indicated that food programs improved school completion rates to a large extent. This information was also backed by 58.3 percent of head teachers and 42.6 percent of teachers in private primary school who indicated that food provision improved completion rate to a moderate extent. This was an indication that food provision program was an important element to the completion rate of pupils especially in public primary schools. This meant that pupils' completion rate in public schools was influenced by food provision programs put in place in the schools, while private schools had established food provision programs to ensure pupils completion was enhanced.

The study sought to find out the role of food provision on pupils' academic performance.

Teachers and pupils responses were shown in Table 4.24.

Table 4.24 Role of provision of food on pupils' academic performance

Responses	Public				Private			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Has improved performance to a great extent	12	80.0	55	76.4	0	0.0	0	0.0
Has improved performance to a less extent	3	20.0	13	18.0	11	91.7	46	85.2
Has improved performance to a least extent	0	0.0	4	5.6	1	8.3	8	14.8
Total	15	100.0	72	100.0	12	100.0	54	100.0

Information contained in Table 4.24 showed that 80 percent of head teachers and 76.4 percent of teachers in public schools indicated that provision of food had improved performance to a great extent. However, 91.7 percent of head teachers and 85.2 percent of teachers in private primary schools indicated that food provision had improved school performance to a less extent. These findings were an implication that food provision improved pupils' performance in public and private primary schools increasing their completion rate. These findings were also stated in the parents' interview that many pupils performed better when school meals were provided increasing their concentration span thus leading to high completion rate. The findings showed that food provision influenced pupils completion rate more in public schools than in private schools.

The respondents were requested to give suggestion on possible measures to be adopted so as to improve food provision programs in public and private schools. Their responses were as shown in Table 4.25.

Table 4.25 Head teachers' and teachers' suggestions on food provision programs

Suggestions	Public				Private			
	Head teachers		Teachers		Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Schools to grow foods in school gardens	13	86.7	66	91.7	12	100.0	51	94.4
Parents to chip in the food provision burden	11	73.3	45	62.5	8	66.7	54	100.0
Government aids	8	53.3	38	52.8	4	33.3	32	59.3
Non-state actors' intervention	5	33.3	25	34.7	10	83.3	13	24.1

According to data presented in Table 4.27, 86.7 percent of the head teachers and 91.7 percent of teachers in public primary schools and also 100 percent of head teachers and 94.4 percent of teachers in private primary schools indicated that schools should grow food in school gardens to improve school food provision programs. This was an indication that there was still much that needed to be done to improve school meals programs. Other measures that were suggested included parent, government and non-state actors' interventions in food provision. This was an implication that collective intervention of all stakeholders would assist public and private primary schools in food provision programs so as to enhance pupils participation in primary education.

The results of FDGS with parents indicated that parents in public primary schools indicated that food provision programs in schools helped to retain pupils in schools thus reducing dropout rate. Therefore pupils completion rate in schools that provided school means more pupils were likely to complete schooling successfully. This was a notion that was stated by parents from private schools, who indicated that their schools faced fewer cases of pupils' dropout due to lack of food since their schools had school meals throughout the year. This was an indication that food provision had a significant influence on pupils completion rate both in public and private schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the entire study. The main findings of the study were summarized and conclusions drawn. The recommendations on those findings were discussed and areas of further research suggested.

5.2 Summary of the study

The purpose of this study was to investigate the influence of food provision on pupils' participation in education in public and private primary schools in Mogotio Sub-County, Baringo County, Kenya. It was guided by the following objectives; to determine the influence of food provision on pupils' enrolment, school attendance and completion rate in public and private primary schools. The literature review focused on different scholars' works relating to the pupils participation and food provision in schools. This study employed descriptive survey research design. The total population for this study consisted of head teachers, teachers, standard eight pupils and parents in public and private primary schools.

