

**INFLUENCE OF SCHOOL FEEDING PROGRAMMES ON THE
PARTICIPATION OF ECDE LEARNERS IN LANGUAGE ACTIVITIES IN
KANDUYI ZONE, BUNGOMA COUNTY, KENYA**

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DECLARATION

I declare that this project is my original work and has not been submitted for an award of degree in any other institution.

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DEDICATION

I dedicate this work to my parents Mr. Michael Ngache and Mrs. Alice Ngache for the sacrifice they made for me to complete this proposal. Their involvement, care, concern, support, encouragement and enthusiasm inspired me to achieve this goal.

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ABBREVIATION AND ACRONYMS

AMREF:	African Medical Research Foundation
ASALS:	Arid and Semi Arid lands
ECD :	Early Childhood Education
ECDE :	Early Childhood Development Education
ECE :	Early Childhood Education
EFA :	Education For All
FAO :	Food and Agricultural Organization
FFE :	First Food for Education
FPE :	Free Primary Education
GCNF :	Global Child Nutrition Forum
GOK :	Government of Kenya
GSFP :	Ghana School Feeding Programme
HGFP :	Home Grown Feeding Programme
HSES :	High Socio Economic Status
LSES :	Low Socio Economic Status
MOE :	Ministry of Education
MOEST:	Ministry of Education Science and Technology
NDO :	Netherland Development Organization
SFP :	School Feeding Programme
UN :	United Nation
UNESCO:	United Nation Educational Scientific and Cultural Organization
UNICEF:	United Nation Children Funds

USA : United States of America
USAID: United State of Agency for International Development
WFP : World Food Programme
ZPD : Zone of Proximal Development

ABSTRACT

This study was conducted in Kanduyi in order to establish the influence of school feeding programmes on participation of ECDE learners in language activities. The objectives of the study were: to establish whether provision of school feeding programme and type of food offered influence learners' participation in language activities in Kanduyi zone, to determine whether parental attitudes towards school feeding program influence learners' participation in language activities in Kanduyi zone, to investigate challenges that face ECDE centres while providing school feeding programme and how they affect learners' participation in language activities in Kanduyi zone. The study used a survey design, the population of the study was 300 parents of ECDE children, 32 teachers in charge of 32 centres, 90 parents of ECDE learners were identified as respondents to the study. The instruments that were used to collect data were questionnaires and interview schedules on teachers and parents respectively. Data was collected and analysed by use of frequencies and percentages and later presented by use of tables, pie charts and graphs. The study's findings revealed that children who persistently per took on school feeding programme, were active in language activities and expressed themselves clearly. The programmes' nature of allowing interaction and socialization developed children's' vocabulary. They also suggested that, as much as parents were willing to contribute school feeding programme their major challenges arose from families who depend on farming and salary delays at parents post off duty which delayed timely commitments. Due to this the researcher recommended that the Ministry of Education through the county governments should allocate funds which may aid in securing food for school feeding. Ensuring that parents are sensitized on what matters a lot in children's' well-being, especially that active participation in language activities wholly depends upon relevant nutrition hence supporting school feeding programme is very significant.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Early malnutrition and micronutrient deficiencies can adversely affect physical, mental and social aspects of child health. School feeding programs are designed to improve attendance, achievement, growth and other health outcomes (Diderickson, 2001).

According to Montresor et al, (1998), nutrition and health status are powerful influences on a child's learning and performance in school. Children who lack certain nutrients in their diet, particularly iron and iodine or who suffer from protein – energy malnutrition, hunger, parasitic infections or other diseases do not have the same potential for learning as healthy and well-nourished children. Weak health and poor nutrition among school age children diminish their cognitive development either through physiological changes or by reducing their ability to participate in learning experience or both.

Kenya has over 36 years history of primary school feeding program, it began with government led school milk programme. The world feeding program started with 220,000 pupils at pre-school and primary schools. It has expanded to reach 2,000,000 children. Regular school feeding program was implemented by government with support from world feeding program in arid areas and semi-arid areas (ASALS) and some schools in the slums of Major towns. The program entails provision of mid-day meal to pre-primary and pre-school children. Subsidized meal programmes have played an integral part in realizing the Country's goal of universal primary education. Kenya's school feeding program has experienced continued expansion and refinement, especially during

the past decade. Since the introduction of Free Primary Education for all Kenyan children in (2003) the world feeding program has developed alongside national policies of increased student health, attendance, performance and active participation in classroom activities (Ministry of Education, 2003). From its conception, it has targeted food inequality in most vulnerable areas of Kenya. Kenya's school aged population is among the mostly negatively impacted to alleviate the health and development consequences of childhood malnutrition. Increased primary school enrolment and combat social pressures that limit educational opportunities for children. Schools must provide school feeding programmes for children. The effect of lack of feeding programmes in pre-schools can be devastating and enduring. Good nutrition is the first line of defence against numerous childhood diseases that can leave their mark on a child for life. In the area of cognition development, psychological and effective domain when there isn't enough food the limited food stuffs available. A work done on master plan on education and training in Nairobi established that a healthy child will concentrate more in class work and participate actively in all activity areas hence developing the cognitive part he or she will develop physical and will interact with others with a lot of ease and grow in self-esteem thus increasing retention, enrolment and learning achievements in pre-scholars (MOEST, 1998).

Ahmed and Billah, (1994), in Bangladesh a program of school – based food provision not only increased enrolment by 20% but also yielded 2% decline in non – participation in learning activities. Meyers, (1989) purported that the United States of America showed the benefits of providing breakfast to disadvantaged children. Once in the program,

however, test, scores of children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved.

On school feeding and learning outcomes, studies have documented the link between school feeding programs and improved education outcomes. School feeding programs were designed to reduce short – terms hunger in children to increase learning capacity (Jomaa et, al 2011). Studies demonstrated that better nutrition is associated with an increased learning capacity (Omwami, Neuman and Bwibo, 2011). Although nutrition plays a role in improving learning outcomes, other factors influence their timely and their participation in learning activities satisfaction.

School feeding program is target social safety nets that provide both educational and health benefits to the most vulnerable children thereby increasing enrolment rates, reducing absenteeism and improving food security at household level, it also contributes to good children performance. As the largest humanitarian provider of school meals worldwide, the world food program (WFP) along with governments and partners, supports education, reduces malnutrition and promote development especially during times of crisis and emergencies. Nearly all countries around the world have school meal programme and about (368 million) children from kindergarten to secondary school receive food at school every day. Governments recognize school meals as an essential tool for the development and growth of children, communities and society as a whole. Global estimate suggests that in the period 2000-2002 over 852 million people across the world were under nourished (FAO, 2004). Many of these were children most of these were in developing countries but even in the United States more than three million children experience food insecurity with hunger in the period 1998-2000 (Sulluvan,

2002). Early malnutrition or micronutrient deficiencies can adversely affect physical, mental and social aspect of the child health. Effects on physical health may include underweight, stunted growth, lowered immunity and mortality. Early malnutrition or micronutrient deficiency has been linked to poorer cognitive functioning (Srimshaw 1998; Leslie 1990; Worobey, 1999). Short-term hunger can adversely affect fact attention and interest (Wilson, 1983 cited in Levinger 1996; Read 1983).

Pollit (1995) in one of the American journal about a big question while read “does breakfast make a difference in school?” Revealed that skipping breakfast have been shown to seriously affect performance on cognitive tasks especially for nutritionally at-risk children. Intervention in school in feeding programmes may help to ameliorate some of these problems. The goals of school feeding programs differ but often include the relieve short-term hunger (Allen, 2001), improving micronutrients status, growth cognition and academic performance in both lower and higher income countries in 115 million pre-primary school age children were from school in 2001/2002; most were from developing countries (UNESCO 2005). In Chicago, a research carried out on malnutrition school feeding and education performance by the UNESCO revealed that school feeding also aims at increasing school attendance and enrolment to encourage learner to stay in school longer (Levinger, 1986).

In Pakistan, a World Food Programme -assisted program provides an income transfer of one or two tins of oil to families whose girls attend school for 20 days a month. In participating schools’ enrolment increase by 76% compared to 14% in the area. Attendance also increased from 76% to 93% in participating schools (WFP, 1995f). In Bhutan similar programme that provided an additional meal for learners increased

attendance in lower grades and newer schools. Schools enrolment ever, gained an upward trend since demand for schools already outstrips supply (World Food Programme, 1994).

In Niger where school enrolment was one of the lowest in the world a World Food Programme -assisted program provided in some areas, the equivalent of the total daily recommended food intake in three meals a day, as well as a take -home ration to attract nomadic learners to school. Evidence shows that when schools canteens closed immediately and high absenteeism follows and children withdrew from school. Often the school year cannot start in some nomadic areas until food stocks have arrived (WFP, 1996).

In South Africa, since 1994, the department of health introduced a national – scale lower level school feeding program. The program was subsequently taken over by the department of education in 2004. Its principles were that, SFP are outlined in section 18 of the constitution which declares the provision of basic education a right for all (Education Training Unit 2010). According to Van and Martha (2005) in South Africa a report on pilot school feeding evaluation confirm that school meals whose ingredients include sump, rice canned fish, soya, fortified maize meal, fortified bread fruits and vegetables fosters better quality education by enhancing children’s learning capacity, encouraging regular attendance and punctuality, decreasing gender disparity addressing micro nutrient deficiencies and alleviates short term hunger, by providing 30% of daily energy requirement of child.

Today in South Africa, an average 80% of males and 83% of females attend primary school (Education Training Unit, 2010) analysing these prevalence, it can be realised that the school feeding strategy provision in the country's constitution is the major reason as to why South Africans economy is far much better than most African countries which got their independence earlier on. Considering that early childhood literacy through language activities, is the major foundation for this great economic stability in the country. Soup fortified with iron and vitamin C was provided to 350 schools in an area of six to seven-year-old and 20% of 8 to 12 years and old children had low serum ferritin and 49% and 31 % had low serum ferritin (a measure of iron deficiency) respectively. At follow up after 15 weeks of intervention, iron status improved significantly falling from 49% to 28% in 6-7-year-old children relatively new breakfast program in Peru which includes an iron fortified ratio was evaluated in short -term impact on diet amongst other factors. The program significantly increased dietary intakes of energy by 25% protein by 28% and iron by 46 % (Jacoby and Pollit, 1989). School feeding programmes have been implemented in Kenya since the 1980's with varying degrees of success.

In Jamaica, providing breakfast to school children significantly increased attendance in literacy scores. The children who benefited most were those who were wasted, stunted or previously malnourished. Poor nutrition and health among school children contributes to inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and drop out of school than children who are not impaired; they also enrol school at a later age, if at all and finished fewer of malnourished and unhealthy children is one of the key factors in poor performance, due to poor participation in activities as well. Children who

are hungry have more difficulty concentrating and performing complex language tasks even, if otherwise well nourished. Simeon and Granham (1989) carried out a research in India and identified that providing improved school nutrition and health can lead to better performance, reduced repetition grades and drop out.

In developing World, Africa for instance malnutrition results from deficiencies and most always poverty, the evidence is unequal in demonstrating that short stature school children product largely resulting from growth retardation with environment factors related to poverty is an indicator of risk of poor school performance. In Kenya, the issue of nutrition and health of children has been of great concern at a (UNESCO, 1990) Meeting in Kenya reported that the government has had many years of experience in running programmes that address the educational health needs of school age children. Kenyan children grow well there after apparently growth start to slow down this point a glooming picture especially towards the future of ECDE as it's true that this is a slow growth and is prevalent within pre-school system.

Makueni County in Kenya has been providing school lunches to every school with a lot of support from the World Food Program. Parents assist to provide some food stuffs; the aim is to ensure that children are not hungry. Performance has been excellent which has been credited to a sustainable school feeding program with observation made by Bwibo and Mwiria (1989) on the crucial role of nutrition in education. Number of interventions can promote the health and nutritional status of school children. Children come from diverse economic status therefore school feeding program can bring about uniformity among children who might be vulnerable making learning effective and high rates of competition. Bwibo et al (1989), school feeding programs established in most areas are

based on alleviation of hunger, this kind of program is seen to be necessary in ASAL area where the supply of food is minimal and most schools depend on donors to provide food (MOE, 2007).

In Kanduyi Zone of Bungoma county, school feeding programs have well been given the required attention in terms of capacity building for awareness creation on its importance. However, puzzling news has it that, most parents are not compliant to this fact. They don't give in towards the contribution of snacks for their young children and this makes it impossible for their children to be given the school breakfast. This has made it difficult for such children performance thrive and enhancement of poor social and physical relationships. It is therefore important to note that all the stakeholders of ECDE in Kanduyi division join hands in the effort of harnessing resources and awareness creation to help parents comply with this very important venture, the school feeding programs.

1.2 Statement of the problem

Kanduyi zone in Bungoma County, has a vast area characterised by communities possessing small pieces of land; either practising peasant farming or live in rental houses and depending on daily casual contracts to earn their daily bread, the families therefore struggle to ensure that their members get at least a meal per day, if not two, and this struggle needs to address, besides the home meal, prelinguisites of donating food for feeding programs to sustain their ECD children in ECD centres. Weighing the two in balance, make most parents prioritize securing meals for their families and let go, provision of food towards school feeding programs in the zone are not allowed to partake of the snacks. Such children are observed to have deviant behaviours of: - snatching their friend's snacks, becoming dull after 9.00 a.m, withdrawn and become passive

participants in learning activities. At around this time of the day, most ECD learners go through language activities; hence the condition renders it difficult for such children to participate satisfactorily. Borrowing from Pollit, (1995) 'skipping breakfast has been shown to adversely affect performance on cognitive tasks hence the condition is retrogressive on children's learning. Since any other studies in the area had earlier on addressed other fields and never addressed how school feeding programme could enhance children's participation in language activities, the researcher felt it was prudent to carry out the study in order to inform the residents. It was out of this scenario that the researcher decided to carry out this study on the influence of school feeding programs on learners' participation in language activities in Kanduyi zone.

1.3 Purpose of the study

The purpose of the study was to establish the influence of school feeding programme on participation of ECDE learners in language activities in Kanduyi zone, Bungoma County, Kenya.

1.4 Research objectives

The research seeks to:-

- i. Establish whether provision of school feeding program and type of food offered influence learners' participation in language activities in Kanduyi zone.
- ii. Determine whether parental attitudes towards school feeding programs influence learners' participation in language activities in Kanduyi zone.
- iii. Identify challenges that face ECD centres while providing school feeding programs and how they affect learner's participation in language activities in Kanduyi zone.

1.5 Research questions

- i. Do school feeding programs and type of food offered influence learner's participation in language activities?
- ii. Do parental attitudes towards school feeding programs influence learners' participation in language activities?
- iii. Which challenges face ECD centres providing influence learners participation in language activities?

1.6 Significance of the study

Feeding program should be seen as a chance to find an alternative affordable appropriate approach that will make feeding school children's possible to enhance children's participation in all activity areas and promote consistent learning in pre-schools. It should also improve a child's holistic growth and development, since poor growth during early childhood is very common in some areas in Kenya thus it's important to be identified in its initial stage so that appropriate measures are taken. The findings of the study provided information to feeding program managers or sponsors on effective implementation and management of school feeding program. They may also assist the teachers and others involved in the feeding programme to identify the type of food that would be beneficial to pre-scholars' health and eventually impact children's participation. The study guided parents, teachers and community on ways of starting and maintaining feeding program at pre-schools which motivated children to succeed and enjoy learning in all activity areas. It also provided general knowledge on the impact of school feeding program on children participation and consistent learning in pre-schools as children health will be addressed. The finding may also help the Ministry of Education to improve ways of learning and

managing preschools in Kenya, as government will be able to go through it and look for supportive measures to ensure that there is effective provision of school feeding programmes in pre-schools within the country.

1.7 Limitation of the study

The study experienced the following limitations:

There were cases of communication breakdown by illiterate parents who were not conversant with English and Kiswahili. It was difficult for the researcher to collect data from schools that were in the interior because it needed an interpreter as there was a language barrier between the researcher and parents.

Since it's a survey study the researcher needed to move to all the selected schools to collect data, which was quite expensive and time consuming.

1.7.1 Delimitation of the study

The study was particularly confined to 10 pre-schools in Kanduyi zone, Bungoma County, public schools. The study included 10 ECDE Teachers in charge, 90 Parents of pre-school children. The study focused on effects of school feeding program on participation of preschool children in language activities in Kanduyi zone, Bungoma County,

1.8 Basic assumption

The study had the following basic assumption:

- That the respondents provided truthful and honest response to the information in the questionnaire and interview schedule instruments which helped in establishing

gaps between actual school feeding programme, provision and expected levels of feeding programmes.

- The researcher assumed that preschool children have positive attitudes towards school feeding program.
- The researcher assumed that pre-school teachers understood the importance of provision of school programme to children.
- The researcher assumed that secondary data used in the study was realistic and valid since it had been analyzed and documented.
- The study assumed that teachers were professionally qualified and would plan and organize language activities for pre-school children.

1.9 Definition of terms used in the study

Balanced diet: A diet that provides the correct amount of nutrients for the needs of an individual.

Enrolment: Number of children registered in a school.

Health: State of physical, cognitive, emotional and social well being of a human being.

Hunger: These are stomach contractions that comes as a result of lack of food

Language: Is a form of communication whether verbal or non-verbal that is based on a system of symbols

Malnutrition: An incorrect or unbalanced intake of nutrients leading to ill health.

Nutrients: Components of food that are needed by the body in adequate amount in order to grow reproduce and lead a normal life vulnerable.

Nutrition: Is the science that explains the role of food and nutrients in Human body during growth and development & maintenance of life.

Performance: Ability to do well in attainment of skills knowledge and attitude

Pre- scholars: Children who are at age of 1-6 years learning at pre-schools.

School Feeding Programme: It's a scheduled activity of providing enough nutritious and balanced diet to children at school.

Short term hunger: A temporary condition of pupils who have not had an adequate means for number of hours before coming to school.

1.10 Organization of the study

This research was motivated at determining the influence of school feeding programme on the participation of learners in language activities at Early Childhood Development Education Centres in Kanduyi zone, Bungoma County. This research project was organized into five major sections; section one, section two, section three, section four, section five, references, appendices.

Chapter one consists of the introduction which is mainly the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study and definition of terms.

Chapter two outlines literature review that highlights the provision of school feeding programme and how it influences learners' participation in language activities and the types of food offered in pre-schools, it also outlines parental attitudes towards school feeding programmes. It also goes to an extent of elaborating the challenges that early childhood education centres face while providing school feeding programme. This chapter also outlines theoretical framework and conceptual framework of the study.

Chapter three consists of research methodology which includes; the research design, target population, sampling procedures & sample size, research instruments, validity and reliability, procedure for data collection, data analysis and ethical concerns. Chapter four includes data analysis and interpretations by use of table, pie charts and graphs. Chapter five discusses summary, conclusions and recommendations of the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlighted and analysed literature from other researchers under provision of school feeding programme and type of food offered verses learners participation in language activities; parental attitudes towards feeding programme verses learners participation in language activities and the challenges faced by ECD centres when providing school feeding program.