The study used stratified sampling to select schools based on their category to participate in the study. In public primary schools, the schools were divided into strata based on the three educational zones to ensure equal representation. Five schools were picked randomly from each zone to add up to 15 sample public schools. All the 12 private schools were sampled due to their small number. Census sampling was used to select all the head teachers in the sampled schools. Simple random sampling was used to sample

five teachers and ten pupils from each sampled school in both categories of schools. Therefore the total sample for the study comprised of 15 head teachers, 75 teacher and 150 pupils from public primary schools and 12 head teachers, 60 teachers and 120 pupils from private schools. Also 20 parents from each category of schools were selected making a total of 40 parents. Data in the study was collected using questionnaires and an interview guide. Descriptive statistics was used to analyze the collected data and presented inform of frequency distribution and percentages.

5.3 Major findings of the study

The major study findings were presented based on the study objectives as follows;

5.3.1 Findings based on influence of food provision on pupils' enrolment rate

The first study objective was to establish how food provision in public and private primary schools influence pupils enrolment rate in Mogotio Sub-County of Baringo County. Data showed that 68.1 percent of the teachers in public primary school (Table 4.8) indicated that provision of food encouraged pupils to enroll in schools to a large extent while 48.1 percent of the teachers in private schools (Table 4.8) indicated that food provision did not encourage pupils' enrolment in their schools at all. This was an indication that provision of food influenced pupils' enrolment differently in public and private primary schools. These findings mean that pupils in public primary schools were largely influenced by food provision than their counterparts in private schools

The study findings also showed that, 60 percent of the head teachers, 69.4 percent of teachers and 63.4 percent of pupils in public primary schools (Table 4.9) indicated that

food provision was not available in their schools. However 66.7 percent of the head teachers, 74.1 percent of teachers and 53 percent of pupils in private primary schools indicated that food provision in their schools were available and adequate. These findings were in consistency with the parents respondents who indicated that private schools had elaborate feeding programs in their school fees structure while public schools depended on government funding of SFP, well-wishers and community donations that were not regular.

93.3 percent of the head teachers (Table 4.10) showed agreed that food provision program increased pupils' enrolment. This was indicated by 91.7 percent of the teachers in public schools as presented in Table 4.10. However, 75.9 percent of teachers in private primary schools highly disagreed that food provision increased enrolment. However, other factors that were highlighted by public primary schools included 70.8 percent agreeing that FPE increased enrolment while, 100 percent of the teachers in private primary schools indicated that schools' past performance increased pupils' enrolment. This information was contrary to data gotten from an interview with parents from private primary schools in Mogotio, parents cited school academic performance as the key determinant or them to enroll their children.

5.3.2 Findings based on influence of food provision on pupils' school attendance

The Second study objective was to establish whether food provision in public and private primary schools influence pupils' attendance in Mogotio Sub-County of Baringo County. The study findings showed that 33.3 percent of the head teachers and 52.7 percent of the teachers in public primary schools (Table 4.14) indicated that school meals helped to

attracts pupils in schools to a large extent. On the other hand, 58.3 percent and 72.2 percent of head teachers and teachers in private schools (Table 4.14) indicated that school meals did not help to attract pupils in their schools. These findings were also stated by parents from public schools who indicated that their children are attracted to school by the feeding programme that ensured that they got a midday meal that was a luxury to find at home.

The study findings also showed that 93.3 percent of the head teacher and 79.2 percent of the teacher respondents (Table 4.15) indicated that indeed the school meals were the reason for the regular attendance of school by the pupils. However, according to 60.6 percent of the pupil respondents, the school meals were not the reason for regular attendance of school by pupils. The results revealed that only 39.4 percent of the pupil respondents indicated that the school means was the reasons for the regular attendance. These findings mean that to a large extent the regular school attendance was not a result of the school meal. Asked to explain their answers, respondents indicated that because of the school meals, pupils do not disappear during lunch hours. Respondents indicated that since the pupils were assured of the midday meals, they attended school regularly.

Information contained from the study in (Table 4.16) showed that provision of school meals played an active role in pupils retention rate in public primary schools than in private primary schools. For instance, 100 percent of the head teachers and 97.2 percent indicated that retention rate in public schools decline during drought while 58.3 percent of head teachers and 94.4 percent (Table 17) of teachers in private schools disagreed to the notion that retention rate decline during drought. This was an indication that food provision in private schools was not affected by drought though their public schools

counterparts were faced with food provision shortages during drought. However, both head teachers and teachers in public and private primary schools agreed that hungry children were not able to school and food provision in schools reduces absenteeism. These findings were an implication that food provision in public and private primary schools influenced pupils retention rate at a significant and positive impact.