2.1 Provision of school feeding programme and type of food offered verses learner's participation in language activities

According to Catherine Nyika and Irine Tambo (2012) food is any solid or liquid substance that when consumed by people or animals provide energy growth and sustains life. School feeding program can generally be understood in three ways. Nutrition and health status influence the child's learning and his / her performance in school. That is nutrition among children affects their cognitive function and hence reduces their ability to participate in learning activities at school. Children who are malnourished or who are unhealthy are unable to attend school regularly and while in turn leads to poor academic performances. Hungry children encounter difficulties to concentrate and perform complex tasks than well-nourished ones (Kazianga, de Waque et al, 2009). Though child's learning characteristics also greatly depends on heredity, that is when we perceive intelligence as being a big contribution factor to learning, the environment nutrition and health status as Kazianga and others put it, is very vital in ensuring that learners are active in class activities. Poor academic performance in their case learning is dependent

on language or rather linguistic preparedness set at this formative age in all latter subjects in children's learning circles.

According to Vermeersh and Kremer (2004), it has been argued that school meals increase school participation by improving child nutrition through two links, first, school meals improve nutrition by enabling children get more nutrients. Second, the improved nutrition leads to better educational achievements. The study also reveals that since child nutrition, child health and schooling reflect household preferences in human capital investments in the child; they might be correlated without any direct causal relationship between them; another study also shows that school feeding programs can improve health by reducing morbidity and illness and hence attract children to school. Thus, because language activities are part of the daily activities on the daily program, healthy children will obviously be there to attend to them.

According to 2006 Education Factor Report (revised) many countries of the world tried so much to ensure that there was retention of pupils in school after making sure they were enrolled in school. In rural Pakistan Alderman et.al found that malnutrition decreased the probability of ever attending school particularly for girls.

Study conducted by Stein Meyer et al, (2001) on effects of school feeding programme and enrolment. Poor health and malnutrition lowered children's cognitive development and performance through physiological changes or reduced capacity to participate in learning activities or both.

Study done by Josephine Obogo (2009), on effects of school feeding programme on pupils' participation says that school feeding was part of that humanitarian, it helped to improve literacy rates and help to break cycle of poverty. School feeding programme contributed to the development of necessary human infrastructure needed to develop the country.

According to study carried out by WFP in 2004 only 37% of displaced households stated that their children received food at school day. It also provided an incentive family to encourage regular school attendance of sending their children to school. School feeding programme was common in both developing and industrialised countries. The objective of school feeding programme was to provide meals or snacks to reduce short term hunger in the classroom so that children can concentrate and learn better.

As for Pollit (1984), in California on perspective of overcoming hunger, argues that hunger at school is common and interferes with learning processes. This is because many children go to school without breakfast and sometimes miss lunch. This leads to adverse effects of hunger for example in cognition, problem solving and concentration. Hungry children are less alert and lethargic although school feeding program cannot be expected to make a direct measurable contribution to combating malnutrition among children attention has thus been focused on school feeding role in maximizing children's learning capacity through the relief of short term hunger, where children are helped to concentrate and assimilate. As a result of drought in most parts of this country, for example, many families resort to extreme measures to try ways of getting food. They withdraw their children from school and even when children are hungry they are unable to concentrate in class. On the other hand, school feeding is an effective platform for providing

micronutrient food supplementation and other intervention that improves children's ability to get the most out of food. Therefore, school feeding programmes help to prevent hunger which will help the pre-scholars to participate especially in language activities being the core activity in laying foundation and further perfection in other areas of instruction.

According to Joy and Rosso, 1999) nutrition and health status are powerful influence on child's learning and on how a child performs in class and school. Children who lack certain nutrients in their diet (iron and iodine) or who suffer protein energy malnutrition do not have same potential for learning as healthy as well as nourished children. Enriched school meals impact recipient children's language proficiency among others such as increased attendance, decreased dropout rates and improve cognitive abilities and learning achievements. Hence sending children to a school in which meals are served offsets the financial and opportunity costs of school and thus families are motivated to send their children to school to increase gender equity in access to education which allows for gender equity in all spheres of socio and economic life. There are varieties of reasons that girls' education is impacted by factors on both the supply and demand side of schooling. These include, gender, stereotypes curriculum e.g. girls do humanities and especially languages while boys specialise in sciences. Feeding programmes in schools is quite vital as it motivates all children to go to school, and this reduces gender discrimination in schools. To this effect, both boys and girls at pre-school interact and exchange their knowledge during their school and classroom activities. The language activities in which girls are best at can also be extended to boys through interaction unlike when there wouldn't be unifying factor like the feeding programmes.

According to Jackson Gitunji (2015), his study on effects of school feeding programme on pupils' enrolment in ECDE says that school feeding programme can increase the cost of school by requiring that the communities provide firewood for cooking as well as other items as fresh fruits, vegetables and condiments (Budy et al 2009). Additional communities are also expected to provide people who can cook these meals and maintain store of all the required food products as well as kitchen and other fundamentals of meal provision. School feeding programme are community specific and require a great deal of planning, the sustainability of school feeding programme is a main point of concern for many countries. Countries are very limited on demand placed on the staff resources and infrastructure required for school feeding and often relies on financial and personal help to continue programmes for a significant amount of time.

Study of the effects of school breakfast in rural Jamaica show that overcoming school hour hunger leads to better concentration and learning (Powell and Walker, 1998). School meals may also generate nutritional improvement for a child over long run. The improved nutritional status as a result of school meal will in turn enhance a child's physiological capacity for learning thereby increasing the benefit of schooling and a child's desire to attaining school. School meals can also reduce morbidity through improved nutrition and consequentially enhance attendance. School feeding programme is an incentive for vulnerable families to invest in children education and encourages affected households to send children to school and helps to keep them there (WFP, 2008). Empirical studies have revealed that school feeding programme in deep have significant the impact on pupils' part in school (Ahmed 2004; Benelt Crawford, Cartwright, 2003).

According to Buttenheim et al (2011), the potential impact goal of targeting children through food for education programmes is to increase their educational achievement so as to improve their potential future productivity and earning. However, improvement in educational achievement due to serving food in SFP is thought to occur through three pathways as it partly were with the former writer and as demonstrated in figure one below. First, food for education (FFE) programs increase school attendance by lowering, the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning activities. The second is through the alleviation of short-term hunger which improves children's cognitive functioning and attention span. The third path is through the improved nutritional status of children by providing them with calories and nutrients in additional to their regular diet. There are basically seven different kinds of nutrients found in food all of which in different amounts the body needs for its different functions. These nutrients are;

Carbohydrates and fats

These provide the bulk of energy or fats the body needs for warmth, work and other functions. They also help the body make best use of proteins; they are called energy nutrients eg whole grain, bread, cereals rice and pasta.

Proteins

These are essential for growth repair and resistance to diseases; they are called body building nutrients e.g. meat poultry fish, eggs and dairy products. They are necessary in very small amounts to keep the skin and mucus membrane healthy. As barriers against

entry of diseases they are called protective nutrients. They are needed for proper working of many of the body's growth and, metallic processes.

Fibres

This is composed of material that is not usually digested by intestines so that it passes through the gut nearly unchanged. Its importance lies in keeping up the bulk of contents of intestinal tract and binding them in the large intestine into a soft faecal mass that can be properly expelled.

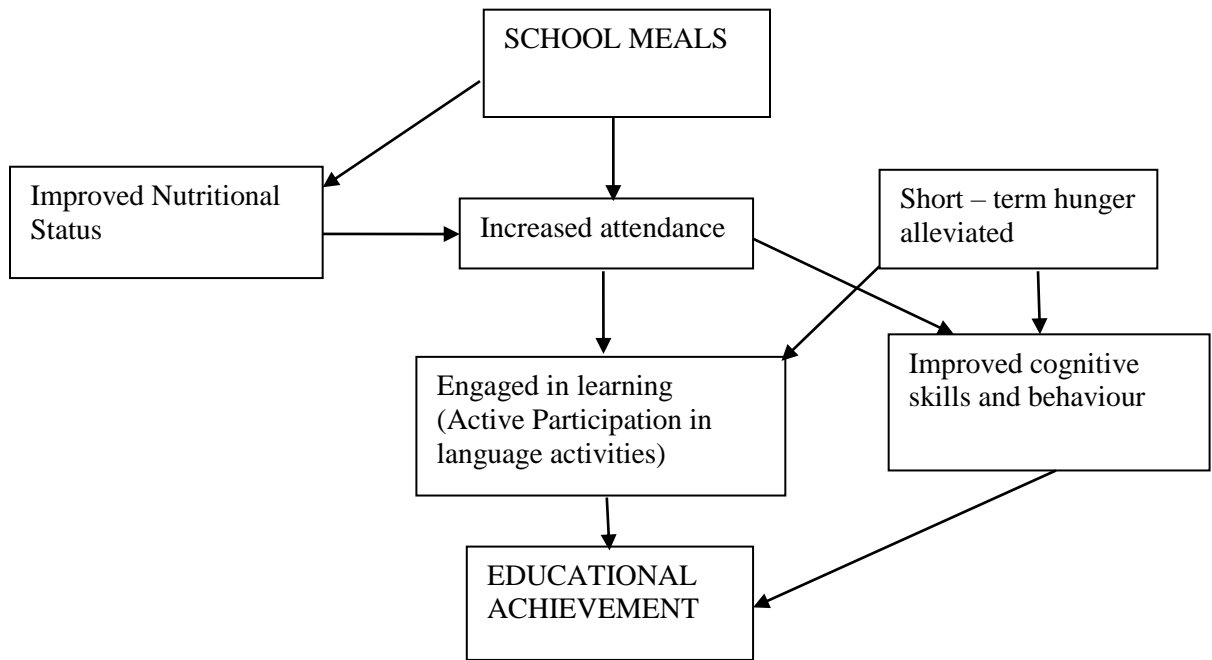
Water

This is essential for the blood and other liquids as well as for all cells of the body. The body needs these nutrients in balanced amounts. To obtain such balanced amount means eating a mixed of different foods containing the right amount of nutrient.

This is known to provide better health and better resistance to infectious diseases and illness that would keep children from attending school. Thus, better nutrition (which is obvious in a SFP due to fortification) directly improves educational achievement by increasing school attendance by children. In this case it should be well noted that at early childhood the achievement and performance should be viewed in the perspective of readiness for formal educational. Young children's language mastery and overall acquisition highly depends upon their school attendance, the school attendance then exposes children to participating in learning activities among them the language activities, which is the core medium of instruction and communication in other areas

The effects of school feeding programs and the related learning achievement are demonstrated in figure 1.

Figure 1: Relationship between SFP and potential outcomes on ECD children



Source: Modified from Granham McGregor et al (1998) and Jacoby et. al 1998

Though school feeding programs cannot reverse the consequences of earlier malnutrition, but providing meals at school can have a significant impact on nutritional status and educational outcomes in children (Kristjansson et al., 2007), girls who are better nourished are more attentive and involved during class, and well-nourished boys exhibit improved classroom behaviour and activity levels (Bundy DAP et al., 2006). School feeding programmes have also demonstrated the potential for improved education attainment. Nevertheless, as previously stated micronutrient deficiency is common among school children in poor communities unlike stunting and other consequences of long term malnutrition, micronutrient deficiencies can be rapidly reversed lending

support for the incorporation of fortified foods or supplements in to school feeding programs. The process of fortification involves the addition of small quantities of vitamins and minerals to foods and condiments that are regularly consumed by a significant proportion of the population. Simply adding micronutrients such as irons, iodine and vitamin A to commonly eaten foods, such as salt, flours or oils can effectively reduce micronutrient deficiencies. Thus, learners who gain from the provision of fortified school feeding programs are strong, have sustained attention spans and because they are well nourished, they endure participating in language activities with abstract mental processes such as jig – saw puzzles among other cognition activities.

According to Food and Agriculture Organisation (2010), the Ghanaian diet is based on starchy roots (yams, Cassava, fruits and cereals maize, rice, starchy roots and cereals supply nearly three quarters of energy intake and dietary diversity is low. The school feeding program in Ghana was launched in 2005 with the goal of contributing to poverty reduction and increased food security in Ghana. The three objectives of the program are to reduce hunger and malnutrition by providing all primary and kindergarten students in beneficiary schools a nutritious meal each day, to increase school enrolment, attendance and boost domestic food production by sourcing GSFP meals locally (Ghana SFP, 2010) the world food program WFP provides fortified food rations composed of 150 grams of fortified food corn – soya blend 3grams of iodized salt and 10 grams of palm oil per child per day) to children to complement the nutritional value and those type of foods procured locally (WFP, Ghana 2007). Indeed, in the 2006/2007 academic school year, national enrolment increased by 21% (UN, WFP, 2010). It is obvious that when children

attend school they have to learn, therefore the regular attendance must have improved the learner's participation in especially language activities in Ghana have to be replicated.

Kenya is a low – income East Africa nation with a population of approximately over 40 million (CIA World Fact Book, 2010) more than half of the population lives below the national poverty about 7.5 million peoples live in extreme poverty the burden of disease such as HIV / AIDs, malaria and water – borne illnesses weighs heavily on Kenyan families, affecting income food security and development, potential. Maize is the basic staple of the Kenyan diet. Ugali, the most common dish, is a thick porridge of maize meal that is usually eaten with a source of vegetables or meat or simply accompanied with fermented milk besides cassava and sweet potatoes, along with rice in urban areas. Milk and dairy products are also an important part of the diet. The WFP and the Kenya Ministry of education (Government of Kenya) have been the main organisations supporting school feeding programs in Kenya. Children in beneficiary schools receive a mid – day meal, with children in slums and early childhood development centres receiving an additional 40 grams of corn soya (Global Child Nutrition Forum, 2007). However, a range of SFP contributions are also made by parents and community members to school. They either agree on the fees or actual local food stuffs that will be charged to families of children in the schools to help support the program. (Bundy D. Et al, 2009). The benefits of SFP in Kenya have been demonstrated in a number of studies. A randomized controlled trial of Kenyan preschoolers demonstrated that children receiving breakfast scored 8.5% higher in school participation than a control group.

The fighting hunger in Kenya with school meals campaign in assisted schools in some parts of the country generally increased attendance rates of children in school (Lambers,

2009). According to Chepkwony (2013) in their journal of emerging trends in educational research and policy studies, school feeding program is very significant in providing a balance diet to ECD children so as to upgrade their attention span there by bettering their academic achievements. ECD children come from diverse background and for them to be cared for in a better way parents should be willingly involved in all procedures to ensure implementation and sustainability of feeding programmes. Since good nutrition has always been the first line of defence against childhood diseases which can leave the mark on children for life. A healthy child concentrates more in language activities, enriched porridge and a balanced diet at lunch time has been found essential in increasing children's attention span. Hence establishment of a functional school feeding program entirely depends upon committed parental participation and necessary altitude for appropriate program proceedings and sustainability (<https://www.questia.com>).

Thus, if attendance increases and children receive the required calories in the foods provided in the SFP combined with good healthy status due to proper nutrition; they stand the ability to participate actively and meaningfully in language activities. The proper participation in turn will yield successfully personal / social learning outcomes.

2.2 Parental attitudes towards school feeding programs verses learners participatory in language activities

According to (Afoaka 2010; Gunderson 2012), Ghana and USA noted that in the home-grown school feeding programme no parent wish to ever see their children hungry, interviews in the studies revealed that hunger in developing country is just as prominent in a developed country is just as prominent as in rural, low income and lack of resources

or resources that are not easily accessible. Although government assistance may be provided in developed or misuse or mismanagement of government assistance and lack of resources also play significant role in childhood hunger for kindergarten children in the U.S. Kindergarten pupils in Adjeikrom, Ghana however are more likely to experience hunger due to the time it takes their parents to prepare food. It is common for parents to leave early for work before children prepare for school, so parents are not able to prepare a meal before children leave the home. Also, some children travel miles to attend kindergarten school in Adjeikom, so they leave home early before their parents prepare a meal. When they were asked, how they felt about the school feeding programs implementation, parents in Adjeikrom, Ghana and Caplica, KY, the data analysis revealed that most adults perceived the school feeding programs as the best they could do for the children in the community they added that providing a free meal or meals in low income areas generally yields higher turnout and in the case of schools, it usually yields a higher attendance (Green Halgh, et al, 2007). When there is a high turnout there will be instruction. Instruction in language activity requires both the teacher and peer assistant for effective participation. The aspect of zone of proximal development ZPD is well demonstrated when children interact with more knowledgeable others. Parents are role models for their children's eating habits, the more parents know about nutrition the more likely they are to provide healthful meals at home and to set a good example when it comes to food choices. Child care providers can look for opportunity to educate parents on nutrition.

Parents also revealed that school feeding was the answer to negative classroom behaviours in kindergarten children (Kristjansson, 2009). Change of behaviour patterns may as well by extension work positively towards responsible and cooperative participation in class activities, especially the language activities.

2.3 Challenges facing school feeding and their effects on children's participation in language activities

According to (UNICEF, 2010) most children are noted to suffer from moderate to severe underweight; moderate to severe wasting moderate to severe stunting; very few consume iodized salt and few receive vitamin A supplements. A survey made on various countries revealed that the underlying challenges yet face the effort of providing the essential feeding programs expected to curb the above problems According to, Netherlands Development Organisation, (2007) in Ghana lack of kitchens, storage and dining halls in GSFP schools, insufficient supply of food portions, lack of training in hygiene and nutrition for school cooks; lack of sanitation facilities and regular safe water (a large proportion of schools are without poly tanks). Inadequate resources for students following influx of attendance in response to school feeding programs; varying degrees of linkage to local farmers / local food supply for food procurement; difficulties in monitoring cooking done outside the school; lack of transparency in records of food supply and payment procedures children not receiving daily meals, lack of communication with parents; cooks paid irregularly and low community involvement. Either high regional disparity in the allocation to pre-finance supplies and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers are other challenges.

In South Africa, the challenges vary from variation in cooking facilities between schools. Though there are approved meals plans, many schools chose 'cold' menu plans (brown bread with margarine, peanut butter and jam) that don't require kitchens. According to Education Training Unit (2010) in South Africa, they also face the lack of incorporating models that utilize local resources, gardens and food products, lack of water on site at school despite most menus requiring water for preparation, lack of basic equipment and utensils necessary for preparing and serving meals. There is no official milk sponsor established, though some schools have partnered with a milk provider. There is poor food quality and inferior food safety due to lack of hygiene Food due to theft, corruption and undependable infrastructure, including impassable roads during the rainy season, which prohibits food delivery (Van Stuijvenberg et al, 2005).

In Kenya, the challenges range in almost the same tune having different areas with different experience. Thus – seasonal migration of families, interrupting school attendance. Cultural practises such as early marriages, which keep girls out of school; lack of sustainable funding necessary for maintenance and expansion of school feeding programs. Programs remain dependent on donor funds; lack of uniformity in school feeding standards and meal provisions; weak institutional in implementation arrangements; seasonal droughts, floods impairing the food supply access to local markets; lack of stable infrastructure, political stability and community.