5.3.3 Findings based on influence of food provision on pupils' completion rate

The third study objective was to establish whether food provision in public and private primary schools influence pupils' completion rate in Mogotio Sub-County of Baringo County. The findings of the study show that 86.7 percent of the head teachers and 80.6 percent of teachers in public schools (Table 4.19) indicated that school meals influenced completion to a large extent. The results further show that 31.8 percent of the respondents indicated that the school meals influenced participation to a moderate extent. These findings may be interpreted to mean that school meals influenced pupils' completion rate more in public schools than in private schools.

68.8 percent of pupils in public primary schools (Table 4.20) indicated that school meals influenced pupils completion rate. This was an indication that completion rate in public schools was influenced by food provision. Other factors were indicated especially in private schools for instance 36.4 percent indicated that culture of learning and 33.3 percent on teacher – pupils competence contribute to high completion rates in private schools. This was an implication that provision of school meals in private schools was not considered to contribute greatly to pupils' completion rate.

The results of the study also showed that 62.5 of the teacher respondents (Table 4.21) indicated that indeed the meals retained the pupils to remain in school while 46.3 percent of the teacher respondents in private primary schools indicated that the meals did not retain the pupils to remain in school. The findings of the study may be interpreted to mean that the meals retained the pupils to remain in schools hence increasing their completion rate. Therefore the study findings can be said to that food provision influenced completion rate in public primary schools more than in private primary schools.

5.4 Conclusions of the study

Based on the major findings of the study the following conclusions were made;

With regard to objective one on enrolment, study concludes that food provision in the centre enhance enrolment to a very great extent. The study further concludes that the primary schools sampled had enrolment of between 21 - 30 pupils and over 30 pupils per school and that enrollment of most schools is done early every year. The study also concludes that most of the parents are always willing to bring their children in the centre where dietary meal are provided and that teachers always find pupils in class every time they take a meal in the school.

The study concludes feeding programs enhance attendance levels in the centres to a very great extent that there were cases of children who miss school because of the feeding program in place and that children miss school because of sickness, family affairs, lack of school uniform and food at home, poor performances which make them shy away, lack of parental support and guidance as well as poor characteristics developed by students.

School feeding program increase pupils participation in class assignment duties and discussion, there are only a few meals provided during the day hence pupil do not fully participate in class work rendering to low performance, the healthy pupils in the centre are always active and perform well in the exam and a feeding program is important than other factors towards the improved performance.

With regard to the third objective on completion, the study concludes that there were transfer cases in the centre and that most parents take their children to private schools citing many reasons which range from poor performance in public early childhood education centres, poor teaching methods, lack of skilled staff in public centres, and to a little extent due to poor feeding habits in the local ECD centres.

5.5 Recommendations of the study

From the study findings and conclusions the following recommendations were made;

- i. On enrolment, the study recommended that the high spirit with the parents towards contribution of food in the school to continue since this has a positive effect on enrolment. The school management may also come up with more and more strategies related expanding the school to cater for a high capacity of children.
- ii. On attendance, the study recommended that the school management make sure that all the factors influencing school attendance be identified so as to reduce absenteeism and transfer cases as was established in the study.
- iii. The school management should therefore effect on improving the school feeding program which has been noted to have an adverse effect on enhancing school

attendance. To improve the food provision, dietary foods interchangeably should be used.

- iv. On retention, the study recommended that schools sampled and others not included be aware that an effective school feeding always attracts and ensures that children remain in school up to the highest level. This would go a long way to ensuring that transfer cases are reduced categorically.