According to Generald K. Kurunga (2002), as human beings live in society they acquire habits customs and practices that expose them to ill health, the environment they live in may also contribute to their health. There are traditional food habits and beliefs that are poor from the nutritional point of view i.e. in many African traditions women and

children are prohibited from eating chicken and eggs. Another common practice is to prevent children with measles from eating meat or taking salt. These traditions are nutritionally harmful and should be carefully discouraged. Food that is not handled properly can become spoilt and such spoiled food has bacteria that can cause serious illness in children and adults. Harmful bacteria and other disease carrying agents can easily spread from unclean hands or equipments to food. To limit the spread of these agents food handlers must wash their hands with hot soapy water before beginning food preparation, Participation and ownership (Lamber, W. 2009, Global child Nutrition Forum 2007). The above challenges therefore retrogressively impact on children's consistency in the holistic performance both physical and cognitively. This is because if children may go on missing meals on same unpredictable times, they may experience psychological shock which makes them weak and withdrawn, thus rendering them passive participants in language activities at their centres.

According to Gelli et al (2009) in Washington the costs of school feeding programmes will depend on several different factors, including the choice of the feeding approach the composition and size of the ratios, whether the food is purchased locally or is imported and the number of beneficiaries and school feeding days per year, logistics security and climatic conditions have an impact on program expenditures. The geographical context will also affect the overall costs, estimating the full cost of in-school meal programmes is not always straight forward because providing cooked meals in schools generally includes a range of school-level costs that are normally not included within overall program expenditures. The world food program estimated that the costs (standardized over 200 days and 700-kcal) of providing a child with food at school were on average

US\$34 per child per year in 2001 (World Food Programme, 2005) and US\$ 20 per child per year in (2006). Further Ahmed, (2004) study done on food for education programme. These revealed that school feeding programmes are expensive to sustain especially when considering other competing needs. The choice of program objectives will to a large degree, dictate the food modality (biscuits, cooked meals or take-home ratios) and associated implementation costs. Fortified biscuits can provide substantial nutritional inputs at a fraction of the cost of school meals, making them an appealing option for service delivery in food – insecure contexts. Both costs and effects should be considered carefully when designing the appropriate school-based intervention (Ahmed, 2004).

Ahmed (2004) further purports that in low-income countries there are often major challenges associated with the implementation of school feeding programs, central concerns are the potential costs of the programs and how to implement the program without burdening the already fragile education system. Many countries, especially countries affected by crisis have traditionally addressed these concerns by relying on external support for resources and often the implementation of their programs. Majority of such programs rely on community participation for dial implementation activities while the overall management of the supply chain is often under taken by an external partner. Most families relying on the aids may have their children missing schools for being weak and hence miss participation in language activities. Such programs are often peripheral to the education sector management processes and the national budget, and are particularly vulnerable to external factors and man not persist beyond external support.

There is a tendency to consider community-sustained programs as an option reducing dependency on external assistance, but this places significant expectation on communities which they may not be able to fulfil. Indeed, there is anecdotal evidence from many low income countries that communities introduce fees or in-kind contributions to support such programs, and by doing so erect barriers to education, particularly for girls and the poor citizenry. Additionally, this type of program by definition can only be sustained in food-secure and generally better-off areas in a country and cannot serve the populations that are most needy.

Similarly, this model is particularly susceptible to shocks (for example, rising food prices or drought) and may have problems regarding the type, quality and regularity of meals provided. In Kenya, communities are expected to provide firewood, employ a cook, provide kitchen utensils, cooking water and monitor the utilization of the projects contribution (MOEST, 2009).

While school feeding programmes have a variety of positive impacts, there are some possible negative impacts these programmes can cause e.g. school feeding programmes can increase cost of schooling by requiring that communities provide firewood for cooking as well as other items such as fresh fruits and vegetables. Community is also expected to choose people who can cook these meals and maintain stores of all of the required food products as well as kitchen and other fundamental of meal provision by causing of needs and requirements to increase in a given community. The net benefit to a community feeding programme may be reduced.

Parents who are non-cooperative may make feeding programme not sustainable in that they will be reluctant in contribution of finances needed for promotion of school feeding programme and their children will lack school feeding programme which may lead to malnutrition, in attendance, lack of concentration, poor enrolment and poor performance. This will make school manager/head teachers to strain a lot to cater for school feeding programme or rather do away with it as parents seem to be less concerned. Many times, when the programme is done away learners also miss to come to school. Missing school means missing such vital learning activities as language activities.

Lack of finance for provision of school feeding programme will also make the programme unsustainable in that parents who come from low social economic status are not able to support the programme as they are extremely poor. They may wish that the programme should continue but are unable to provide to the programme due to their status.

Parents from higher social economic status have a negative attitude towards feeding programme and therefore never support ongoing feeding programme, they are very selective and give their children selected food to carry to school. And thus, it becomes hard for the head of the school to control that. Therefore, feeding programme is left for poor parents to struggle. This tendency is not also healthy apart from children missing from their socio-emotional aspect of development, the well-off children cannot get along with poor children. While the well-off have eaten well and are active the poor ones are weak and withdrawn rendering the learning environment non-compliant to zone of proximal development through healthy interactions. The unhealthy interaction does not allow participation of learners in language activities.

2.4 Theoretical framework

This study was guided by human need theory of Abraham Maslow 1943. According to the theory there are certain minimum requirements that are essential to decent standard of living. These are known as physiological needs, this includes; food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as security, sense of belonging and affection, love, esteem and finally self-actualization are pursued. Maslow proposed that man's drive towards certain direction can be arranged in hierarchical order.

According to Maslow's theory human needs are motivated by primary needs or drives such as sex, hunger, thirst and avoidance of pain. These needs make us behave in a certain way in order to fulfil the needs e. g when hungry we look for food when thirsty we look for water. Human beings are motivated by secondary drives or needs i.e. money, success, good grades, self-esteem and self-actualization, we are motivated to fulfil this need. Maslow's proposed that all motives can be arranged in a hierarchy from the lowest to the highest motives. The lower motives are relatively simple; they spring from our body states and must be satisfied. As the motives become higher and higher they spring from other things outside our body states.

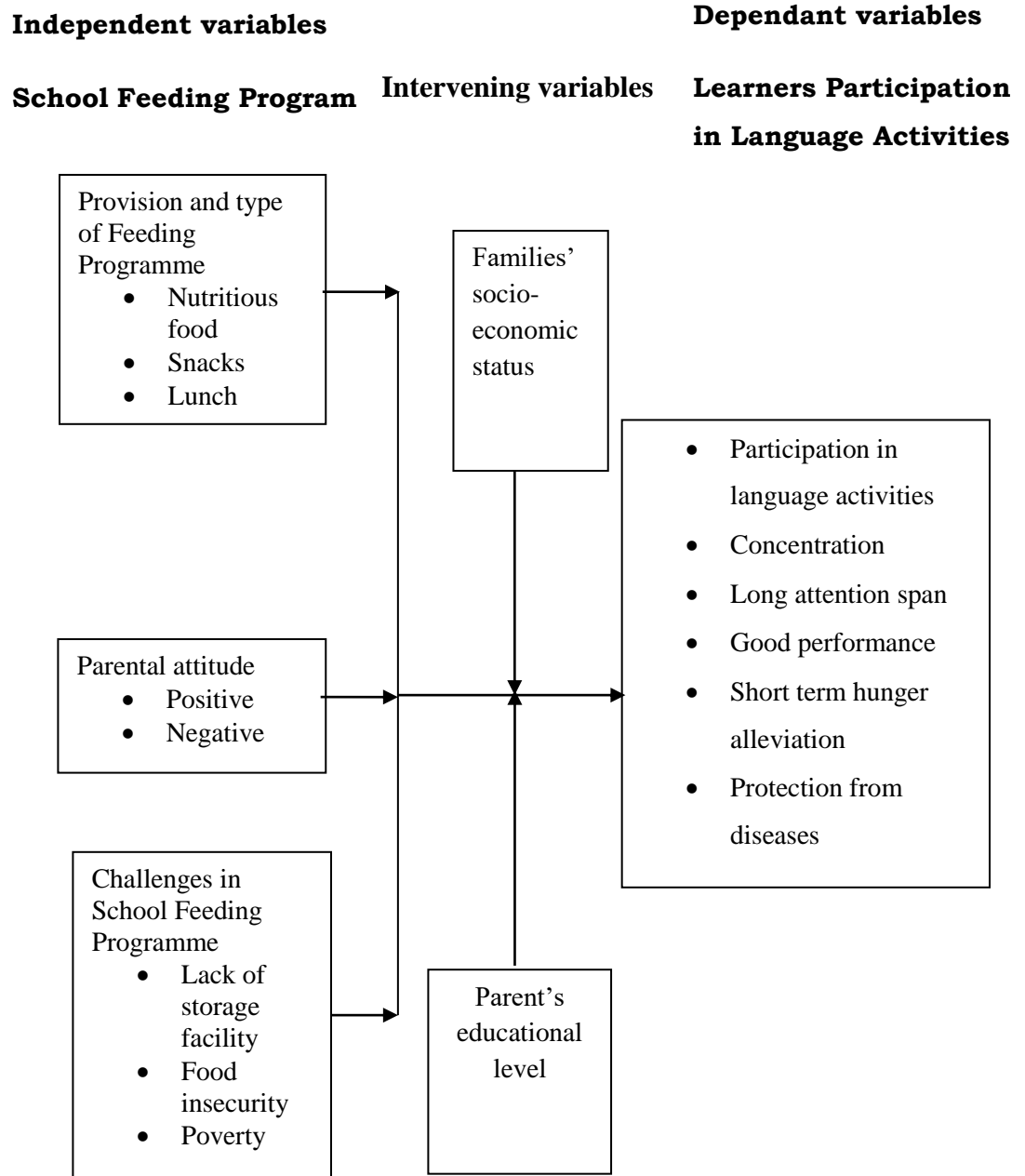
According to Maslow higher motive will only appear after lower ones have been satisfied hence the motives are inter related. The satisfaction of higher motives depends on satisfactions of lower ones, for an individual to reach the motive of self-actualization he must have had all his lower motives satisfied. According to Maslow hierarchy of needs, demonstrate that when needs are met or fulfilled pupils are generally happy and contented, it means that the atmosphere in school is good and learners will participate in

all activity areas. The reverse is true in that if the needs are not met or fulfilled there is discontentment. According to this study the school feeding programme in school provides snacks or lunch which are nutritious having been contributed by willing parents despite the challenges, it yields active participation of learners in language activities. In the light of hierarchy, the food is at the base and the safety is demonstrated by the short-term alleviation of hunger, protection of diseases and good performance. The children may reach their sense of self actualisation when they are confident that they can do something constructive in language activities.

2.5 Conceptual framework

In the conceptual framework, the participation of pre-scholars in language activities comes as a result of provision of nutritious food, types of food offered snacks or lunch, parental attitudes which may be positive or negative and the challenges the pre-schools face while offering school feeding programme i.e. lack of storage facilities, food insecurity, poverty, cost and lack of parental participation all these will yield participation of learners in language activities. The socio-economic status of various families and level of parental education are as well as intervening variables which contributes to the factors that portrays the study outcome. Concentration and long attention span in class, alleviation of short term hunger and protection against diseases not forgetting good performance.

Figure 2.1: Relationship between study variables in SFP and learners participatory in learning



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section contains the research design, target population, sampling technique and sample size, instruments for data collection, validity and reliability, procedure for data collection, data analysis and ethical concerns.

3.1 Research designs

The research design that used was survey. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 1999). Survey research is therefore a self-report study that requires the collection of quantifiable information from the sample. According to Cress well (2003) survey design is economical and has a rapid turn round in data collection, the design can facilitate gathering of information from a large area within a short period of time at a low cost. Survey design is appropriate in collecting data qualitatively. It has advantage in identification of attributes of a large population from a small population of individual (Babble, 1986) therefore: -Findings from the sample may give a wide scope for comparison and generalization to the entire population from which the sample is drawn. The design will be useful in collecting of data that will reveal characteristics, perception and experiences of respondents regarding influence of school feeding program on participation of pre-school children in language activities.

3.2 Target population

Population is a group of people, objects or institutions in a particular area or place. (Mugenda and Mugenda 1999) defines target population as entire set-up of individuals, cases or objects with common observable characteristics. It is a population to be studied by a researcher (Kathuri and Pals, 1993). The researcher will target 300 parents and 32 ECD teachers in charge.

3.3 Sample size

A sample is a small group collected from the population of the location of study (Kathuri and Pals, 1993). Orodho and Kombo, (2002), describes sampling as the provision of selecting a number of individuals or objects from population such that selected group contains elements representative of the characteristics found in the entire group. Out of the total population of 35 centres, a sample of 10 ECD centres partook in response, this means that 10 ECD teachers in charge conducted, 90 pre-schoolers and 90 parents was included in the study sample. The sample was arrived at by the 30% rule of representation as selected from the target population. This is to ensure that the findings are a good representation of the whole situation in area.

3.4 Sampling technique

Sampling is a process of collecting sample of the study. Sampling process ensures that the sample resembles the population under study (Nyakwara, 2009). The researcher used simple random sampling method for ECD centres. In simple random sampling, samples are selected by chance. Purposive sampling was employed to parents. Purposive technique allows a researcher to select the sample which serves her purpose (Begi, 2009).

This technique was appropriate to this study because the parents were found in the sampled schools.

3.5 Instruments for data collection

3.5.1 Questionnaire

The tools that were used for data collection in this study were questionnaires and interview schedule. Mugenda and Mugenda (1999) posit that a questionnaire is about written questions to which the respondent must provide answers by writing. He says that a questionnaire is a cost-effective tool in terms of time and money since many respondents can be questioned fairly and quickly, further more questionnaire checks on bias in analyzing results since most of the questions are structured or semi structured. The questionnaire was developed with reference to study objective; establish whether provision of school feeding programme and type of food offered that influence learners participation in language activities in Kanduyi zone, determining whether parental attitudes towards school feeding program offered influence children's participation in language activities in ECDE centres, identify challenges that face ECDE centres when providing school feeding programmes and how they affect learners participation in language activities in Kanduyi zone. The questionnaire was structured into two sections A&B, Section A contained personal information of respondents and section B contained questions in relation to objective of the study. The questionnaire was administered to the teachers in charge of pre-schools sampled for study.

3.5.2 Interview schedule

A semi structured interview instrument was employed on parents. An interview is an oral exchange between an interviewer and an interviewee (Begi, 2009). Here the researcher notes the respondents' expressions, gestures, hesitations and explores their feelings attitudes and beliefs which contribute to authenticity of information.

A semi structured interview is an interviewing instrument which is however less formal, still have some structure which ensures that all topics are covered. It also gives the interviewer more freedom to gather a wider range of information from the respondent. This instrument is advantageous to this study on the premise that the researcher is in position to probe interesting issues to gather much more detailed information on the required topics (Serem, Boit and Wanyama, 2013).

3.6 Validity and reliability

3.6.1 Validity

Validity is the degree to which a research instrument actually measures what it's supposed to measure. In addition, it focuses on the appropriateness, meaningfulness and usefulness of the influence researchers make based on data they collect. (Orodho, 2004)

The researcher prepared research instruments guided by research objectives, the prepared instrument was given to an expert in the area of research i.e. Project supervisor and Experts in department of ECDE to verify their validity. The researcher then administered the instrument to a small sample of the same population from the main sample. The reactions of the participants after administering guides the research in terms of what may need to be changed. The researcher made adjustment to the research instruments best on

the feedback from the respondent and at this point the instrument was ready for administering to the main sample.

3.6.2 Reliability

Reliability is a measure of degree to which a research instrument yields consistent results after repeated trials. Reliability of instruments was established by conducting a pilot study. The purpose of this was to determine the feasibility of planned study and deficiencies in the instruments; it gave the researcher orientation to the social environment where investigation was taking place. A researcher prepared an instrument guided by research objectives. The instrument was given to an expert to check on relevance of research purpose, the instrument was then administered to a small sample from the main population, the researcher then analysed the data from this administration. After two to three weeks the same instrument was administered to the same sample (tests-retest). The results from the two exercises was code and scored using the Pearson Product Moment for correlation formula. If the degree of consistency is high ranging from 0.6 upwards then the instrument was taken to be reliable.

3.7 Procedure for data collection

A research permit was obtained from the Ministry of Higher Education Communication and Technology through the school of post graduate studies of Nairobi University. Permission to carry out research of Bungoma County, Kanduyi zone which was granted by County Commissioner and County Education Officer. Pre-visits were made to ECDE Centres to seek permission and make arrangements to conduct research. After being granted consent the researcher travelled to meet the subjects at their respective stations. The researcher then introduce herself to the school and the reason as to why she wanted

to conduct the study, she provided the research instrument (questionnaire) to the ECD teachers in charge of the school of which she collected later after the participants had completed answering after a week.

Semi structured interview was administered to the parents. The researcher together with her researcher assistants used interview schedules to elicit information from various parents across ten ECD centers in the zone; with hired tape recorders five interviewers the researcher being one of them interviewed parents in two centres. Each centre presented nine parents who were chosen by teachers in charge basing on the two extreme ends of their socio-economic status on ratio 1:1.

3.8 Data analysis

Data was analyzed qualitatively. Qualitative data was analyzed by coding it and organizing it into categories, themes and concepts relevant to research objectives and then presented in tables pie charts and bar graphs. Quantitative data was analyzed using descriptive statistics through use of means; frequencies, percentage and presentation were done through use of pie charts, bar graphs & tables.

3.9 Ethical concern

As explained in the procedure for data collection the study observed principles of ethical issues concerning participant's informed consent, debriefing of participants and rights to withdraw from investigation. Participants were informed about what it was that they are volunteering for the purpose of study, the reason of conducting research and confidentiality of the information obtained. This study observed confidentiality and privacy of respondents. Consent was sought from all respondents before data collection.

Respondents were treated confidentially and not subjected to any form of harassment. Data and results were treated confidentially and only shared with researcher's supervisor. Humane treatment was observed throughout the study, should the findings of this study be published the researcher will ensure nothing can be traced back to any of the respondents where possible pseudonyms will be used unless a respondent prefers of their real names. The researcher will take cognizance of this principle so as to maximize the outcomes of research process.

CHAPTER FOUR
RESEARCH FINDINGS

4.1 Introduction

The findings of the study were presented according to the objectives: influence of school feeding program (SFP) on learner’s participation in language activities and types of food offered in relation to their influence of learners’ participation in language activities. Parental attitudes influence on learners’ activities and how challenges that face ECDE centre in providing SFP affect learners’ participation in language activities.