5.6 Suggestions for further research.

Based on the major findings of the study the study suggested further research as follows;

- i) A study to be done on the effect of food provision programs on participation of learner's in primary schools in other regions in Kenya besides Mogotio Sub-County.
- ii) A study to be established to finding out whether food provision has the same effect on participation of learners in early childhood education.
- iii) A similar study be replicated in public and private secondary schools in Mogotio Sub-County to compare the findings.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Joseph A. Chirchir,
P.O BOX 72,
Eldama-Ravine.

The headteacher,

_____ primary school.

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. I am carrying out a research on "**Influence of Food Provision on Learners' Participation in Primary Education in Public and Private schools in Mogotio Sub-County, Baringo County.**"

I am requesting you to allow me to carry out the study in your school. I shall administer questionnaires to some teachers and some standard 8 pupils.

Thank you for your cooperation.

Yours faithfully

Joseph Chirchir.

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. I am carrying out a research on **“Influence of Food Provision on Learners Participation in Primary Education in Public and Private schools in Mogotio Sub-County, Baringo County.”** I am requesting you to spare some of your time and respond to the item below to the best of your ability. Kindly do not write your name anywhere in this document. Your identity will be held in confidence.

Section A: Demographic information

Please tick (√) to indicate your answer

1) Kindly indicate your school category

Private []

Public []

2) Kindly indicate your gender

Male []

Female []

3) What is the level of your profession?

PI []

B. ED []

M.ED []

PhD []

4) Kindly indicate your age

Below 30 years [] 31 – 35 years []

36 – 40 years [] 41 – 45 years []

46 – 50 years [] 51 and above []

5) How long have you been a headteacher in your current station?

Below 1 years [] 1 – 5 years []

6-10 years [] 11 – 15 years []

16 – 20 years [] Over 20 years []

Section B: Influence of Provision of food on pupils' enrolment

6) Does your school have a school feeding program? Yes [] No []

7) To what extent do you agree with the following statements on the factors that influences the school increased enrollment. Please indicate the extent to which you agree or disagree on the following statement by placing a tick in the appropriate place using the following scale

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly disagree

Statements	SA	A	D	SD
Availability of school feeding enhance pupils enrolment in public primary schools				
Availability of school feeding programme enhance pupils' enrolment in private primary school				
Provision of food reduces absenteeism of pupils in public primary schools				
Provision of food reduces absenteeism of pupils in private primary schools				
Free primary education in public primary schools enhance pupils attendance				
Free primary education enhance attendance of pupils in private primary schools				
Provision of food increase pupils participation in public primary schools				
Provision of food in private primary schools reduce drop out rates				
School experience drop in enrollment in cases where there is no school meals				
School feeding program encourage pupils to join school				

8) Kindly indicate, which level has the highest increase of pupils joining primary school as a result of school feeding program? Please indicate the extent to which your agree or disagree on the class level by using the following scale;

SA - Strongly agree
 A - Agree
 D - Disagree
 SD - Strongly disagree

Class level	SA	A	D	SD
Standards 1 – 3				
Standards 4 – 5				
Standards 5 – 8				

Section C: Influence of food provision on pupils’ school attendance

9) Does availability of food have effect on pupils’ retention levels in public primary schools in drought zones of Mogotio Sub-County? Yes []

No []

10) Indicate the extent to which you agree or disagree with the following statements using the following scale:

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

Statement	SA	A	D	SD
Lack of food due to drought cause a decline in pupils attendance in public primary schools				
Lack of food due to drought cause a decline in pupils attendance in private primary schools				
Lack of food is threat to pupils retention in education in public schools				
Pupils are forced to drop out of school during drought in public primary schools				
During drought pupils in public primary schools are forced to support their families by doing household work				
Hungry children are not able to attend school in public schools				
Parents from public schools are not able to pay school due to high cost of food during drought season				
Parents from private schools are not able to pay school due to high cost of food during drought season				

When food is provided in schools more pupils are retained in schools				
Food provision in schools reduces pupils' absenteeism				
With school meals, are pupils ready to attend morning and afternoon sessions				
School attendance fluctuate as a result of school feeding programme in public primary schools				
With school meals, are the children ready to attend classes in morning session and afternoon session				
With school meals, do pupils actively participate in class learning in both morning session and afternoon session				
School meals attract and retain pupils in school				

11) What is the influence of school feeding programme on pupils' retention?

It has increased pupils retention []

It has not increased pupils retention []

12) How do pupils take part in learning sessions when there are school meals?

(a) Dull [] (b) Lively [] (c) Very active []

Section D: Influence of food provision on pupils' completion rate

13) To what extent do you agree with the following statements on the factors which has contributed to the school's performance by placing a tick in the appropriate place using the following scale

SA = Strongly agree

A = Agree

D = Disagree

SD = Strongly disagree

Statement	SA	A	D	SD
Provision of school meals enhance completion rate in public primary schools				
Provision of school meals enhance completion rate in private primary schools				
Pupils completion rate in public schools is due to school discipline				
Pupils completion rate in private schools is due to school discipline				

Pupils completion rate in public schools is due to culture of learning				
Pupils completion rate in private schools is due to culture of learning				
Pupils completion rate in public schools is due to teacher – pupil competence				
School meals assist the pupils to improve their class performance				
Pupils completion rate in private schools is due to teacher – pupil competence				
School meals attract and retain pupils in school				

14) What mostly causes pupils’ dropout in your school?

- (a) Poverty (lack of food) []
- (b) Peer pressure []
- (c) Early pregnancy []
- (d) Child labour (employed) []
- (e) Unable to cope with class work []

Section E: Influence of provision of food in pupils’ KCPE performance

15) Which among the following variables have contributed to the school’s performance? Please rate the extent to which the following variables contribute to school’s performance using the following scale;

- VH = Very high
- MH = Moderately high
- A = Averagely
- VL = Very low

Variable	VH	MH	A	VL
School meals				
School discipline				
Culture of learning				
Teacher – pupil competence				
Food provision programs improve school performance				

16) How do you rate the role of provision of food in your school on pupils' academic performance? Please indicate the extent to which you agree or disagree using the following scale;

- SA - Strongly agree
- MA - Moderately agree
- A - Agree
- D - Disagree
- SD - Strongly disagree

Statement	SA	A	D	SD
Has improved performance to a great extent				
Has improved performance to a less extent				
Has improved performance to a least extent				

17) Does availability of food have effect on pupils' completion rates in public and private primary schools? Yes [] No []

18) Indicate the extent to which you agree or disagree with the following statements using the following Key: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Statement	SA	A	D	SD
Lack of food reduced pupils completion rate				
Schools that provide food to their pupils transit to secondary schools				
Pupils' absenteeism during drought causes low completion rates				

19) Please suggest 3 ways of improving provision of food programs in primary schools?

i. _____

ii. _____

iii. _____

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

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher find out the influence of food provision on learners' participation in primary education in public and private schools in Mogotio Sub-County, Baringo County. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic information

Please tick (√) to indicate your answer

1) Kindly indicate your school category

Private []

Public []

2) Kindly indicate your gender:

Male []

Female []

3) What is the level of your profession?

PI []

B. ED []

M.ED []

PhD []

4) Kindly indicate your age bracket?

Below 30 years [] 31 – 35 years []

36 – 40 years [] 41 – 45 years []

46 – 50 years [] 51 and above []

5) How long have you been in the teaching profession?

Below 1 years [] 1 – 5 years []

6-10 years [] 11 – 15 years []

16 – 20 years [] Over 20 years []

Section B: Influence of Provision of food on pupils' enrolment

6) Does your school have a school feeding program? Yes [] No []

- 7) To what extent do you agree with the following statements on the factors that influences the school increased enrollment. Please indicate the extent to which you agree or disagree on the following statement by placing a tick in the appropriate place using the following scale

SA - Strongly agree
 A - Agree
 D - Disagree
 SD - Strongly disagree

Statements	SA	A	D	SD
Availability of school feeding enhance pupils enrolment in public primary schools				
Availability of school feeding programme enhance pupils' enrolment in private primary school				
Provision of food reduces absenteeism of pupils in public primary schools				
Provision of food reduces absenteeism of pupils in private primary schools				
Free primary education in public primary schools enhance pupils attendance				
Free primary education enhance attendance of pupils in private primary schools				
Provision of food increase pupils participation in public primary schools				
Provision of food in private primary schools reduce drop out rates				
School experience drop in enrollment in cases where there is no school meals				
School feeding program encourage pupils to join school				
pupils encouragement to enroll in school as a result of provision of food				

- 8) Kindly indicate, which level has the highest increase of pupils joining primary school? Please indicate the extent to which your agree or disagree on the class level by using the following scale;

SA - Strongly agree
 A - Agree
 D - Disagree
 SD - Strongly disagree

food during drought season				
When food is provided in schools more pupils are retained in schools				
Food provision in schools reduces pupils' absenteeism				
With school meals, are pupils ready to attend morning and afternoon sessions				
School attendance fluctuate as a result of school feeding programme				
With school meals, are the children ready to attend classes in morning session and afternoon session				
With school meals, do pupils actively participate in class learning in both morning session and afternoon session				
School feeding program in increasing school attendance				

11) What is the influence of school feeding programme on pupils retention

It has increased pupils retention []

It has not increased pupils retention []

12) How do pupils take part in learning sessions when there are school meals?

(a) Dull [] (b) Lively [] (c) Very active []

Section D: Influence of food provision on pupils' completion rate

13) To what extent do you agree with the following statements on the factors which has contributed to the school's performance by placing a tick in the appropriate place using the following scale

SA = Strongly agree

A = Agree

D = Disagree

SD = Strongly disagree

Statement	SA	A	D	SD
Provision of school meals enhance completion rate in public primary schools				
Provision of school meals enhance completion rate in public				

primary schools				
Pupils completion rate in public schools is due to school discipline				
Pupils completion rate in private schools is due to school discipline				
Pupils completion rate in public schools is due to culture of learning				
Pupils completion rate in private schools is due to culture of learning				
Pupils completion rate in public schools is due to teacher – pupil competence				
Pupils completion rate in public schools is due to teacher – pupil competence				
School meals assist the pupils to improve their class performance				

14) What mostly causes pupils' dropout in your school?

- (a) Poverty (lack of food) []
- (b) Peer pressure []
- (c) Early pregnancy []
- (d) Child labour (employed) []
- (e) Unable to cope with class work []

Section E: Influence of provision of food in pupils' KCPE performance

15) Which among the following variables have contributed to the school's performance? Please rate the extent to which the following variables contribute to school's performance using the following scale;

VH = Very high

MH = Moderately high

A = Averagely

VL = Very low

Variable	VH	MH	A	VL
School meals				
School discipline				
Culture of learning				
Teacher – pupil competence				
Food provision programs improve school performance				

16) How do you rate the role of provision of food in your school on pupils' academic performance? Please indicate the extent to which you agree or disagree using the following scale;

SA - Strongly agree

MA - Moderately agree

A - Agree

D - Disagree

SD - Strongly disagree

Statement	SA	A	D	SD
Has improved performance to a great extent				
Has improved performance to a less extent				
Has improved performance to a least extent				

17) Does availability of food have effect on pupils' completion rates in public and private primary schools? Yes [] No []

18) Indicate the extent to which you agree or disagree with the following statements using the following Key: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Statement	SA	A	D	SD
Lack of food reduced pupils completion rate				
Schools that provide food to their pupils transit to secondary schools				
Pupils' absenteeism during drought causes low completion rates				

19) Please suggest 3 ways of improving provision of food programs in your primary school?

i. _____

ii. _____

iii. _____

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

APPENDIX IV

QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed to help the researcher find out the influence of food provision on learners' participation in primary education in public and private schools in Mogotio Sub-County, Baringo County. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic information

Please tick (√) to indicate your answer

Kindly indicate your school category Public [] Private []

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

2) What is your age bracket?

Below 12 years []

13 – 14 years []

15 years and above []

Section B: Influence of food provision on pupils' enrolment

3) Does your school have a school feeding program? Yes [] No []

4) To what extent does school food attract pupils to join school?

To a large extent []

To a moderate extent []

To a little extent []

Not at all []

5) In your opinion what attracts children to come to school? Rate the following statements using the following scale:

- 1 = Most attractive,
 2 = Moderate attractive,
 3 = least attractive, or
 4 = Not at all.

Statements	1.	2.	3.	4.
Availability of Free Primary Education				
Provision of school food				
Teacher good teaching in the schools				

Section C: Influence of food provision on pupils' school attendance

6) To what extent do school meals help you to attend school regularly?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

7) To what extent does school food enable you to be active in school activities?

To a large extent []

To some extent []

To a little extent []

Not at all []

Section D: Influence of food provision on pupils' completion rate

8) To what extent do school meals help you to study better?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

9) What is the impact of food provision in school to your academic performance and concentration in school?

High []

Average []

Low []

Has no impact []

10) To what extent do school food help stop pupils dropout in your school?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

11) Among the following, which one following statement attracts children to continue coming to school? Kindly rate the extent to which the statements influence pupils' participation using the following scale:

1 = Highly effective,

2 = Moderately effective,

3 = Minutely effective,

4 = Not at all.

Statements	1.	2.	3.	4.
Passion for education				
Availability of free school meal				
Search for food especially during drought				

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

APPENDIX V

FOCUS GROUP DISCUSSION (FGD) WITH PARENTS

This guide will be for the parents whose children schools in the sampled schools in both public and private primary schools in Mogotio Sub-County. They are knowledgeable about the food provision situation in the area.

1. How would you explain the situation of pupils' enrolment and attendance in schools when food is not provided for in schools?
2. As parents, do you assist schools to provide food for pupils so as to ensure that they are retained in school?
3. How does lack of food in the community affect enrolment levels of pupils in primary schools in Mogotio Sub-County?
4. Why are the parents in the community unable to pay school fees during drought season?
5. How does household loss of income affect pupils' enrolment in primary education?
6. Why do pupils in the community fail to attend school during dry seasons?
7. What do you consider as the main challenges facing school administration in constant provision of food in private and public primary schools?
8. Do you think pupils completion rate is influenced by food provision in school?
9. Are there strategies put in place for food provision in the school your children are learning from, when government food is inadequate?
10. Does the community engage in school food provision activities and do you think it's important? Explain.
11. Can you describe the current situation of the pupils where food provision in school is not available?
12. What recommendations would you give towards improvement of pupils' participation in primary education in regard to food provision in public and private schools in the area?

Thank you for your participation.

Appendix V: Authorization letter



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.

Date:

NACOSTI/P/16/22595/10763

27th April, 2016


Joseph Ayabei Chirchir
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of food provision on learners participation in primary education in public and private schools in Mogotio Sub County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **27th April, 2017**.

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

The County Director of Education
Baringo County.

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

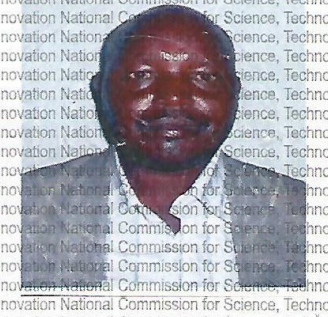
Appendix VI: Research permit

THIS IS TO CERTIFY THAT
MR. JOSEPH AYABEL CHIRCHIR
of UNIVERSITY OF NAIROBI, 72-31103
ELDAMARAVINE, has been permitted to
conduct research in Baringo County
on the topic: INFLUENCE OF FOOD
PROVISION ON LEARNERS
PARTICIPATION IN PRIMARY EDUCATION
IN PUBLIC AND PRIVATE SCHOOLS IN
MOGOTIO SUB COUNTY KENYA
for the period ending:
27th April, 2017.

J. Mwangi
Applicant's Signature

Sammy Mwangi
Director General
National Commission for Science, Technology and Innovation

Permit No. : NACOSTI/P/16/22595/10763
Date Of Issue : 27th April, 2016
Fee Received :Ksh 1000



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**

RESEARCH CLEARANCE PERMIT

Serial No. A 8126

CONDITIONS: see back page