4.2 Influence of school feeding program on learner’s participation in language activities

Table 4.1: Types of feeding programs in Kanduyi zone ECD centres

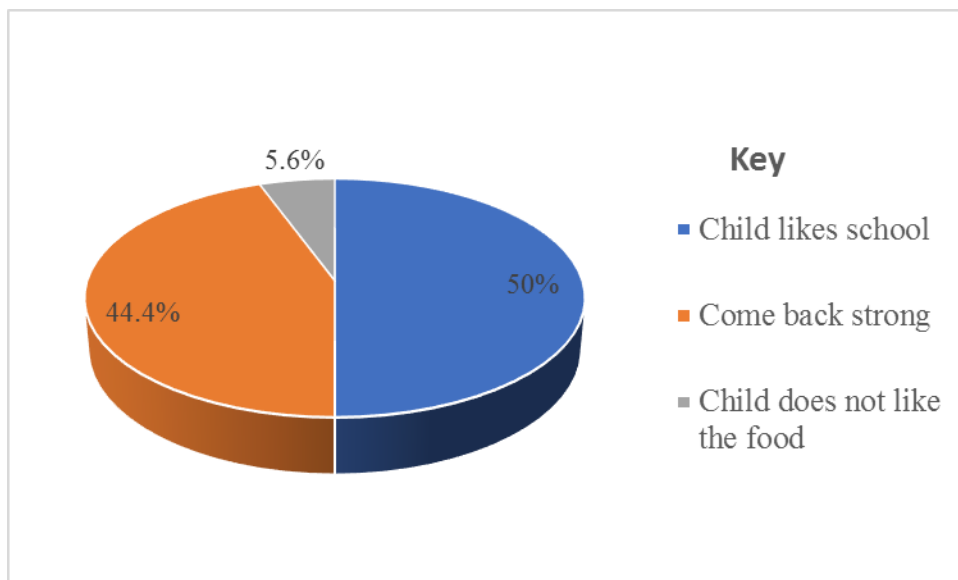
Response	Frequency	Percentages %
Snack and lunch	5	50
Snacks	5	50
Total	10	100

Table 4.1 illustrates that five centres among the ten provided both snacks and lunch, this constituted 50% while five centres provided only snacks which constituted 50% respectively. According to Bwibo and Mwiria (1989) says that number of interventions can promote the health and nutritional status of school children.

4.2.1 How school feeding programme help children

Figure 4.1 presents the response from parents on how school feeding program help their children. The findings show that 50% respondents said that the programmes helped their children to like going to school every day, 44.4% response, indicated that their children kept strong and active on arriving at home from school while 5.6% noted that their children did not like the food. According to Montessor et al., (1998) puports that nutrition and health status are powerful influences on a child’s learning and performance in school.

Figure 4.1: How school feeding programme help children

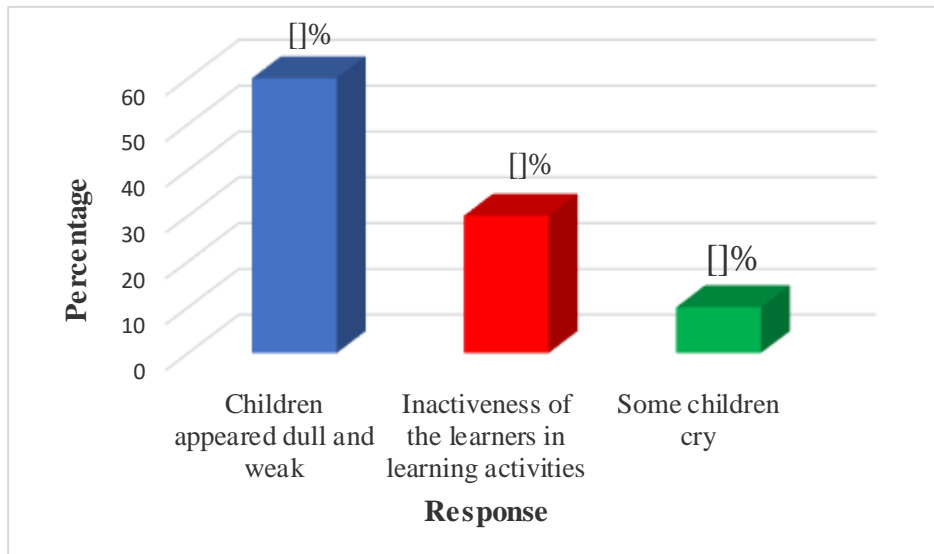


4.2.2 Children’s behaviour before feeding

The finding from Figure 4.2 depicts what teachers in charge of ECD centres in Kanduyi Zone recorded behaviour of children before feeding. 60% of the respondents indicated that children appeared dull and weak, 30% of the respondents reported inactiveness of the learners in learning activities while 10% of the respondents recorded that some children

cry. According to Polit (1984), in California, perspective of overcoming anger, argues that hunger at school is common and interferes with learning process.

Figure 4.2: Children’s behaviour before feeding



4.2.3 Children’s behaviour after meals

Table 4.2: Children’s behaviour after meals

Response	Frequency	Percentage %
Very happy and active	7	70
Relaxed and felt sleepy	3	30
Totals	10	100

Table 4.4 indicates that (7) 70% of the teachers in charge recorded that children become very happy and are active while (3) 30% of teachers responded that children were relaxed and felt sleepy. According to Kazianga, de Wague et al, (2009), hungry children

encounter difficulties to concentrate and perform complex tasks than well-nourished ones.

4.2.4 Effects of types of food offered on learners' participation in language activities

Table 4.3: Effects of types of food offered on learners' participation in language activities

Response	Frequency	Percentage %
Active participation	6	60
Clear self-expression	4	40
Totals	10	100

Table 4.3 indicates that (6) 60% of ECD teachers in charge responded that snacks and the type of foods given to children during lunch hour made children active participants in learning activities, while (4) 40% of the response recorded clear self-expression among learners respectively. According to Joy and Rossa (1999), nutrition and health status are powerful influence on child's learning and on how a child performs in class.

4.2.5 How the programs influence learners' Participation in language activities

Table 4.4: How the programs influence learners' Participation in language activities

Response	Frequency	Percentage %
Socialization of children	3	30
Building vocabulary	2	20
Uncertain	5	50
Total	10	100

Table 4.4 reveals that 30% of the respondents agree that school feeding programme helps school children to socialize well while 20% of the respondents said that children's vocabulary improved. The majority of the respondents were uncertain with 50%. According to Green Halgh et al, (2007), instruction in language requires both the teacher and peer assistance for effective participation. The aspect of zone of proximal is practiced when children interact with others.

4.3 Parental attitudes towards school feeding program verses children participation language activities

Table 4.5: Willingness of parental support towards feeding programme

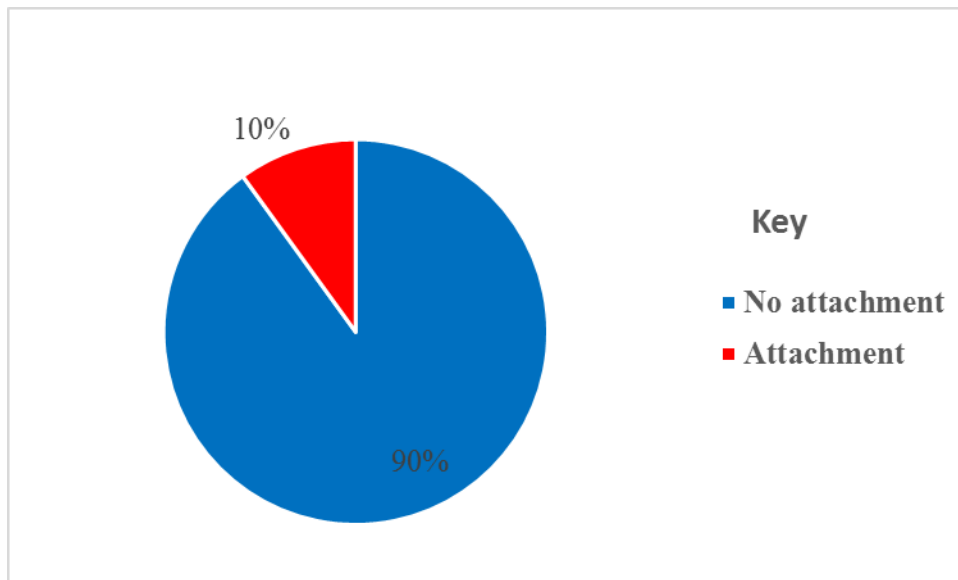
Response	Frequency	Percentage %
Supportive parents	9	90
Unwillingness to support	1	10
Totals	10	100

The findings in the Table 4.5 shows that (9) 90% of teachers reported that parents were supportive to the school feeding program while one parent constituting while (1) 10% of the response displayed parental unwillingness to support the programs. According to Afoaka (2010), Ghana and USA noted that in homegrown school feeding programme, no parent wish to ever see their children hungry.

4.4 Attachment of food taboos on provided feeding programs versus leaving participants in language activities

Parent's taboo on table Figure 4.3 indicates that the response of (9) 90%) revealed that parents did not attach any taboos on the provided foods, while one teacher constituting (1) 10% reported that some parent attached food taboos to the provided foods. The observation by (1) 10% of teachers said that children who did not take some foods showed that the children were withdrawn and felt out of place during the language activities. According to Gnerald K. Karunga (2002), as human beings live in society, they acquire habit customs that expose them to build health.

Figure 4.3: Parents taboo attachment on provided school feeding programme



4.4.1 Challenges associated with school feeding programs

Table 4.6: Challenges associated with school feeding programs

Response	Frequency	Percentage %
----------	-----------	--------------

Lack of promptness	7	70
Carrying snacks	1	10
No challenge	2	20
Total	10	100

Ten teachers' response as portrayed in the table 4.6, reveals that (7) 70% of teachers respondents observed lack of promptness in parents contribution towards the school feeding programmes, while (1) 10% of the respondents indicated that some parents provided their children with packed snacks and 2 (20%) of teachers recorded that there was no much challenge in the matter. According to Ahmed (2004), purports that low income countries have major challenges associated with implementation of school feeding programme central concerns are potential of the programme.

4.4.2 Availability of school feeding programme in the centers

Table 4.7: Availability of school feeding programme in the centers

Response	Frequency	Percentage %
Food stuff contribution	30	33
Contribution of money	60	67
Total	90	100

Table 4.7 indicates that parents having been asked how they ensure that the school feeding programme is available in the centres gave their answers as follows: (60) 67% of the parents responded that they have always tried to contribute funds towards the

sustainability of the programme. This is because they don't have farms to plant the food while (30) 33% of the response said that they have always contributed the foodstuffs in kind, because they have farms they plant most of the required food. According to MOEST (2009), in Kenyan communities are expected to support in school feeding programme and to monitor the utilization of projects contribution.

4.4.3 School feeding programme that help children better

Figure 4.4: School feeding programme that help children better

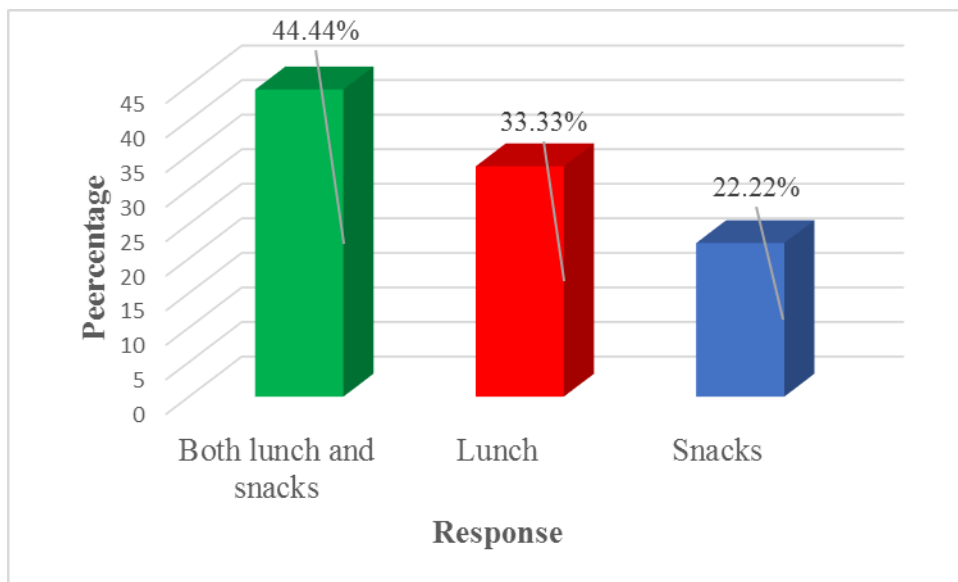


Figure 4.4 indicate that 44.44% of the parents had always felt that both lunch and snacks were the most helpful programmes for their children. They had shown that their children left home without breakfast most of the time, (30) 33.33% response had a feeling that lunch could be more important since they provided breakfast for their children while (20) 22.22% of the parents registered their ideas that snacks were the most appropriate for their children. According to Buttenheim et al., (2011), the potential impact goal of

targeting children through food for education programmes is to increase their educational achievement.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings

The findings of the study revealed that out of ten schools, five schools provided both snacks at 10.00 o'clock snacks while the other five schools provided only snacks, and that before such stipulated time of feeding most children were observed to be dull and weak, inactive in learning activities, especially the language activities and very cry some. 70% of teachers who formed part of the respondents observed that children become very happy and active after taking the meals while 30% of the teachers recorded that the children relaxed and slept after the meals.

On what the effects of the types of food offered to learners was, 6 teachers out of the ten reported children's active participation in language activities and the remaining 4 teachers in charge of the ECD centres registered that children exhibited clear self-expression. In general, 50% of the respondents were not very certain of what the programmes generally yielded to the centres; 30% of the teachers found out that the programmes contributed largely on the part of socializing the learners and 20% of them actually reported that the aspect of school feeding programmes did built learners

vocabulary. From the study, the parents on the other hand reported that school feeding programme was profitable to their homes because their children were motivated to like going to school every day while they sensed that their children kept strong even if the percentage reported that their children did not like the food.

90% of the teachers in charge of ECD centres reported that parents had a positive attitude towards the school feeding programme while 10 percent of the teachers had a feeling that parents were not supporting the SFP, besides the attitudes, 90% response indicated that many parents did not attach any food taboos to the type of foods provided in the school feeding programme while 10% of the response registered that some parents attached food taboos to the food provided and therefore affected children. The children looked out of place thus withdrawn amidst their fellows. Parents reported that they contributed food stuffs or money to support the school feeding programme. 66.66% of the interviewed parents revealed that they only contributed money towards feeding programme while a section of 33.33% of them contributed foodstuffs. Either 44.4% of the parents reported that it will be better if both lunch or snack programme were provided for their children. 33.33% suggested lunch alone while 22.22% said their children only need snacks.

The programmes did not lack challenges either, a section of 70% of the teachers in charge (respondents) registered that there was lack of total promptness in the delivery of the programmes requirements; 20% of them had no challenge while 10% had a challenge of parents choosing to provide their children with packed snacks.

Reporting on the challenges that face the school feeding programme 55.55% of the interviewed parents complained of lack of money while 33.33% complained that it is

hard sometimes to get food stuffs from their farms due to unavoidable circumstances like poor climate. However, 11.11% did not find a problem in contributing.

5.2 Conclusion

The results show that those schools which had both snacks and lunch programmes were oriented towards private ventures and may be due to the difficulties that parents meet necessitated food aids from well-wishers from the town. Many business entities lead to act in terms of attracting customers to their enterprises, so they subsidised parents' contributions. Parents are willing to contribute towards school feeding programme though their biggest problem is the lack they experience most times.

Children who partook of the programmes were active in language activities and expressed themselves clearly. This expressively explains what entails Maslow's hierarchy of needs theory in motivating behaviour. Hence once children's physiological needs (in this case food) are met, their conscience tend to be secure, thereby making them relax and concentrate on activities that require their concentration.

The programmes were found to socialize and build vocabulary of participating children. It is an obvious fact that when children socialize, they happen to learn much from one another, their vocabulary grow and enable them participate freely in language activities. According to Maslow's second phase of his hierarchy – the psychological sense of belonging (when they socialize) and development of self – esteem (when they can communicate using the right vocabulary) help children to fit. In their places or groups in which they use in learning. The active participation helps in the bringing about the

fulfilment of Lev Vygotsky's Zone of Proximal Development (ZPD), which explains how able children help those who can't, perform a given task to its end.

Respondents unveiled the unexpected results on whether or not; the parents were supportive in the way they perceived the school feeding programmes. A very high percentage of parents were said to have a positive attitude towards the programmes, and seemingly the few who were not willing were those who attached food taboos to those provided foods.

Nevertheless, the above scenario could only be reflected in the challenges that surround the provision of the foods. The overwhelming failure to contribute promptly is the thing behind the statement of the problem in question.

5.3 Recommendations

My recommendation is that the ministry of education through the county governments speed up their involvement in allocating funds meant to support feeding programmes in all public ECD centres I also recommend that all ECD stakeholders be sensitized to be made aware of the policy frame work of early childhood education and their responsibilities therein, so that they make their commitment to supporting school feeding programmes without leaning on the thoughts that the other part of basic education provides free primary education.

I also recommend for further research on the effects of time allocated for school feeding programmes on children's activities levels in learning language.

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APPENDICES

Appendix I: Questionnaire for teachers in charge of ECD centres

This questionnaire is meant to collect information on the influence of feeding programmes on the participation of learner's in ECDC in Kaṇduyi zone, Bungoma County. It is entirely academic and your opinion will be treated with a lot of confidentiality. Tick (√) or write an appropriate alternative in the spaces provided.

SECTION A: PERSONAL INFORMATION

Gender: Female [] Male []

Age: 20 – 30 years [] 31-40 years [] 40 & above []

Professional qualification: - Certificate Diploma [] Degree []

SECTION B:

Questionnaire for teachers in charge of ECD

1. Which type of feeding program do you have in your centre?

.....

2. How do children behave before the feeding?

.....

.....
3. How do the children behave after the feeding?

.....
.....

4. How do the types of food do offered influence learners participation in language activities?

.....

5. How does the program (s) influence learner's participation in language activities?

.....

6. What attitude do parents in your centre have towards the school feeding program. (s)

.....

(ii) Do the parents attach any food taboos to the snacks provided?

.....

(iii) What happens to the affected children?

.....

7. Does your school have any challenges?

.....

If yes in (7) above what are the challenges?

.....

.....

.....

Thank you very much for your response.

Appendix II: Interview schedule

1. How do the school feeding programmes help your child?
2. How do you ensure that the programmes are available in the centre?
3. Which behaviour do you observe in children who participate in school feeding programmes in the centre?
4. Which type of school feeding programme do you think is more helpful to your child?
5. What is your perception of the idea of school feeding programme?
6. What do you perceive in the school feeding program that is very helpful to your child?
7. Which challenges do you face in contributing towards the school feeding programmes?
8. Which effect do you think is posed on your children's participation in activities at school when you are facing the challenges?

Appendix III: Research Authorization Letter



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

When Replying please quote
e-mail: bungomacde@gmail.com

Ref No: BCE/DE/19 VOL I/34

County Director of Education
P.O. Box 1620-50200
BUNGOMA
Dates: 25th August, 2017

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CARRY OUT RESEARCH – OMKUBI ELIZABETH
REG: NO. E57/76716/2014

The bearer of this letter Omukubi Elizabeth of Nairobi University has been authorized to carry out research on ***“Influence of school feeding programme on participation of ECDE learners in language activities in Kanduyi zone, Bungoma County, Kenya”*** a period ending 19th June , 2018.

Kindly accord her the necessary assistance.

JEMIMAH E. MAINA
FOR: COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY

