FACTORS INFLUENCING MANAGEMENT OF FEEDING PROGRAMME IN PUBLIC EARLY CHILDHOOD EDUCATION CENTRES: A CASE OF NYERI COUNTY, KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements of the Award of Master of Arts in Project Planning and Management of the University of Nairobi

2019

DECLARATION

I hereby declare that this is my original work and to the best of my knowledge has not been presented for examination for an award of a degree in this or any other university.

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DEDICATION

Dedicated to my Daughter Khawlah Amina and my Sons, Abdulghan Omar Krasha and Ashraf Kamwithi Munyi for their patience and understanding during the entire period I was busy studying. Further dedication is to my Mother Amina Omar and Father, Omar Khamisi who instilled in me the spirit of determination and dedication, and their guidance and advice on values and importance of education. I dedicate this too to my Friends Kamau Mugai and Divina Kwamboka who encouraged me to never give up until I achieve my dream.

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ABSTRACT

The purpose of the study was to assess the factors influencing the management of feeding programme in public ECDE centres in Nyeri County, Kenya. The objectives of this study included: to establish how community participation influenced the management of ECDE feeding programme, to identify how leadership styles influenced the management of ECDE feeding programme, to establish how human resource skills influenced management of ECDE feeding programme and to identify how procurement methods influenced management of the feeding programme in public ECDE centres in Nyeri County. This study targeted three public ECDE centers in Nyeri County that benefited from the County government's School Feeding Program. Questionnaires, interview and observation schedules was used to gather data for the study. The target population of the study consisted of 15respondents.This target population included the 6 caregivers, 7teachers,1 procurement and 1 human resource officers. Since the target population was small the researcher used the universe population that was capturing the entire population as sample size. The researcher sought for an introductory letter from University of Nairobi and Authorization letters and research permit from NACOSTI. After getting a research permit, the researcher proceeded to the County Director of Education, Nyeri County and requested for acceptance to carry out research in public ECDE centres. The researcher personally distributed the research instruments. The questionnaires were self-administered. After one week, the filled questionnaires were collected from the ECDE teachers and caregivers. Data was analyzed using SPSS presented using of descriptive statistic; frequencies, mean, variance and standard deviation. Results of the analysis were facilitated the process of making justifiable conclusions on the problem under inquiry. Data from open ended questions was analyzed making use of content analysis and results from this analysis were presented in themes guided by the objectives of the study. Information from this was summarized by employing frequencies and percentages. The researcher explained to the respondents about the research ensuring them that the study was only for academic purpose. The researcher made it clear that the participation was voluntary and that the respondents felt free to decline or withdraw any time during the research period. Respondents were not coerced into participating in the study. The participants were informed to make the choice to participate or not and they were guaranteed that their privacy was to be protected by strict standard of anonymity. The study found out that Community Participationand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.548, p=0.000). The Table further indicated that Leadership styleand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.521, p=0.000). Human Resource Skills and Management of Feeding Programmes in Public ECDE correlated positively and significantly(r=0.543, p=0.000), It was further established that Procurement Methods Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.523, p=0.000).The study also concedes that SFP helps to adjust the entry ages by attracting children to school during their right age of six years.

ABBREVIATION AND ACRONYMS

CBOs	Community-based organization
ECE	Early Childhood Education
ECDE	Early Childhood Development Education
EFA	Education for All
FPE	Free Primary Education
MDM	Mid-Day Meals
MoEST	Ministry of Education Science and Technology
NGOs	Non- governmental Organization
KDP	Kenya development plan
K.I.C.D	Kenya institute of curriculum development
SD	Standard Deviation
SFP	School Feeding Program
SMC	School Management Committee
UPE	Universal Primary Education
USA	United States of America
USDA	United States Department of Agriculture
WFP	World Food Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

One of the most effective investments in improving economies and creating literate, self-reliant, and healthy societies is basic education. There is a notable improvement in the access to primary education in the past few years. This is a global trend witnessed indiscriminately. This notwithstanding, over 77 million children in the age bracket designated for primary school does not attend school. A large majority of these children, 49% are in sub-Saharan Africa, with a disturbing 57% of them being girls. This is the scenario which confounds governments that aim to successfully achieve the Millennium Development Goals for education. Consequently, such governments are forced to identify and even prioritize different educational policies within different national contexts. With this foregoing, school feeding programme takes Centre stage in the educational policy decision making process as an effort to realize true educational success **(**Gelli, Al-Shaiba and Espejo, 2009).

The decision to enroll a child in school and, thereafter, for the child to attend regularly is influenced by many factors, including the perceived value of education, the availability of employment opportunities, the direct and indirect costs of schooling, and the availability and quality of school facilities. Food incentives offered to students, such as school meals, or food incentives offered to families, such as take-home rations (especially for girls, orphans, and vulnerable children) compensate parents and guardians for direct educational costs and opportunity costs accrued from the loss of child labor when children go to school. Implementation of school feeding programs is associated with increased enrolment, particularly for girls. An evaluation of India's Mid-Day Meals (MDM) program, the largest school feeding program in the world, found that female school participation was approximately 15 percent higher in schools that provided the MDM program than in schools that did not (Kingdon, 2011). However, the MDM program did not appear to have a detectable effect on the enrolment of boys.

Evidence from randomized controlled trials also demonstrates increases in attendance and enrolment and a reduction in dropout with in-school feeding. One study in Jamaica gave breakfast to children for a year and found that attendance rose by 2.3

percentage points more than it rose for the control group from a very high baseline, relative to other low-income countries, of around 80 percent (Powell, 2010).

A randomized controlled trial of a school breakfast program in Peru also found higher attendance rates in treatment versus control schools (Glewwe and Jacoby, 2014), and similar results were seen in a study of Kenyan preschool children receiving breakfast, where school participation of pupils in the treatment group was 8.5 percent higher than in the control group. Combining an in-school snack with micronutrient fortification (iron, iodine, and vitamin A precursor) in primary schools in South Africa resulted in a fall in (diarrhea-related) absenteeism from 79 days to 52 days, an increase in attendance of approximately 15 percent. A fortified biscuit program in Bangladesh appeared to have increased net enrolment rates by 10 percent, increased attendance by 1.3 days per month, and reduced the probability of dropping out by 7.5 percent (Ahmed, 2014). A systematic review of these and other school feeding studies in low-income countries also found greater attendance for students receiving in-school meals compared with students in control groups. On average, the per child increase in school attendance was four to six days a year.

In Cote d'Ivoire, in addition to increased school access, retention, and success, the pre-primary school feeding program has sparked behavioral changes among children including hand washing, good eating habits, nutritional, and hygiene practices. For a sustainable program, the report calls for strengthened governance, capacity, monitoring and evaluation, as well as improving agricultural technical skills and the introduction of advanced agricultural technology and equipment. School feeding in Ghana is decentralized and outsourced, relying on caterers for food procurement, preparation and distribution. This creates jobs for the communities, and allows schools to focus on education rather than food duties. While implementation of school feeding programs need political support and commitment, the report notes it is important for the government not to politicize the programme, which can affect targeting and quality (Afridi, 2010).

More than 8.8 million South African secondary students receive a cooked mid-morning meal, and those in the poorest provinces are also served lunch. Cabo Verde's national school feeding program not only provides one hot meal a day to thousands of

school children, it also employs more than 1,000 women from within the school communities. For the first time, detailed data about national school meal programs are available in the newly-released Global School Feeding Sourcebook: Lessons from 14 Countries. Using case studies from around the world, including programs in nine countries in Sub-Saharan Africa, the sourcebook provides a comprehensive analysis of school feeding programs to identify common themes, challenges and good practices (WHO, 2010).

According to the School Feeding Programme Training handbook (2006) the objectives of the School Feeding Programme are to: improve the primary schools enrolment, enhance the attendance rates and reduce the dropout rates due to hunger; reduce the disparities in enrolment, attendance rates and gender; improve the children capacity to concentrate and assimilate information by relieving short term hunger; contribute to improvement of nutrition intake and general health of the children from low income families; and to enhance the participation rates and increase enrolment of children in the disadvantaged districts and urban unplanned settlements in Kenya.

In Kenya, the country stands out for developing innovative and complementary school feeding programs, with both successes and challenges. The Njaa Marufuku Kenya (Eradicate Hunger in Kenya) program, under the Ministry of Agriculture, is geared toward agricultural development and capitalizes on the ministry's agricultural expertise and integrates community food and nutrition security with school feeding. However, continued financing is a challenge. The Home-Grown School Meals (HGSM) program, under the Ministry of Education, Science and Technology, aims to tackle low school enrollment and attendance, high dropout rates and low academic achievement. As it transitions from World Food Programme support to being government led, the program would benefit from increased links to local agriculture (World Bank, 2016).

In Nyeri County, the government has been providing a SFP to only three ECD centers. This has been the case even before the introduction of the county governments. When devolution was embraced in the country, the County Government of Nyeri inherited the feeding program from the local authority that was running the program. While school feeding programs have a variety of positive impacts, there are

some possible negative impacts these programs can cause. For example, school feeding programs can increase the cost of schooling by requiring that communities provide fire-wood for cooking as well as other items such as fresh-fruit, vegetables, and condiments. This is largely the case in Nyeri County, where the government only foots the expenses for porridge to the children. Since the children stay in school till 3 pm, parents are required to provide for meals to keep the children in school. Additionally, communities are also expected to provide people who can cook the porridge and maintain stores of all of the required food products, as well as kitchens and other fundamentals of the meal provision. By causing a variety of needs and requirements to increase in a given community, the net benefit to a community from school feeding programs may be reduced, as is the case in Nyeri County. For this reason, there are a variety of challenges that emerge in the effective implementation of school feeding programs (Heim,2011).

Since the government has prioritized access and retention of pupils in ECDE centers, policy initiatives have focused on the attainment of Education for All (EFA). The key concerns for the county government are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. It is in this aspect that the local governments had and now the county Government initiated school feeding programme in the three ECDE centers. These centers are King'ong'o, Karatina Urban and Nyakinyua ECDE Centers. This study seeks to explore the Challenges to effective management of feeding program in the three ECDE centres that benefit from the County Government feeding program in Nyeri County.

1.2 Statement of the Problem

The Kenya constitution 2010 brought in the 47 county Government. Nyeri County is one of them. The county governments took over the responsibilities of the then local governments. In Nyeri one of the responsibilities of the local governments was the feeding of the three local Government owned ECDEs centres. The responsibilities included procurement of the feeding material and how the program is managed to ensure its success. The government of Kenya has introduced several initiatives in addressing the issue of access and retention of pupils at basic education level. Among the initiatives is provision of support grants to vulnerable children, mobile school funding in arid regions, enacting policy on special education, infrastructural funds

provision to schools, and the introduction of free and subsidized education. Enrollment rates have seen an upsurge, up to 90% increase, with the government's efforts since the year 2003.

World Food Programme (2010) reiterates food insecurity as the major cause of low participation of pupils in schools. For instance, over 60% of children in Nyeri County by the year 2012 did not participate in the learning process due to food insecurity (World Bank, 2014). Despite the government's unrelenting tendency of continuously quoting these figures, high dropout rates have forced the government to rethink its strategy. From the drawing board, the government has come up with the ECDE school feeding programme aimed to improve education in the country. It is against this backdrop the study sought to assess the factors influencing effective management of feeding programmes in public ECDE centres in Nyeri County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to assess the factors influencing management of feeding programme in public ECDE centres in Nyeri County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To establish how community participation influence management of the feeding programme in public ECDE centres in Nyeri County, Kenya.
ii. To identify how leadership style influence management of the feeding programme in public ECDE centres in Nyeri County, Kenya.
iii. To establish the extent to which human resource skills influence management of the feeding programme in public ECDE centres in Nyeri County, Kenya.
iv. To identify how procurement methods, influence management of the feeding programme in public ECDE centres in Nyeri County, Kenya.

1.5 Research Questions

The study was guided by the following research questions

i. How does the community participation influence the management of the feeding programme in public ECDE centres in Nyeri County, Kenya?
ii. How does the leadership style influence the management of the feeding programmein public ECDE centres in Nyeri County, Kenya?
iii. To what extent do human resource skills influence the management of the feeding programme in public ECDE centres in Nyeri County, Kenya?
iv. How do procurement methods influence the management of the feeding programme in public ECDE centres in Nyeri County, Kenya?

1.6 Significance of the Study

Education is critical in terms of global and national issues; it is therefore compelling to evaluate the school feeding programme to find out whether it is achieving its intended objectives and also identify if there are any challenges that it is facing. The overall benefit of an improved school feeding programme is to the community, who may gain from the benefits accruing from investing in human capital. Community members may also learn from the findings the importance of the role they play in promoting sustainability of school feeding programmes. The findings may add to the existing body of knowledge on the management of the feeding programme.

1.7 Scope of the Study

The study sought to assess the challenges management of feeding programmes in public ECDE centres in Nyeri County, Kenya. The study was carried out only in public ECDE centres in Nyeri County that implement the county government feeding program. The institutions involved included; King'ong'o ECDE centre, Karatina Urban ECDE centre and Nyakinyua ECDE centre.

1.8 Limitations of the Study

Some of the respondents were not willing to give the required information fearing that it might be used against them. To overcome this challenge, participants were briefed on the purpose of the study that is being undertaken and any information given will be used for the purposes of the study. The respondents were also assured of anonymity when giving information since the questionnaires doesn't require a person's identity.

Requesting information that touches on management of SFP may be considered sensitive by some respondents especially those who are negative, it may be a way of tarnishing the schools. To overcome this obstacle, the researcher acquired an introductory letter and the reason why the study is required, and all the information provided will be considered confidential and used only for the purpose of the study.

1.9 Assumptions of the Study

The study assumed that all respondents would cooperate, be honest and also trustworthy in their response to the research instruments and would be available to respond to the research instruments in time. The study further assumed that there were no serious changes in the number of the target population that would affect the sample size.

1.10 Definition of Significant Terms

Community participation-Refers to local peoples' engagement in activities within the educational programmes such as school feeding.

Leadership styles-This affects the motivation, effectiveness and productivity of employees.

Human resource skills-Ability of someone to work well with others and able to provide a good customer relation attitude.

Perception-Attitude about something

Procurement methods-Procedures used by the procuring entity to acquire goods, services and works. These methods can be competitive and noncompetitive.

Public ECDE Centres - Centres that benefit from the county governments feeding proggramme.

School feeding programmes-An arrangement made in school to provide children with food to supplement what they may have eaten at home to help them remain in school as a measure to reduce temporary hunger while in school.

1.11 Organization of the Study

The study consists of five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by the research objectives, research questions, limitations of the study, delimitations of the study, significance of the study, and definition of significant terms and concludes with the organization of the study.

Chapter Two covers the literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This will be followed by data collection procedures, data collection instruments, validity of the instruments, reliability of instruments, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter four covers the findings form data analysis, presentation of findings and interpretation of findings. It will be concluded with the summary of the chapter.

Chapter five covers the summary of findings, discussions, conclusions and recommendations of the study. It will be concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presented the work of other scholars touching on the topic under study. This was done systematically, paying close attention to the objectives of the study. The section also covered the conceptual and theoretical frameworks.

2.2 Concepts of School Feeding Programme

School feeding programme is a tool, which today successfully enables hundreds of millions of poor children worldwide to go to school in developed and developing countries alike. One of the rewards of school feeding programme is that besides enabling education, it has positive direct and indirect merits unfolding to a number other development goals (namely for gender, equity, poverty and hunger reduction) (WFP, 2016). Virtually every country in the world today, whether high or low income pursues to feed at least some of its children through federal assistance. Yet, despite the popularity, people still ask questions about the indication of its effectiveness, and there is still struggle to establish what makes for a successful programme (Bundy & Alderman, 2009).

France aims to warrant that school children get vital and high quality nutrients. Funding for school meals in France is endowed by approximately 50% by the Ministry of Education and the rest paid by the parents, the amount being determined according to their level of employment. In the United States of America (USA), the Lunch Act was passed with the aim of improving the health and well-being of the school children. At the national level, the United States Department of Agriculture (USDA) gives the National School Breakfast Programme and National Lunch Programme at the locally. State education agencies operate the programmes (Aliyar, Aulo& Hamdani, 2015).

The Government of Bangladesh and the UN World Food Programme launched the school feeding programme in July 2002 in order to lower hunger in the classroom and to realize higher enrollment and to ensure they don’t dropout. This was done in areas

with food insecurity of Bangladesh. School Feeding Programme (SFP) was a motivational factor to primary school children which is opposed to giving money and food to their parents in order to send their children to school (Ahmed, 2014).

It is now over two decades since World Food Programme introduced the first school food programme in the independent Kenya. The World Food Programme's school meal in Kenya is one of the largest and most long-standing since 1980 (Langinger, 2011). From 1999 onwards, responding to increased frequency of food insecurity which comes as result of drought and political instability and to the introduction of Free Compulsory Primary Education in 2003, the programme in Kenya increased significantly, peaking at 1.85 million children in over 5000 schools.

In 2008, the Government of Kenya took over obligation for half the program. The WFP concentrated on providing meals in primary schools with the lowest education indicators in the most vulnerable part of the country (the ASALS and urban slums of Nairobi and Mombasa). A new program of Home-grown Feeding Programme and a new policy on School Health and Nutrition showed an integrated, cross-sectoral approach, including being devoted to providing a meal which is nutritionally balanced to pupils (Olubayo, 2013). Another federally owned school feeding programme has revised its policy in recent years rather than providing meals to children in school in food in areas which suffer from food insecurity, it encourages school feeding in areas in which parents can meet the expense of to sustain them. The core objectives of these feeding activities is to provide supplements to pre-primary and primary school children in order to help boost their health and nutritional status and give them the drive to be highly involved in school activities (Otieno, 2014).

Poor health and poor nutrition among school-age children diminish their cognitive performance either through physiological changes or by reducing their ability to participate in learning experiences, or both. Short-term hunger, common in children who do not eat before going to school, results to difficulty in concentrating and performing complex tasks, even if the child is otherwise well nourished. Students in school feeding programs have the potential for improved educational attainment, as evidenced by results of several randomized controlled trials. A study in Jamaica found scores in arithmetic improved by 0.11 standard deviation (SD) for the youngest

children (Bundy, et al; 2008). Analyses suggested that this improvement was because children attended school more frequently and because they studied more effectively while at school (Simeon, 2010). The feeding program did not improve arithmetic in older children or reading and spelling in children of any age.

In Kenya, schoolchildren were given milk, meat, or energy supplements for 21 months (Whaley,2013). Children who were given meat improved their arithmetic scores by 0.15 SD and their performance on the Raven's Progressive Matrices Test (a test of non-verbal reasoning) by 0.16 SD, but they did not improve on verbal comprehension. An evaluation of a fortified biscuit program in Bangladesh also found that participation was associated with a 15.7 percent increase in test scores, with particularly strong improvements in mathematics (Ahmed, 2014).

A study in the Philippines found that school feeding led to improved achievement in English and, when combined with a program to develop parent-teacher partnerships, also improved achievement in mathematics (Tan,2009). A study in Uganda found that take-home rations improved mathematics scores for older children and led to an improvement in performance on the Primary Leaving Examination (Adelman 2008). In-school feeding improved mathematics scores for children who had delayed school entry and also led to a slight improvement in literacy scores for all children. Both feeding interventions improved performance on one test of cognitive function. Further evidence comes from a meta-analysis of controlled before-and-after studies, which found a mean improvement in mathematics test scores of 0.66 SD as a result of school feeding programs.

A study in England addressed the question of whether there are any educational benefits from improvements in food quality for children (Belot and James, 2009). In Belot and James, (2009) study, primary schools in an area of London shifted from low-budget processed foods toward healthier options. Using a difference in-difference approach for a comparison with areas that had yet to make the change, the study found significant improvements in English and sciences. This study suggests that food quality affects educational outcomes even for children in a rich country who are not undernourished. This may be an important area for future study in low-income settings, especially given the findings from a study in Kenya which concluded that

meat consumption, as opposed to milk or energy supplements had a significant impact on educational performance (Wheeler, 2010).Community participation and involvement the SFP, and typical contributions include firewood, water, cash for cooks' salaries, and salt. When households cannot contribute, the SMC makes alternative and the remaining supplies are purchased from the tenders come from members of the community, the SMC knows them and what they are capable of producing and delivering (Alderman, Gilligan & Lehrer, 2008). The SMC offers community responsible for the feeding programme. The communities also contribute to the purchasing of cooking utensils used for the program Apart from the human resource aspect, another important community contribution is firewood (Alderman et al, 2008). Effective administration and implementation of the school feeding programme is at the Unit Committee level, which is the basic level of administration. The community needs to be enhanced in ownership of the projects. The involvement of local communities has been minimal; there have been increase participation in supervision and contribution (Alderman, 2008).

It is important to find the right balance between programs that count on community participation and ownership a very positive factor in sustainability and programs that seek to be largely funded by communities (Whaley, Sigman, Neumann, Bwibo, Guthrie, Weiss, Alber, and Murphy, 2013). There is a tendency to consider community-sustained programs as an option in reducing dependence on external assistance, but this places significant expectations on communities that they may not be able to fulfill. Indeed, there is anecdotal evidence from many low income countries that communities introduce fees or in kind contributions to support such programs, and by so doing erect barriers to education, particularly for girls and the poor.

School feeding programmes can only be sustained in food-secure and generally better-off areas in a country and cannot serve the populations that are most in need. 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 distributed. Nevertheless, such programs may have a place in an overall national strategy, for example, by serving better-off communities, and case studies on community-sustained school feeding could help to gain a better understanding of good practice as well as possible pitfalls in this regard and of the extent to which

communities can fund and sustain school feeding in different contexts (Whaley et al., 2013). In some countries, communities themselves establish school feeding programs independent of formal structures. And in many places, this is the only model implemented (Whaley et al., 2013). Because it is already established, it could be an effective channel to distribute additional resources to communities. In Togo, for example, where there is no formal school feeding program, children are usually given a small allowance by their parents to buy meals prepared and sold by members of the community.

In cases where the government has decided to place responsibility on the community for sustaining the school feeding program, specific support to communities could be put in place, for example, by linking agricultural programs to communities. Also, a solid policy framework would still be needed that recognizes the existence of this program and an institutional setup would be needed to determine guidelines, minimum standards, and support to the community. In certain cases, the government may wish to consider a mixed model of implementation, where a basic food basket would be provided by the state, which could then be complemented by the community. This way, the food supply of the programme could be protected, and minimum nutritional and quality standards could be maintained (Brinkman, 2007).

In Kenya, Community participation and responsibility provide the means to ensure ownership of the school feeding intervention, and the facilities provided for cooking and feeding, water and sanitation. The essential methodology for school and community level programme promotion and execution supported by ownership and sustainability is community participation. This takes place to varying degrees in all phases of the implementation cycle. Ownership is key to sustainability of the programme and this has been amply demonstrated by several communities around the country (Brinkman, 2007).

2.3 Community participation and management of school feeding programme

A community is a group of people residing in a locality who exercises local autonomy (Mulwa, 2004) and the locality satisfies their daily needs including health, education, social, cultural and historical heritage among others (Okumbe, 2011). According to the CDF Act (2013) Projects under this Act shall be Community based in order to

ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013). A research by International Budget Partnership (IBS, 2010), the Kenyan CDF cites low/noninvolvement of local communities in project identification and selection as one of the key challenges of the CDF. This is evidenced by data from the NACCSC (National Anti-Corruption Campaign Steering Committee) report that showed low levels of public participation: nearly 60 percent of Kenyans are not given the opportunity to be involved in project selection or prioritization (NACCSC, 2008).

Community participation was first espoused as a health-promotion strategy by the World Health Organization (WHO). Community participation is described as a social process in which groups with shared needs living in a "certain geographical area" actively identify needs, make decisions, and set up mechanisms to achieve solutions/goals (Adesina, 2010).

However, heterogeneous groups and individuals can become a community and collectively take action to attain shared and specific goals. To enhance community participation in tendering and supplies, several measures are put in place to facilitate smooth and transparent implementation of projects. These measures include: registration of contractors/suppliers and artisans, provision of information on tendering and supplies guidelines, and formation of a subcommittee for vetting and recommending suppliers (Achoka, 2013). This is also to ensure that the CDF money remains in the constituency. Communities may be engaged to use and coordinate their resources of personnel, time, money, goods, and services in a broad range of structures and strategies. Additionally, people- and community-based organizations often participate at different levels. They may have less access to resources than do government institutions and agencies and may view themselves as tokens that make the health-promotion effort look more credible (Annual Review Public Health journals.annualreviews.org).

Edwards (1978) explained community involvement and participation as an act of sharing common practices to all participants. Each participant is directed towards specific goal shared by others for promotion and progress of education. In support of this view the Kenya development plan (KDP) (1984-1988) states that participation entails responsibility by the community members to their best for each other with the

full knowledge and understanding that if the society prosper its members will share and benefit with the property.

Stake holders may include the state, the family, religions, organization, community based organization (CBOs), interested members of the society and the nongovernmental organization (NGOs). (Maggi,2005) argued that access to quality education is linked positively to socioeconomic status. Consequently, they cautioned that, "the most influence on Early Child-development originate from within the family, government, the neighborhoods or village where those children live, and the type of Early Child Development program that children are exposed to during their early years". The level of community participation is determined by the awareness they have on the concept and importance of ECE (Appelbaum, 2006). This awareness maybe acquired through parents' meetings, education seminars and conferences. Studies have shown that the community participates better towards development activities if they have information about them and are involved in the process of their functioning (Mulatya 2003). If the parents have the skills and knowledge they enroll their children and payees. They provide teaching and learning materials because they know their importance in the learning process. The parents also attend school meetings and contribute ideas for the development of preschool centers.

Informed teachers have the ability to mobilize and organize parents to participate through providing labor, feeding programme and contributing funds for the construction of classrooms. The existing system of providing for early childhood care and education is mainly community based. Kipkorir and Njenga (1993) incase study they conducted explain this idea. They noted that parents and local communities are important partners in early childhood care and education and in the preschools. Meyers (1992), says that school community relationships were seen as an inevitable or unavoidable contact. It is consciously or deliberately planned according to him. The parents enroll their children in the school, they pay salaries to the teachers; they provide food for the children and provide resources like the classrooms and teaching/learning materials. The government draws the curriculum through the Kenya institute of curriculum development (K.I.C.D) and formulates policies to be followed in the teaching and learning for preschool. The religious organization, community-based organization and individual's foundation helping the provision of teaching

programmes, clean water and sanitations. They also fund for the construction and maintenance of physical facilities (Olembo,1992).

Bwalya (1985) states that the role played by community leaders and any popular organization is central to the realization of development of early childhood care and education centres. He adds that community has to be fully involved in not only in the contribution of recourses and labour but also in sharing ideas and decision making. The ECD subsector constitutes households, community and state efforts to provide integrated development for children from birth to the age of entry to primary school (master plan on education and training, 1997-2010).

According to this document, integrated development means nurturing of the whole child encompasses growth of the child's physical, mental and social emotional attributes. The provision of security, adequate, nutrition and promotion of good health are recognized as constituting the foundation of proper growth of the child. The institution management provides and maintains physical facilities, inspection of play material and pays preschool teachers. The report on community participation in early childhood Kenya Institute of Education (1992) indicates that through field observations monthly and annual reports from pre-school the parental participation in school activities is low. This has been represented by inappropriate classrooms and furniture, lack of feeding programmes and inadequate learning and play materials. In some preschools, feeding programmes have been initiated. However, there have been no sustainability measures to enhance continuity in some school centres. Although the World Bank (2005) identified the main sources of funds for ECD centers as by the governments parents and local communities and assessment study of free primary education.

(FPE) carried out jointly by MOEST and UNESCO (2004) showed that development of some centres had almost collapsed because of children's decreased enrolment after introduction of FPE. Most parents decided to enroll their children direct to primary school to avoid paying preschool fees. The development of preschool centres in Nyeri County has been progress in well and more especially in the urban areas. Good development of ECD Centre has also been experienced in the privately owned preschool centres. In these entrées parents attend meetings to discuss about education

of their schools. The exchange ideas that may help in the development of education in these centres. They also enroll and retain children in preschools by paying fees, buying clothes, teaching and learning resources.

Because of knowing the importance of preschool education, they sometimes provide land and funds for the construction of classrooms and latrines. Both boys are enrolled in the preschool learning. However, preschools especially those found at the remote rural areas are quite different. Some of the parents don't even bother to attend school meetings called by the preschool teachers, head teachers. They see it as a waste of time. They are not even willing to participate by providing labour and teaching and learning materials. Some even fail to pay the teachers' salaries. All these results ton poor learning facilities, low retention and low enrolment rates in preschools. It has also resulted to high teacher-pupil ration because the parents are not ready to employ more teachers. Paying of teachers' salaries poorly has resulted to low teacher motivation and hence poor curriculum implementation.

2.4 Leadership Style and Management of School Feeding Programmes

According to Berg (2010) center programme is accomplished through interplay of five main management functions, planning, organizing, staffing, staff welfare and controlling implementing of programmes. Leadership styles are particular behavior applied by head teachers to influence their followers in an organization. According to Campbell (2013) on the study on tactics of head teachers and their regard to nature and relevance it was observed that leaders contribute greatly to changing student attitude hence resulting into higher performance. Leadership styles are many as there are also many leaders. However, the three principal styles are autocratic, Laisses-fare and democratic leadership. Leadership makes employees to come out with strategies of making the organization to move forward to realizing its objectives (Rue and Btans, 2012).

Autocracy believes that decisions or authority is vested on the leader. The subordinate are expected to be incompetent and lazy and take orders without questions. This leadership style makes tasks done faster, effectively and efficiently as decision making and communication is through one way of up down approach. However this style does not motivate and it leads to low morale among teachers and students. Head

teachers who apply this leadership style realizes low performance in their school. Heller&Wilpert (2011) observed that with an immature work group, a head teacher can be very directive and authoritative not minding of any interpersonal maintenance hence demoralizing the morale of those under them. A leader may choose a leadership style because of forces around him/her. Head teachers who use autocratic leadership styles perform very well in their duties. Authoritarian leaders do not allow any participation and only get concerned when giving praise when talking about the negative sides of events. Authoritarian leaders are impersonal and therefore never open in many situations. Certainly, authoritarian leadership do not earn any recognition from those who are governed as leadership is by the use of the thumb as in the military. However, autocratic leadership can quash opposition, can kill as in government and is not an incentive to other people's opinion.

Democratic leadership is associated with high team spirit and is characterized by high performance. School head teachers who use this leadership style advocates for both teachers and students' participation. Such head teachers make consultation with teacher and students hence creating a conducive environment for working. Democratic leadership styles is the most desirable style for most leaders as it leads to better school performance. Head teachers who apply democratic leadership styles are high performers because they employee centered persuasive participatory and considerable when handling issues (Shettly, 2010). Democratic leadership is also associated with high degree of initiative morale, cohesiveness; freedom of action and work quality. This leadership styles are also motivating as key players are involved in decision making hence are part of the solution and success of the organization in a democratic environment.

Laissez-faire styles is where the subordinate are left to do as they wish whether the head teacher is there or not. Teachers and students behave the way they want using their own decision as they pose that attitude of care free. In a Laissez - Faire environment, indiscipline and poor performance are common as the head teacher does not provide any direction. School head teachers who apply this type of leadership styles are poor performers.

Empirical evidence supports the importance of the role of leaders in the implementation process (Aarons, Horowitz, Dlugosz, Ehrhart, 2012). Studies of surgical teams have demonstrated that effective leadership can set the stage for positive team functioning and psychological safety and inclusion that facilitates effective implementation and sustainment of innovative health care procedures (Nembhard& Edmondson, 2012). Effective leadership supports implementation of person-centered care in nursing homes and hand hygiene in hospital settings. Transformational leadership is important for developing a climate for innovation and positive attitudes toward EBP during large-scale implementation. Reviews and observational studies in nursing have supported the role of leadership in promotion of EBPs and influencing the use of practice guidelines. One mixed method randomized trial found that "relations-oriented" leadership and organizational management processes such as auditing and feedback/reminders supported evidence-based guideline use. Although varying conceptualizations of leadership were utilized in these studies, the Full-Range Leadership (FRL) model encompasses a number of leadership styles invoked in these studies, including attending to relationships and attention to performance standards. Although some of these studies included multiple leadership levels, several focused specifically on first-level leadership, as does the current study (Aarons et al,. 2012).

2.5 Human Resource Skills and Management of School Feeding Programmes

Human resources are employees who work for an organization and are the most valuable assets in an organization as their skills, knowledge, competence, capabilities and attitudes are utilized to successfully implement an organization's chosen strategy. They are among the stocks of a firm's-specific asset which cannot be easily duplicated as they possess specific expertise and knowledge. The human resource is among the four resource categories of a firm that include among others financial resources, physical resources and organizational resources. Employees of a firm are key players in strategic change management practices and implementation as they coordinate the other resources of a firm to successfully implement its strategy as they understand the direction of the firm. Their commitment and positive affection towards the organization is reflected in the pride felt by stakeholders at being part of the organization and a desire to see the organization succeed in its objectives (Cohen, 2013).

Change management is not a distinct discipline but draws from various social science discipline and traditions (Burnes 2014). Disciplines relevant in understanding organizational change include but not limited to organization theory, organization behavior, human resource management and organizational development. However, People will always resist change and organizations have to deal with both systemic and behavioral resistance to change. Organizations therefore need effective communication, involvement and support for the successful change implementation.

Project management is a field of growing importance to industry, gaining greater levels both of interest and use. However, effective project management has also become more challenging as the environment within which projects are delivered has become increasingly volatile and complex (Carnall, 2017). Making it more difficult are changes to the characteristics of the project and team, such as changing business relationships, new technologies, heterogeneous teams, and more diverse stakeholders. In a business environment that is changing, calling for the managing of projects that are also changing, effective project management requires a broad mix of skills and competencies. Those associated with people and process such as communication and planning, as opposed to those focusing on the technical elements have become increasingly important for project success (Hitt, 2011).

The effectiveness of the project manager is critical to project success. The project manager is the most critical element for projects to be delivered successfully. Others agree that project manager performance and project success are strongly linked. Wheeler (2013) noted that the main cause of project failure is a lack of project manager leadership and the project manager ability is identified as among the most important elements leading to strong project performance. The strong connection between project success and project manager effectiveness mans that it is valuable to understand which skills and competencies are most important to project manager effectiveness. However, the available literature examining the skills and competencies of project managers is still largely included in lists or groups that appear to assume that there is a static set for all projects (Wheeler, 2013).

According to Wendel (2014), project managers require the right combination of skills and competencies to be most effective. However, much of the literature is based not on empirical investigation but project manager opinion, and is not necessarily well-reflected in bodies of knowledge. Relevant literature shows that available literature examining the skills and competencies of project managers is still largely included in lists or groups that appear to assume that there is a static set for all projects. Textbooks provide lists of project manager skills and competencies with descriptions and professional associations such as the Project Management Institute (PMI) publish lists and groupings of project management skills and competencies, such as PMI's thorough Project Manager Competency Development Framework (Project Management Institute, 2012), which gives groupings of project manager skills and competencies in the form of a self-test. Journals also lend considerable insight into the key project manager skills and competencies to effectively lead projects and teams. The skills and competencies listed are often diverse, including technical ability, detail-orientation, leadership, human issues and others. It is valuable to have lists and groupings of project manager skills and competencies. However, the environment within which projects are delivered changes; and projects can be very different from one another. Therefore, it is valuable to assess the way in which the importance of specific project manager skills and competencies is impacted by these changes.

2.6 Procurement methods and Management of School Feeding Programmes

As with other programs that involve substantial quantities of commodities and long-term contracts, there are opportunities for corrupt practices in procurement and contracting associated with school feeding programs all over the world. While it is usually recognized that procurement from outside the country requires systematic tendering and bidding processes, there may be less awareness that these are also necessary and appropriate for competitive procurement, even down to the district level (Bundy et al. 2009).

There is anecdotal evidence that procurement at the lower administrative levels may raise particular concerns because of the distance from the central monitoring processes. Bidding may not be appropriate or possible, however, in highly localized procurement from small-scale farmers, where instead a transparent process with broad community involvement and oversight may provide an effective alternative. This

approach has proven effective in school-based management of budgets, provided that both inflows and expenditures are transparently shared within the beneficiary community. Procurement contracts for such components as transport, storage, and food preparation constitute another area where close monitoring and oversight are required, linked with strong tendering processes and transparency (World Food Programme, 2009).

In many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs. An important consequence of this is that any transition to national ownership requires as a first step the institutionalization of school feeding within national and local-level structures (Ahmed, 2014). Many case studies of countries that have transitioned to national ownership point to the fact that, independent of context, programs benefit from having a designated institution in charge of the program at the central level. In a majority of countries, this responsibility lies with the education sector, although some countries have chosen to create independent institutions, particularly where the program is seen as apolitical priority. In other cases, the program may be viewed as a multi sector a intervention, crucially linked with the education sector, but implemented with agriculture, health, or local government (Ahmed, 2014). The key factor that sows the seeds for transition is government leadership for the incorporation of the program within national policy.

In Africa, where the food comes from and who is responsible for its purchase determines to a great extent how a program is managed (Songa, 2011). A program that buys large quantities of food from national traders and distributes it across the country will need significant centralized capacity to plan requirements well in advance, coordinate national level tenders, and manage distribution. In contrast, if the food is bought close to the schools using a decentralized system, then the institutional arrangements can be lighter at the national level, but with significant support to local-level structures. Thus, the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food (Ahmed, 2014).

Adequate budgetary allocations are necessary not just to purchase the food but to enhance institutional capacities and the sustainability of the agricultural sector. Issues of productivity, nutritional composition, procurement mechanisms, governance, accountability and financing can only be addressed through cross-sector approaches. With the appropriate coordination and joint efforts, combined with the right support including building capacities of school and county-level stakeholders, introducing efficiency, transparency and accountability structures even in the schools in Kenya's arid lands, where production is limited and markets are more fragile, can purchase food locally, and community and teachers are able to implement quality school meals interventions (WFP, 2009).

2.7 Theoretical Framework

This study is based on Human Capital theory. This theory was advanced by Psacharopolous (1985) and Schultz (1961). The theory has addressed the concept of Human capital in much detail. Human capital refers to the stock of skills and knowledge embodied in the ability to perform labour so as to produce economic value. Education develops the skills and knowledge of a worker required for economic and social development. Education raises the human productivity by imparting knowledge and skills which make a worker more efficient and hence more valuable in the labour market than the less educated workers. The assumption is that education as a form of human capital investment increases the productivity of workers and that the higher earnings reflect their value of productivity. Capital can either be physical or social where physical capital (fixed capital) refers to machinery, buildings, instruments of trade etc while social capital refers to the human capabilities (networks).

Shultz (1961) and Becker (1964) emphasized the analogy between investment in physical capital and investment in human capital. Both involve foregoing current consumption in order to increase the expected future production and earning possibilities. This is the major reason why parents and the society in general invest in the education of their children expecting good returns inform of excellent results not only from national examination results but education in general.

According to Psacharopoulous et al., (1985), the general conclusion from the World Bank experience is that educational investment fulfils a number of vital objectives. It satisfies a basic human need for knowledge; provides a means of helping to meet other basic needs and helps sustain and accelerates overall developments; it provides skilled manpower for both the industrial and informal sectors of the economy; provide means of developing the knowledge skills and productive capacities of the labour force; and acts as a catalyst in encouraging modern attitudes and aspirations; it helps determine not only the outcomes of the present generation but also future distribution of employment and its influences; social welfare through its indirect effects on health, fertility, life expectancy and helps to increase the profitability of other forms of social and physical investment. The investment in education is reflected in the academic achievements attained at the end of each educational cycle. The contribution of good health and nutrition will definitely help to develop the individual's cognitive and mental capabilities leading to higher academic achievements.

2.8 Conceptual Framework

This section, the study presents a conceptual framework, which will give direction to this study. The conceptual framework is illustrated in the figure. The figure shows that the management of Feeding Programmes in Public ECDE will be determined by Community Participation; Leadership Styles; Human Resource Skills and Procurement Methods.

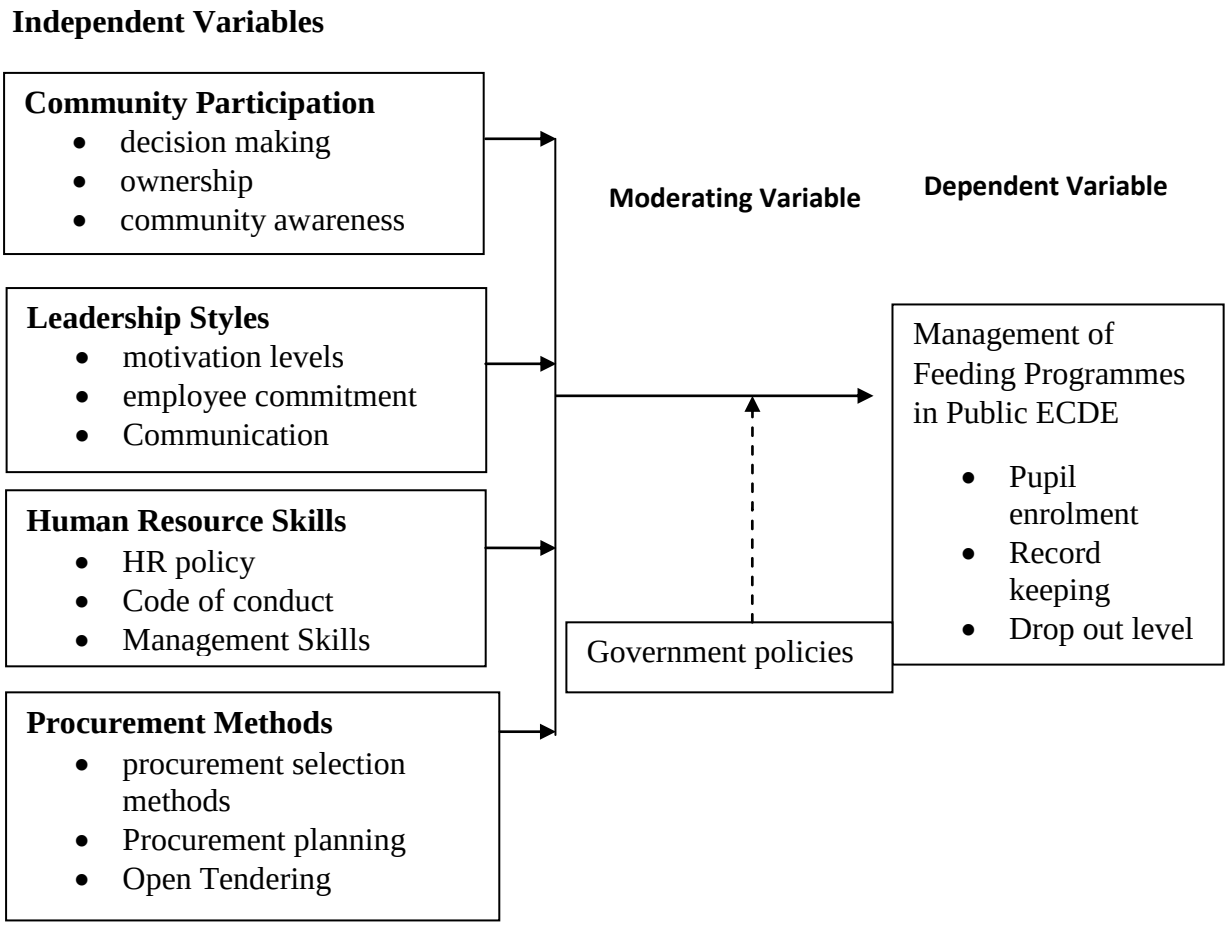

Figure 2.1: Conceptual Framework

2.9 Research Gap

Author	Title of the study	Variable	Indicators	Findings
(Achoka, 2013).	Access to basic education in Kenya. Nairobi, government press.	Community participation	• Decision Making • Ownership • Community awareness	To enhance community participation in tendering and supplies, several measures are put in place to facilitate smooth and transparent implementation of projects. These measures include: registration of contractors/suppliers and artisans, provision of information on tendering and supplies guidelines, and formation of a subcommittee for vetting and recommending suppliers
Heller&Wilpert (2011)		Leadership Style	• Motivation Level • Employee commitment • Communication	Heller&Wilpert (2011) observed that with an immature work group, a head teacher can be very directive and authoritative not minding of any interpersonal maintenance hence demoralizing the morale of those under them. A leader may choose a leadership style because of forces around him/her. Head teachers who use autocratic leadership styles perform very well in their duties. Authoritarian leaders do not allow any participation and only get concerned when giving praise when talking about the negative sides of events.
Wendel (2014),		Huma Resource Skills	• HR policy • Code of conduct • Management skills	According to Wendel (2014), project managers require the right combination of skills and competencies to be most effective. However, much of the literature is based not on empirical investigation but project manager opinion, and is not necessarily well-reflected in bodies of knowledge. Relevant literature shows that available literature examining the skills and competencies of project managers is still largely included in lists or groups that appear to assume that

				there is a static set for all projects.
(Ahmed, 2014		Procurement Methods	• Procurement Selection Procurement planning • Open Tendering	In contrast, if the food is bought close to the schools using a decentralized system, then the institutional arrangements can be lighter at the national level, but with significant support to local-level structures. Thus, the roles and responsibilities of the different parts of the institutional system depend largely on the procurement modality and sources of food (Ahmed, 2014).

2.10 Summary of the Literature Review

The literature covered addressed all the objectives. Work from various scholars has been reviewed. From the literature, although much research has been conducted in the topic of interest, there is no such study that had been carried out in Nyeri County. With the government funding the ECDE feeding programme in three schools in the county, it was needful to conduct a study so as to establish the challenges faced in the management of such programmes. This study strived towards that worthy goal.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains research design the target population, sampling procedure and sample, data collection instruments validity and reliability, piloting. Also, in the chapter is data collection procedure and data analysis method.

3.2 Research Design

This study adopted descriptive survey research method this research design is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Descriptive research involved gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Kothari 2014). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. The design gave information on the factors influencing management of feeding programmes in public ECDE centres; a case of Nyeri County, Kenya the information helps answer the research questions. Qualitative and quantitative information will be collected so that each supplement the other to minimize subjectivity and enhance objectivity. Qualitative information included design, techniques and measures that do not produce discrete numerical data while quantitative information includes designs, techniques and measures that produce discrete numerical data (Mugenda and Mugenda 2003).

3.3 Target Population

According to Kothari (2012), a population is a group of individuals, or items, possessing similar characteristics, from which samples are taken for measurement. The target population of the study consisted of 15 respondents. This target population included the 6 caregivers, 7 teachers, 1 procurement and 1 human resource officers (County Public Service Board, County Government of Nyeri, 2018). Table 3.1 shows the total population target.

Table 3.1: Target Population

Category	Target population
Teachers	7
Care givers 6	
Procurement officers	1
Human resource officer	1
Total	**15**

3.4 Sampling Procedure and Sample Size

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 2008). Sampling procedures involve defining the sampling techniques, the population, and the instrumentation and procedures used to obtain the data (Powell &Connaway 2004). Since the target population is small the researcher will use the universe population that is capturing the entire population as sample size. According to Orodho (2009), the population or universe represents the entire group of units which is the focus of the study.

3.5Methods of Data Collection

This study used of questionnaires, structured interview and observation schedules to get data from the respondents.

3.5.1 Teachers' and care givers questionnaires

Both structured and unstructured questionnaires were used in the study. The structured questionnaires had close-ended questions which limited the type of answers the respondents can provide. Structured questionnaires generated responses which are subjected to statistical analysis (Cohen et al, 2004). The questionnaire items are derived from the research hypotheses and were geared towards answering the research questions. The items were based on the independent variables and one dependent variable (Appendix 1). Other than grouping of questions according to study variables, the researcher considered other factors that made a suitable questionnaire. These factors include: Firstly, the use of rating scale when giving answers to the questions. This is considered an advantage in that the numbers were used for the sake of uniformity of answers and when analyzing the data. This also builds a degree of sensitivity and differentiation of responses (Cohen,2000).

Secondly, avoiding ambiguous questions, double-barreled questions, general questions, leading questions and questions that require memory from respondents. The use of questionnaires has benefits because the cost of sampling respondents over a wide geographical area will be lower, and the time required to collect the data typically will be much less. Who adds that questionnaires are often thought of as mainly applicable to large samples and as demanding rather superficial levels of questioning, or least questions that are carefully focused to give pre-ordinate determined answers. Lastly, uniformity of answers from respondents was guaranteed with the use of questionnaires. Respondents answered questions in privacy thus giving the correct information, which could have not been divulged. The questionnaires were administered to care givers and teachers.

3.5.2 Observation schedule

When used in scientific research, observation includes the full range of monitoring behavoiur and non-behavioral activities. It includes record analysis, physical condition and process analysis, nonverbal, linguistic and spatial analysis. In observation, information is sought by way of researchers watching people, programs, events communication among other things**.** Observation schedule was used to verify the information obtained from interview schedules and questionnaires. It involves the five senses. It provides information about real-life situation and circumstances. A list of what was observed is shown in Appendix 3.

According to Kothari (2008), the main advantage of this method is that subjective bias is eliminated, if observation is done accurately. The information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. This method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other. Observation method has various limitations. It is an expensive process that requires human observers or surveillance equipment, method and the information provided by this method is very limited as a way to learn of the past, and as a method by which to learn what is going on in the present art some

distant place. Sometimes unforeseen factors may interfere with the observational task e.g. natural disaster. At times, the fact that some people are rarely accessible to direct observation, creates obstacle for this method to collect data effectively.

3.5.3 Officers' Structured Interview

A structured interview format allows the qualitative researcher to ask all the participants the same series of questions. This instrument is preferred since it will yield qualitative data for the study. The researcher designed and developed the structured questions with the assistance of appropriate knowledgeable persons in the field of research. Interview schedules are easy to realize deep and free responses, apart from the fact that the researcher can easily glimpse into respondent's tone and gestures. Additionally, interview schedules are flexible and adaptable hence acquiring valuable information that the researcher might not have thought of. Again, the researcher can easily record additional valuable information outside the question's demand as opportunities naturally present themselves in the course of administration. Interview schedules are also famous for 100% response and return rate unlike questionnaires which can scarcely record a perfect return rate. However, worth noting is the fact that interview schedules are time consuming and prone to interviewer bias. Consequently, the use of this instrument is advised for small groups like in this case, where there is only one county government's procurement and human resource officers were interviewed.

3.6 Pilot Testing

A pilot study refers to a trial administration of an instrument to gauge their suitability. When a questionnaire is used as a data gathering instrument, it is necessary to determine whether questions and directions are clear to subjects and whether they understand what is required from them. This is referred to as the pretesting of a questionnaire. Cooper and Schindler (2008), state that a good measurement tool should be an accurate indicator of what the study intends to measure, and in addition, easy and efficient to use.

A pilot survey was conducted in order to ascertain and detect any ambiguities, questions that could not be easily understood or poorly constructed and even those that will be deemed irrelevant. The pilot study was conducted on respondents from

one ECDE centre in a neighboring county with characteristics which were similar to the county under study. The reason for piloting in a neighboring county was because the entire target population in Nyeri County was used in the study. Consequently, it was not possible to pilot the study in a centre that is used in the study since that will have ultimately lead to respondent population.

3.7 Validity of Research Instruments

Validity of the research instrument was guaranteed by discussions with the research supervisors and peers, in addition to ensuring that all the items are related to the set research objectives. The supervisors helped in checking ambiguous, confusing and poorly prepared items. Pilot study results were used to detect any other weaknesses. The instruments were then modified accordingly.

3.8 Reliability of Research Instruments

Reliability is the degree to which measures are free from error and in effect yield consistent results (Bryman, 2012). The data collected was subjected to a reliability test. Field (2005) interprets a Cronbach's α greater than or equal to 0.7 as implying the instrument provides a relatively good measurement tool hence reliable. Cronbach's alpha was used to assess inter-item reliability for each variable: community participation; leadership style; Human Resource Skills and Procurement methods; that is the degree to which different items measuring the same variable attain consistent results which is computed as follows:

$$\alpha = \frac{k}{k - 1} X [1-\Sigma (s^2)/\Sigma s^2 sum]$$

Where:

α = Cronbach's alpha

k = Number of responses

$\Sigma s^2 sum$ = Variance of summed up scores

$\Sigma (s^2)$ = Variance of individual items summed up

Table 3.2: Reliability Test

Variable	Alpha
Community participation	.876
Leadership Style	.802
Human Resource Skills	.783
Procurement Methods	.841

As reported in Table 3.2, Cronbach's alpha scores were .876 for Community participation, .802 for Leadership Style,.783 for Human Resource and .841 for procurement method. These alpha scores are acceptable implying that the factors within each multi-item variable are inter-related.

3.9 Data Collection Procedures

The researcher sought for an introductory letter from University of Nairobi and Authorization letters and research permit from NACOSTI. After getting a research permit, the researcher proceeded to the County Director of Education, Nyeri County and requested for acceptance to carry out a research in public ECDE centres. The researcher personally distributed the research instruments. The questionnaires were self-administered. After one week, the filled questionnaires were collected from the ECDE teachers.

3.10 Data Analysis Methods

Data analysis referred to the approach employed by researchers to establish order, structure and give significance to mass primary data collected (Saunders&Lewis,2012). Errors and inconsistency in collected primary data was eliminated by sorting, editing and analyzing the data. Tabulation for the current study's individual research questions quantitative data was conducted with both the objectives of providing the researcher with a complete visualization of how the data would look like and additionally aiding the researcher in spotting patterns. Collected data was analyzed using SPSS presented using of descriptive statistic; frequencies, mean, variance and standard deviation. Results of the analysis facilitated the process of making justifiable conclusions on the problem under inquiry. Data from open ended questions will be analyzed making use of content analysis and results from this

analysis will be presented in themes guided by the objectives of the current study. Information from this was summarized by employing frequencies and percentages.

3.11 Ethical Considerations

Ethical consideration issues are important when dealing with people with diverse cultural backgrounds. Rules and regulations should be there to guide conduct of researcher when collecting data for the study from people in various fields and areas. Ethical consideration requires that research ethics be observed and respected when relating with people in research undertakings especially in field data collection and in research reporting. The researcher obtained introduction letter from University of Nairobi, the research permit was obtained from the National Council for Science and Technology to go to the field for data collection. Confidentiality was assured and data collection instrument did not bear school names and respondents who were not willing to participate in the study were not forced to do so.

3.12 Operationalization of the Variables

According to Martyn (2008) operationalization is defined as the process of strictly defining variables into measurable factors. This process defines fuzzy concepts and allows them to be measured, empirically and quantitatively. Operationalization is achieved by looking at behavioral dimensions, indicators, facets or properties denoted by the concept, translated into observable and measurable elements to develop an index of the concept. Measures can be objective or subjective. It is not possible to construct a meaningful data collection instrument without first operationalizing all the variables.

Table 3.3: Operationalization of Variables

Research objectives	Variable	Indicators	Measurement	Measurement Scale	Level of Analysis
To establish how community participation influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya.	**Independent** 1.Community Participation	• decision making • ownership • community awareness	-No. of meetings attended. -No. of community members in school management committees.	Nominal Ordinal	Descriptive analysis • Frequencies • Percentages
To identify how leadership style influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya.	**Independen**t 2.Leadership Style	• levels of employee commitment • levels of employee motivations	-types of rewards given -	Nominal Ordinal	Descriptive analysis • Frequencies • Percentages • Inferential • correlation
To establish how human resource skills influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya.	**Independent** 3.Human Resource skills	• HR policy • Code of conduct • Management Skills	-no. of trainings attended -duty attendance register	Nominal Ordinal	Descriptive analysis • Frequencies • Percentages • Inferential • correlation
To identify how procurement methods influence management	**Independent** 4.Procurement Methods	• Procurement Selection • Procurement planning Open Tendering	-procurement budget -time overruns -quality -cost on budget	Nominal Ordinal	Descriptive analysis

of the feeding programmes in public ECDE centres in Nyeri County, Kenya.					
To assess factors that influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya.	**Dependent** Management of feedings programmes	• Pupil enrolment • Record keeping • Drop out level • Number of meals taken	-	Nominal Ordinal	Descriptive analysis -Frequencies -Percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of findings. The study intended to investigate factors influencing management of feeding programmes in public ECDE centres; a case study of Nyeri County, Kenya. These findings were reported as a record of all the data collected using questionnaires, interviews and observation schedules.

4.2 Data Instrument Return Rate

The study targeted a total sample size of 15 respondents from that sample size 12 respondents filled in and submitted the questionnaires, interview schedules and observation schedules. The response rate of 77% and 100% respectively. Response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This implies that return rate was appropriate for data analysis. The results are presented in Table 4.1

Table 4.1: Data Instrument Return Rate

Instrument	Sample size	Returned	Percent
Questionnaire	13	10	77
Interview	2	2	100
Total	15	12	

4.3 Demographic Characteristics of Respondents

This section covers personal characteristics of respondents based on, age bracket and literacy level. This helped in understanding the kind of respondents that were engaged. The analysis of results is given in the subsequent sub-sections.

4.3.1 Study Responses by Gender

The respondents were asked to indicate their gender. The results are given in Table 4.2 below

Table 4.2: Study Responses by Gender

Gender	Frequency	Percent
female	10	100.0
male	0	0
Total	**10**	**10**

The result showed that 10 (100%) participants were female. This shows that despite our constitution of Kenya embracing the two third gender rule the result shows that gender inequality still persists in our nation.

4.3.2 Age category of respondents

The study sought to establish the ages of the respondents as she embarked on the study. The various ages of respondents who participated in the study are represented in Table 4.3 below.

Table 4.3: Age category of respondents

	Frequency	Percent
21-25 years	1	10.0
26-30 years	3	30.0
31-35 years	1	10.0
36-40 years	3	30.0
51-55 years	1	10.0
over 55 years	1	10.0
Total	**10**	**100.0**

As per the findings of this study 1 (10%) respondent was aged between 21-25 years, 3 (30%) were aged between 26-30 years, 1 (10%) was aged between 31-35 years, 3 (30%) were aged between 36-40 years, 1 (10%) was aged between 51-55 years and 1 (10%) was above 55 years. This implies majority of the respondents were youthful and middle aged.

4.3.3 Education Level of the Respondents

The study also sought to establish the highest level of education of the respondents as shown in table 4.4 below.

Table 4.4: Education Level of the Respondents

	Frequency	Percent
High school	1	**10.0**
certificate	4	**40.0**
diploma	5	**50.0**
Total	**10**	**100.0**

The result showed that all the 10 respondents had an education background. 1 (10%) of the respondents had a high school level of education, 4 (40%) of the respondents had a certificate and 5 (50%) of the respondents had a diploma. This shows that all of the respondents were well educated and therefore were expected to have enough knowledge and skills to facilitate factors influencing management of feeding programmes in public ECDE centers; a case study of Nyeri County, Kenya.

4.3.4 Experience of respondents

The study sought to determine how long the respondents had been working in their current position as shown in table 4.5 below.

Table 4.5: Experience of respondents

	Frequency	Percent
1-5 years	2	20.0
6-10 years	4	40.0
11-15 years	3	30.0
over 20 years	1	10.0
Total	**10**	**100.0**

As per the findings in Table 4.5 Two (20%) have been working for between 1-5 years, 4 (40%) have been working for 6-10 years, 3 (30%) have been working for 11-15 years and 1 (10%) has been working for over 20 years. This could be interpreted to mean that all informants had long working experience and adequate information on SFP needed in this study.

4.3.5 Children enrolment

The study sought data on pupil's average enrolment since the beginning of the school feeding programme as shown in table 4.6 below.

Table 4.6: Children enrolment

	Frequency	Percent
10-20 children	1	10.0
21-30 children	4	40.0
31-40 children	2	20.0
over 41 children	3	30.0
Total	**10**	**100.0**

The results show that 1(10%) of the respondents registered increase of enrolment of between 10-20 children, 4(40%) of the respondents registered enrolment of between 21-30 children, 2(20%) of respondents registered enrolment of 31-40 children and 3(30%) of respondents registered enrolment of over 41 children. This shows that the school feeding programme has had a significant impact in the enrolment of new pupils in schools.

4.3.6 Designation of respondents

The study sought to find out the positions that the respondent's held in their respective schools as shown in table 4.7 below.

Table 4.7: Designation of respondents

	Frequency	Percent
ECDE lead teacher	3	30.0
assistant teacher	4	40.0
other	3	30.0
Total	**10**	**100.0**

Based on the analysis from the returned questionnaires, 3(30%) of the respondents were ECDE teachers, 4(40%) of respondents were assistant teachers and 3(30%) were caregivers. This implies that the respondents are people that had first-hand information about the school feeding programme progress in their respective schools.

4.3.7 Involvement in the school feeding program

The study also sought to investigate how long the respondents had been involved in the school feeding program.The results of the analysis are presented in Table 4.8.

Table 4.8: Involvement in the school feeding program

	Frequency	Percent
less than 5 years	1	10.0
5-10 years	3	30.0
over 10 years	6	60.0
Total	**10**	**100.0**

From the study presented in table 4.8 above, the results show that only 1(10%) of the respondents had been involved in SFP for less than 5 years, 3(10%) had been involved for between 5-10 years and the majority 6(60%) of the respondents had been involved in SFP for over 10 years. This implies that most of the respondents are well versed in SFP due to their significant length of involvement in the service.

4.4 Management of feeding programmes in public ECDE

The study sought to determine the management of feeding programmes. The findings are discussed in the following sub thematic, pupils enrolment to schools when feeding programme is on progress, keeping school feeding programme, cases of pupils dropped out of school due to hunger, number of meals taken in a day and type of School feeding programmes do SFPs do your practice.

The following are views of two officers (Human resource Officer and Procurement Officers) who were interviewed based on the management of feeding programmes in public ECDE. In response to the question on how what management style is practiced when managing the feeding programme. The officers made the following remark on this subject:

> *The dictatorial management style is practiced in those schools when managing feeding programme. (Human Resource and Procurement Resource, interview, (8/1/2019)*

Further on the same question on whether the management style was the best, the officers gave the following suggestion:

> *No, dictatorial management style is not the best because this type of management style focuses on the leader and no one else. It is a style of leadership where there is always personal control over the decision-making process for the team. Dictatorial leaders tend to make decisions that are based on their own moral code.*
>
> *(Human Resource and Procurement Resource, interview, (8/1/2019)*

The two officers made the following remarks on whether there are adequate and relevant human resource skills as pertains to management of school feeding program. The human resource officers said the following;

Yes, very few employees have adequate human resource skills, but a very large number of employees involved in management of school feeding program need training because it provides opportunities for the employees to learn an acquire skills to work in several departments in an organisation. Training also results in low rate of labour turnover which means high consistency in organisations in retaining people for long period of time.

(Human Resource officer, interview, (8/1/2019)

Further on the same question on what skills do the people involved in the management of feeding programmes have, the officers gave the following suggestion:

Most employees have communication Skills strong written and oral communication skills are important aspects of a HR professional when managing feeding programmes, as it is his or her responsibility to clearly relay information to employees in the organization. Whether it's sending emails to prospective employees, preparing a speech on employee safety, conducting an exit interview or running a training session for a new team, HR managers need to be comfortable speaking clearly, effectively and confidently.

(Human Resource and Procurement Resource, interview, (8/1/2019)

These comments on how food is procured for the feeding program in schools are closely related to the views of the Procurement Officer who said;

The schools follows the public procurement and Assets Disposal Act (2015) where the school applies open tendering method. Since 1980, WFP and the Ministry of Education have jointly implemented a school meals programme targeting the most food-insecure districts with the lowest enrolment and completion rates and high gender disparities including all primary schools in the marginalized arid and semi-arid lands of Kenya and in the informal settlements of Nairobi.

(Procurement Resource, interview, (8/1/2019)

The researcher made the following observations based on the observation schedule;

Observation in School A; The researcher found out that the following items were all present ; Availability of minutes for identification of feeding requirement; Evidence of involvement of stakeholder in the management of the feeding program; Evidence of training on management of feeding program; Evidence of Skilled personnel; Availability of Tender documents; Evidence of display of tendering documents;

Evidence of involvement of Local community members in procurement process; Integration of community with school; Availability of Kitchen; Availability Cooks Availability of Water; Availability Food store; Availability of Food; Availability ; Cooking utensils and Availability of Dining Hall. This implies that School A had all the items needed to ensure effective management of feeding programmes.

Observation in School B. The researcher found out that the following items were absent Availability of minutes for identification of feeding requirement; Evidence of involvement of stakeholder in the management of the feeding program; Evidence of training on management of feeding program; Evidence of Skilled personnel; Availability of Tender documents; Evidence of display of tendering documents; Evidence of involvement of Local community members in procurement process; Integration of community with school; Availability of Kitchen and only the following items were present Availability Cooks; Availability of Water; Availability Food store; Availability of Food; Availability ; Cooking utensils and Availability of Dining Hall. This implies that school B lacked the management aspects of managing resources.

Observation in School C. The researcher found out that the following items were absent; evidence of involvement of Local community members in procurement process and Integration of community with school while all other items were present that is Availability of minutes for identification of feeding requirement; Evidence of involvement of stakeholder in the management of the feeding program; Evidence of training on management of feeding program; Evidence of Skilled personnel; Availability of Tender documents; Evidence of display of tendering documents; Availability of Kitchen; Availability Cooks Availability of Water; Availability Food store; Availability of Food; Availability ; Cooking utensils and Availability of Dining Hall. This Implies that School C community members were not involved in any way in managing feeding programmes.

4.4.1Pupils enrolment to schools when feeding programme is on progress

The study sought to determine the pupil's enrolment to schools when feeding programme is on progress. The results of the result are presented in Table 4.9.

Table 4.9: Pupils enrolment to schools when feeding programme is on progress

pupil enrolment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	10.0	11.1	11.1
	very low	1	10.0	11.1	22.2
	high	2	20.0	11.1	33.3
	very high	4	40.0	44.4	77.8
	no effect	2	20.0	22.2	100.0
Total		**10**	**100.0**	**100**	

As per the findings in table 4.9, One (10%) of the participants indicated that the level of enrolment of pupils when the feeding programme is on progress was low, 1(10%) stated very low,2(20%) high,4(40%) very high and 2(20%) no effect. This implies that the rate of pupil's enrolment to school when the feeding programme is on progress was very high because the feeding programme encourages pupils to enrol for schools which provide food.

4.4.2 Record Keeping for School feeding programme

The study sought to determine the whether the schools keep records for the feeding programme. The results of the result are presented in Table 4.10.

Table 4.10: Record Keeping for School feeding programme

		Frequency	**Percent**
	yes	10	100.0
	No	0	0
Total		**10**	**100.0**

Based on the findings on Table 4.10, Ten (100%) of the participants agreed that they keep records for school feeding programme. This implies that all ECDE centres in Kingo'ngo, Karatina Urban and Nyakinyua all keep records for school feeding programme.

4.4.3 Pupils drop out of school due to Hunger

The study sought to determine the whether their cases of pupils who have dropped out of school dues to hunger. The results of the analysis are presented in Table 4.11.

Table 4.11: Pupils drop out of school due to Hunger

	Frequency	Percent
yes	9	90.0
no	1	10.0
Total	**10**	**100.0**

The findings show that 9(90%) of the participants agreed that pupils drop out due to Hunger while 1(10%) disagreed. This infers that despite existence of feeding programme in schools there is still food insecurity which leads to pupils dropping out of schools due to Hundredths concurs with a study by Ahmed (2004) that in Niger when SFP was terminated, immediate and high dropout rates followed and children were withdrawn from school hence, the school year could not commence until food stocks arrived. The researcher opines that lack of SFP reduces opportunities for children to complete primary education and increase dropout rates.

4.4.4 Number of Meals pupils take in a Day

The study sought to determine the number of many meals pupils take in a day.The results of the analysis are presented in Table 4.12.

Table 4.12: Number of Meals pupils take in a Day

	Frequency	Percent
once	8	80.0
twice	2	20.0
Total	**10**	**100.0**

As per the findings 8(80%) of the participants stated that the school provided food to pupils in once in a day and 2(20%) stated twice in a day. This implies that the feeding programmes provide food just once in a day.

4.4.5 Type of the feeding programme

The study sought to determine the type of school feeding programme SFPs in schools. The results of the analysis are presented in Table 4.13.

Table 4.13: Type of the feeding programme

		Frequency	Percent
	on site meals	10	100.0
	Take-Home -Ration	0	0
	Both	0	0
Total		**10**	**100**

As per the findings in Table 4.13, Ten(100%) participants indicated that the type of feeding programme provided in three centres was on site meals. This implies that the schools provided the meals to pupils in school.

4.6 Community participation and management of feeding programme

The first objective of the study was to establish how community participation influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. This was discussed in the following sub thematic; ways in which community participate in School feeding projects and Community participation in management of feeding programme.

4.6.1 Ways in which community participate in School feeding projects

The respondents were asked to indicate the ways in which the community participated in the SFP programme in Nyeri County. The results are shown in table below 4.14.

Table 4.14: Ways in which community participate in School feeding projects

		Frequency	Percent
Valid	sorting and cooking food	1	10.0
	monetary contribution	7	70.0
	attending meetings to discuss how SFP is to be implemented	2	20.0
	Total	**10**	**100.0**

Results show that at least 1(10%) of the community members participated in the school feeding programme by sorting and cooking food for the pupils at school. 7(70%) of the community member participated through monetary contributions according to the respondents and 2(20%) of the community members attended meetings to discuss the methodology of implementation of the SFP. This implies that majority of the community members participated through monetary contributions.

These findings concur with Meyers (1992), says that school community relationships were seen as an inevitable or unavoidable contact. It is consciously or deliberately planned according to him. The parents enrol their children in the school, they pay salaries to the teachers; they provide food for the children and provide resources like the class rooms and teaching/learning materials.

4.6.2 Community participation in management of feeding programme

The respondents were requested to indicate their level of agreement and disagreement on various statements regarding Community participation in management of feeding programme. Through a Likert Scale of five 1-Strongly Disagree to 5-StronglyAgree, the household members were asked to rate their responses. The findings are shown Table 4.15.

Table 4.15: Community participation in management of feeding programme

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The local community is involved in the running of the school feeding program	10	1.0	3.0	1.700	.9487
The local community has relevant input which is effective in management of the school feeding program	10	1.0	5.0	3.300	1.8886
Community involvement in schools' activities improves provision of school feeding program services	10	1.0	5.0	2.100	1.4491
Community involvement in schools' activities and advocacy on school feeding program encourages all pupils to remain in school until they complete school	10	1.0	5.0	2.700	1.4944
Valid N (listwise)	10				

The results showed that (1.700) respondents were neutral on involvement of local community in the running of the school feeding program, (3.300) respondents strongly agreed that the local community has relevant input which is effective in management of the school feeding program,(2.100) respondents strongly agreed that community involvement in schools' activities improves provision of school feeding program services and (2.700) respondents strongly agreed that community involvement in schools' activities and advocacy on school feeding program encourages all pupils to remain in school until they complete school. This implies that community participation plays a major role in ensuring management of school feeding programmes. The findings go in line with Mulatya (2003) who asserts that community participates better towards development activities if they have information about the mand are involved in the process of their functioning. If the parents have the skills and knowledge, they enrol their children and payees. They provide teaching and learning materials because they know their importance in the learning process. The parents also attend school meetings and contribute ideas for the development of preschool centres.

4.6.3 Extent which community participation influence management of feeding programmes

The respondents were requested to rate extent to which community participation influence management of feeding programmes. The findings are shown Table 4.16.

Table 4.16: Extent which community participation influence management of feeding programmes

	Frequency	Percent
great extent	4	40.0
moderate	3	30.0
low extent	3	30.0
Total	**10**	**100.0**

The study found out that 4(400%) of the participants strongly indicated that community participation influenced management of feeding programmes at very great extent, 3(30%) moderate and 3(30%) at a low extent. This implies that community participation had a moderate influence towards SFP. The level of community participation is determined by the awareness they have on the concept and importance of ECE (Appelbaum,2006). If the parents have the skills and knowledge, they enrol

their children and payees. They provide teaching and learning materials because they know their importance in the learning process.

4.7 Leadership Style and management of school feeding programmes

The second objective was toidentify how leadership style influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. Through a Likert Scale of five 1-Strongly Disagree to 5-StronglyAgree, the respondents were asked to rate their responses. The findings are shown Table 4.17.

Table 4.17: Leadership Style and management of school feeding programmes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
leadership control results to better management of school feeding programme	10	1.0	5.0	2.900	1.8529
programme staff roles and responsibilities are clearly defined	10	2.0	5.0	4.125	1.3562
school feeding programme is best run without government's involvement	10	1.0	5.0	2.900	1.7920
management style of feeding programis flexible and accommodative to other stakeholders' ideas	10	1.0	5.0	3.900	1.6633
Valid N (listwise)	**10**				

The results showed that (2.900) respondents were strongly agreed that leadership control results to better management of school feeding programm, (4.125) respondents strongly agreed that programme staff roles and responsibilities are clearly defined ,(2.900) respondents strongly agreed that school feeding programme is best run without government's involvement and (3.900) respondents strongly agreed that

management style of feeding programis flexible and accommodative to other stakeholders' ideas

4.7.1 Extent which Leadership Style influence management of school feeding programmes.

The respondents were requested to rate extent to which Leadership Style influence management of school feeding programmes. The findings are shown Table 4.18.

Table 4.18: Extent which Leadership Style influence management of school feeding programmes

	Frequency	Percent
very great extent	5	50.0
great extent	4	40.0
moderate	1	10.0
Total	**10**	**100.0**

The study found out that 5(50%) of the participants indicated that leadership style influence management of feeding programme in public ECDE at very great extent, 4(40%) great extent and 1(10%) at moderate.

4.8 Human Resource Management and management of school feeding programmes.

The third objective was to establish how human resource skills influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. Through a Likert Scale of five 1-Strongly Disagree to 5-StronglyAgree, the respondents were asked to rate their responses. The findings are shown Table 4.19.

Table 4.19: Human Resource Management and management of school feeding programmes.

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
there is adequate knowledge and skills accessible to teachers when it comes to effective management of school feeding	10	1.0	5.0	2.700	**1.6364**
we lack in sufficiency of skills to successfully through the school feeding programme	10	1.0	5.0	3.800	1.6865
the staff are well motivated	10	1.0	5.0	3.400	1.8379
the school has enough personnel to ensure smooth running of operations	10	1.0	5.0	1.900	1.6633
Valid N (listwise)	**10**				

The results showed that (2.700) respondents strongly agreed that there is adequate knowledge and skills accessible to teachers when it comes to effective management of school feeding programmes, (3.800) respondents strongly agreed that lack in sufficiency of skills to successfully through the school feeding programme ,(3.400) respondents strongly agreed that they are well motivated and (1.900) respondents strongly agreed that the school has enough personnel to ensure smooth running of operations.

4.8.1 Extent which Human Resource Management influence management of school feeding programmes.

The respondents were requested to rate extent to which Human Resource influence management of school feeding programmes. The findings are shown Table 4.20.

Table 4.20: Extent which Human Resource Management influence management of school feeding programmes.

	Frequency	Percent
very great extent	7	70.0
moderate	2	20.0
low	1	10.0
Total	**10**	**100.0**

The study found out that 7(70%) of the participants indicated that human resource skills influence management of feeding programmes in public ECDE at very great extent, 2(20%) moderate and 2(10%) at low extent.

4.9 Procurement methods and management of school feeding programmes.

The forth objective was to determine how procurement methods influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. Through a Likert Scale of five 1-Strongly Disagree to 5-StronglyAgree, the respondents were asked to rate their responses. The findings are shown Table 4.21.

Table 4.21: Procurement methods and management of school feeding programmes.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
school follows the public procurement act in tendering for school food	10	1.0	5.0	4.000	1.4142
the government should allow the teachers to procure food items for feeding program	10	1.0	5.0	2.900	1.9120
the government procurement act is not applicable in this school	10	1.0	5.0	2.600	1.6465

the availability of adequate funds ensures good performance of feeding programme	10	1.0	5.0	4.400	1.3499
Valid N (listwise)	**10**				

The results showed that (4.000) respondents strongly agreed that school follows the public procurement act in tendering for school food, (2.900) respondents strongly agreed the government should allow the teachers to procure food items for feeding program,(2.600) respondents strongly agreed that the government procurement act is not applicable in this school and (4.400) respondents strongly agreed that the availability of adequate funds ensures good performance of feeding programme.

4.9.1 Extent which procurement methods influence management of school feeding programmes.

The respondents were requested to rate extent to which procurement methods influence management of school feeding programmes. The findings are shown Table 4.22.

Table 4.22: Extent which procurement methods influence management of school feeding programmes.

	Frequency	Percent
great extent	4	40.0
Moderate	3	30.0
low	3	30.0
Total	**10**	**100.0**

The study found out that 4(40%) of the participants indicated that procurement methods influence management of feeding programme in public ECDE at very great extent, 3(30%) moderate and 3(30%) at low extent.

4.10 Inferential Statistics

The analysis of inferences was employed to get correlation results and regression which are illustrated in the subsequent subsection.

4.10.1 Correlation Analysis

The results in Table 4.23 show the coefficient of determination of relationship between dependent variable and independent variables as well as coefficient of determination of relationship among the independent variables.

Table 4.23: Correlation Analysis

		Management of Feeding Programmed in Public ECDE	CommunityParticipation	Leadership style	Human Resource of Human Skills	Procurement Methods
Management of Feeding Programmes in Public ECDE	Pearson Correlation	1				
	Sig. (2-tailed)	0.000				
Community Participation	Pearson Correlation	0.548	1			
	Sig. (2-tailed)	0.000	0.000			
Leadership style	Pearson Correlation	0.521	0.475	1		
	Sig. (2-tailed)	0.000	0.000	0.000		
Human Resource of Human Skills	Pearson Correlation	0.543	0.456	0.345	1	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
Procurement Methods	Pearson Correlation	0.523	0.334	0.325	1	
	Sig. (2-tailed	0.000	0.000	0.000	0.000	

The outcome showed that Community Participationand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.548, p=0.000). The Table further indicated that Leadership styleand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.521, p=0.000). Human Resource of Human Skills and Management of Feeding

Programmes in Public ECDE correlated positively and significantly(r=0.543, p=0.000), It was further established that Procurement Methods Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.523, p=0.000).

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter starts by giving the summary of the findings, then discussion of study findings after which the conclusions and recommendations are drawn from the findings highlighted.

5.2 Summary of the Findings

The study targeted a total sample size of 15 respondents from that sample size 12 respondents filled in and submitted the questionnaires, interview schedules and observation schedules. The response rate of 77% and 100% respectively. Response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This implies that return rate was appropriate for data analysis.

The result showed that 10 (100%) participants were female. This shows that despite our constitution of Kenya embracing the two third gender rule the result shows that gender inequality still persists in our nation. As per the findings of this study 1 (10%) respondent was aged between 21-25 years, 3 (30%) were aged between 26-30 years, 1 (10%) was aged between 31-35 years, 3 (30%) were aged between 36-40 years, 1 (10%) was aged between 51-55 years and 1 (10%) was above 55 years. This implies majority of the respondents were youthful and middle aged.

The result showed that all the 10 respondents had an education background. 1 (10%) of the respondents had a high school level of education, 4 (40%) of the respondents had a certificate and 5 (50%) of the respondents had a diploma. This shows that all of the respondents were well educated and therefore were expected to have enough knowledge and skills to facilitate factors influencing management of feeding programmes in public ECDE centres; a case study of Nyeri County, Kenya.

The study found out that 2 (20%) have been working for between 1-5 years, 4 (40%) have been working for 6-10 years, 3 (30%) have been working for 11-15 years and 1 (10%) has been working for over 20 years. This could be interpreted to mean that all informants had long working experience and adequate information on SFP needed in this study.

The results show that 1(10%) of the respondents registered increase of enrolment of between 10-20 children, 4(40%) of the respondents registered enrolment of between 21-30 children, 2(20%) of respondents registered enrolment of 31-40 children and 3(30%) of respondents registered enrolment of over 41 children. This shows that the school feeding programme has had a significant impact in the enrolment of new pupils in schools.

Based on the analysis from the returned questionnaires, 3(30%) of the respondents were ECDE teachers, 4(40%) of respondents were assistant teachers and 3(30%) were caregivers. This implies that the respondents are people that had first-hand information about the school feeding programme progress in their respective schools. From the study presented in table 4.8 above, the results show that only 1(10%) of the respondents had been involved in SFP for less than 5 years, 3(10%) had been involved for between 5-10 years and the majority 6(60%) of the respondents had been involved in SFP for over 10 years. This implies that most of the respondents are well versed in SFP due to their significant length of involvement in the service.

The result showed that 8(20%) respondents stated that 1-5 schools are targeted for Feeding programmes and 2(20%) stated that 6-10 schools are targeted for Feeding programmes. The study shows that the number of schools targeted for the feeding programmes in Kingo' ngo' karatina and Nyakinyua ECDE centre is between 1-5. This implies that 1-5 schools is manageable number of schools in one area targeting pupils. As per the findings 1(10%) of the participants indicated that the level of enrolment of pupils when the feeding programme is on progress was low, 1(10%) stated very low,2(20%) high,4(40%) very high and 2(20%) no effect. This implies that the rate of pupil's enrolment to school when the feeding programme is on progress was very high because the feeding programme encourages pupils to enrol for schools which provide food.

The study found out that 10(100%) of the participants agreed that they keep records for school feeding programme. This implies that all ECDE centres in Kingo'ngo, Karatina Urban and Nyakinyua all keep records for school feeding programme. The findings show that 9(90%) of the participants agreed that pupils drop out due to Hunger while 1(10%) disagreed. This infers that despite existence of feeding programme in schools there is still food insecurity which leads to pupils dropping out of schools due to Hundredths concurs with a study by Ahmed (2004) that in Niger when SFP was terminated, immediate and high dropout rates followed and children were withdrawn from school hence, the school year could not commence until food stocks arrived. The researcher opines that lack of SFP reduces opportunities for children to complete primary education and increase dropout rates.

The study found 8(80%) of the participants stated that the school provided food to pupils in once in a day and 2(20%) stated twice in a day. This implies that the feeding programmes provide food just once in a day. 10(100%) participants indicated that the type of feeding programme provided in Kingo'ngo, Karatina Urban and Nyakinyua ECDC centres was on site meals. This implies that the schools provided the meals to pupils in school.

5.3 Discussion of the Findings

Under this section, the findings are discussed based on the objective.

5.3.1 Community participation and management of the feeding programmes in public ECDE centres

The first objective of the study was to establish how community participation influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. The study found out that at least 1(10%) of the community members participated in the school feeding programme by sorting and cooking food for the pupils at school. 7(70%) of the community member participated through monetary contributions according to the respondents and 2(20%) of the community members attended meetings to discuss the methodology of implementation of the SFP. This implies that majority of the community members participated through monetary contributions. These findings concur with Meyers (1992), says that school community relationships were seen as an inevitable or unavoidable contact. It is consciously or deliberately planned according to him. The parents enrol their children in the school,

they pay salaries to the teachers; they provide food for the children and provide resources like the classrooms and teaching/learning materials. The respondents were requested to indicate their level of agreement and disagreement on various statements regarding Community participation in management of feeding programme.

The results showed that (1.700) respondents were neutral on involvement of local community in the running of the school feeding program, (3.300) respondents strongly agreed that the local community has relevant input which is effective in management of the school feeding program,(2.100) respondents strongly agreed that community involvement in schools' activities improves provision of school feeding program services and (2.700) respondents strongly agreed that community involvement in schools' activities and advocacy on school feeding program encourages all pupils to remain in school until they complete school. This implies that community participation plays a major role in ensuring management of school feeding programmes.

The findings go in line with Mulatya (2003) who asserts that community participates better towards development activities if they have information about the mandare involved in the process of their functioning. If the parents have the skills and knowledge, they enrol their children and payees. They provide teaching and learning materials because they know their importance in the learning process. The parents also attend school meetings and contribute ideas for the development of preschool centres. The respondents were requested to rate extent to which community participation influence management of feeding programmes.

The study found out that 4(400%) of the participants strongly indicated that community participation influenced management of feeding programmes at very great extent, 3(30%) moderate and 3(30%) at a low extent. This implies that community participation had a moderate influence towards SFP. The level of community participation is determined by the awareness they have on the concept and importance of ECE (Appelbaum,2006). If the parents have the skills and knowledge, they enrol their children and payees. They provide teaching and learning materials because they know their importance in the learning process.

5.3.2 Leadership style influence management and feeding programmes in public ECDE Centres

The second objective was toidentify how leadership style influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. The results showed that (2.900) respondents were strongly agreed that leadership control results to better management of school feeding programm, (4.125) respondents strongly agreed that programme staff roles and responsibilities are clearly defined ,(2.900) respondents strongly agreed that school feeding programme is best run without government's involvement and (3.900) respondents strongly agreed that management style of feeding program is flexible and accommodative to other stakeholders' ideas. The study found out that 5(50%) of the participants indicated that leadership style influence management of feeding programme in public ECDE at very great extent, 4(40%) great extent and 1(10%) at moderate.

The findings go in line with Campbell et al (2013) on the study on tactics of head teachers and their regard to nature and relevance it was observed that leaders contribute greatly to changing student attitude hence resulting into higher performance. Leadership styles are many as there are also many leaders. However, the three principal styles are autocratic, Laisses-fare and democratic leadership. Leadership makes employees to come out with strategies of making the organization to move forward to realizing its objectives (Rue and Btans, 2012).

5.3.3 Human resource skills and management of the feeding programmes in public ECDE centres

The third objective was to establish how human resource skills influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. The results showed that (2.700) respondents strongly agreed that there is adequate knowledge and skills accessible to teachers when it comes to effective management of school feeding programmes, (3.800) respondents strongly agreed that lack in sufficiency of skills to successfully through the school feeding programme ,(3.400) respondents strongly agreed that they are well motivated and (1.900) respondents strongly agreed that the school has enough personnel to ensure smooth running of operations. The study found out that 7(70%) of the participants indicated that human resource skills influence management of feeding programmes in public ECDE at very

great extent, 2(20%) moderate and 2(10%) at low extent. The findings go in line with (Cohen, 2013) human resource is among the four resource categories of a firm that include among others financial resources, physical resources and organizational resources. Employees of a firm are key players in strategic change management practices and implementation as they coordinate the other resources of a firm to successfully implement its strategy as they understand the direction of the firm. Their commitment and positive affection towards the organization is reflected in the pride felt by stakeholders at being part of the organization and a desire to see the organization succeed in its objectives (Cohen, 2013).

5.3.4 Procurement methods and management of the feeding programmes in public ECDE centres in Nyeri County

The forth objective was to determine how procurement methods influence management of the feeding programmes in public ECDE centres in Nyeri County, Kenya. The results showed that (4.000) respondents strongly agreed that school follows the public procurement act in tendering for school food, (2.900) respondents strongly agreed the government should allow the teachers to procure food items for feeding program,(2.600) respondents strongly agreed that the government procurement act is not applicable in this school and (4.400) respondents strongly agreed that the availability of adequate funds ensures good performance of feeding programme. In many low-income countries, school feeding programs are managed by external implementing partners, often as a program that runs in parallel with sectoral programs. An important consequence of this is that any transition to national ownership requires as a first step the institutionalization of school feeding within national and local-level structures (Ahmed, 2014).

5.4 Conclusion

The study concludes that Community Participationand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.548, p=0.000). The Table further indicated that Leadership styleand Management of Feeding Programmes in Public ECDE correlated positively and significantly (r=0.521, p=0.000). Human Resource Skills and Management of Feeding Programmes in Public ECDE correlated positively and significantly(r=0.543, p=0.000), It was further established that Procurement Methods Management of Feeding Programmes in Public

ECDE correlated positively and significantly (r=0.523, p=0.000).The study also concedes that SFP helps to adjust the entry ages by attracting children to school during their right age of six years. The government of Kenya has the policy of SFP that allows transfer of funds for the SFP in the schools after withdrawal of WFP. However, due to financial constraints, it has not been able to provide funds thus rendering the feeding programmes non-functional in the area of study.

5.5 Recommendations

The researcher makes the following recommendation;

i. It is important to strengthen the community participation in implementing SFPs. This is because community assisted ECDEs offer certain advantages such as increased contact between parents and teachers. This gives parents the opportunity to become more aware of what goes on at the ECDE hence enabling them come up with strategies to improve the feeding programme.

ii. The government should provide adequate meals to all ECDE centres that can effectively contribute to improving nutrition and health needs of ECDE age going children. This can be done by introducing more meals other than the porridge that is only being offered.

iii. Capacity building should be continuous and mandatory for all programme managers for effective and efficient management of the programme. The government should train all staffs on skill to ensure effective and efficient management of the feeding program. The skills may include record and book keeping, reporting skills and foods and nutrition studies.

iv. The SFP is very crucial if the government has to address high number of children not attending school .There is need to ensure that all schools in Nyeri are included in the Programme and adequate funds need to be provided for all materials needed in preparation of the meals.

5.6 Areas for Further Research

i. This study targeted only three ECDE benefiting from County Government feeding program. It is therefore important that a similar study be replicated to other ECDEs in the county.

ii. The study should be carried out to explore the role of the local organizations in complementing the government's efforts in managing the SFP.

iii. The study should be undertaken to establish the level of community participation on the SFP and its future sustainability.

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APPENDICES

Appendix I: Questionnaire

ECDE TEACHERS' AND CAREGIVERS QUESTIONNAIRE

This questionnaire seeks information concerning *challenges to management of feeding programmes in public ECDE Centres in Nyeri County: A case of the Nyeri county government's feeding programme in King'ong'o, Karatina Urban and Nyakinyua ECDE Centres.* You are requested to take part of your few minutes to answer the following questions in relation to the said phenomenon. Your answers will be treated confidentially and will only be used for the intended purpose (Master's Degree study).

SECTION A-GENERAL INFORMATION

1. What is your Gender? {Please tick one (√)

   Male ☐ Female ☐

2. What is your Age Group? {Please tick one (√)

   21 – 25 years ☐ 26 – 30 years ☐ 31 – 35 years ☐

   36 – 40 years ☐

   41 – 45 years ☐ 46 – 50 years ☐ 51 – 55 years ☐ Over55 years ☐

3. What is your highest level of education? {Please tick one (√)

   High School Certificate ☐ Diploma bachelor's degree ☐

   Post Graduate Degree ☐ Other (specify)----------

4. For how long you have been in the current position

   1-5 years ☐ 6-10 years ☐ 15 years 16-20 year ☐

   Over 20 years ☐

5.Enrolment:

10 – 20 children ☐ 21 – 30 children ☐ 31 – 40 children ☐

over 41 children ☐

6. Designation

ECDE lead teacher ☐ Assistant teacher ☐

Other Specify ----------

7. Period served in the present school

1 – 5 years ☐ 6 – 10 years ☐ 11 – 15 years ☐

20 years and above ☐

8. For how long you have been involved in the school feeding program

Less than 5years ☐ 5-10years ☐ Over 10 years ☐

SECTION B: MANAGEMENT OF FEEDING PROGRAMMES IN PUBLIC ECDE

9. How many schools are targeted for the School Feeding Programme in your area?

1-5☐ 6-10 ☐ 11-20 ☐ 25 and Above ☐

10. How is the pupil enrolment to school when the feeding programme is on progress?

Low Very Low ☐ High Very High ☐ No effect ☐

11. Do you keep record of the School Feeding Programme?

Yes ☐ No ☐

12. Are there cases of pupils in your who have dropped out of school due to hunger?

Yes ☐ No ☐

13. How many meals do pupils take in a day?

Once ☐ Twice ☐ Thrice ☐

14. More than thrice (Please specify) ……

15. For how long has SFP been implemented in your school? ……. years

16. Which of the following types of School Feeding Programmes (SFPs) do you practice in your school?

Take-Home-Rations ☐

On-Site Meals ☐

Both ☐

17. In your own opinion, which strategies can be put in place to make the School Feeding Programme more successful and sustainable?----------

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SECTION C: COMMUNITY PARTICIPATION

18. Please indicate in the following table the ways in which the community participates in SFP in your school (You can tick more than one answer√):

How community participates in SFP in your school

Providing / fetching firewood / fuel ☐

Fetching water ☐

Constructing the kitchen and other structures for SFP ☐

Sorting and cooking food ☐

Serving pupils ☐

Washing utensils ☐

Monetary contribution ☐

Attending meetings to discuss how SFP is to be implemented ☐

Other (Please specify) ----------

19. Kindly rate the following statements using a scale of Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; and Strongly Disagree=1 regarding community participation in school feed programme.

Statement	1	2	3	4	5
The local community is involved in the running of the school feeding program					
The local community has relevant input which is effective in management of the school feeding program					
community involvement in schools' activities improves provision of school feeding program services					
community involvement in schools' activities and advocacy on school feeding program encourages all pupils to remain in school until they complete school					

20. To what extent does community participation influence management of feeding programmes in public ECDE?

Very Great Extent ☐ Great Extent ☐ Moderate ☐

Low ☐

SECTION D LEADERSHIP STYLES

21. Kindly rate the following statements using a scale of Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; and Strongly Disagree=1 regarding leadership styles in school's feeding programmes

Statement	1	2	3	4	5
Leadership control results to better quality management of School Feeding Programme					
Programme staff roles and responsibilities are clearly defined					
This School Feeding Programme is best run without the government's involvement					
The management style of the feeding program is flexible and accommodative to other stakeholders' ideas					

22. To what extent does Leadership Style influence management of feeding programmes in public ECDE?

Very Great Extent ☐ Great Extent ☐ Moderate ☐

Low ☐

SECTION E: HUMAN RESOURCE MANAGEMENT

23. Kindly rate the following statements using a scale of Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; and Strongly Disagree=1 regardinghuman resource skills in school feeding programme

Statement	1	2	3	4	5
There is adequate knowledge and skills accessible to teachers when it comes to effective management of School Feeding Programme					
We lack in sufficiency of skills to successfully run the School Feeding Programme					
The staff are well motivated					
The school has enough personnel to ensure smooth running of operations					

24. To what extent does Human Resource Skills influence management of feeding programmes in public ECDE?

Very Great Extent ☐ Great Extent ☐ Moderate ☐

Low ☐

SECTION E: PROCUREMENT METHODS

25. Kindly rate the following statements using a scale of Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; and Strongly Disagree=1 regarding procurement methods in school's feeding programmes

Statement	1	2	3	4	5
This school follows the public procurement act in tendering for school food					
The government should allow the teachers to procure food items for the feeding program					
The government procurement act is not applicable in this school					
The availability of adequate funds ensures good performance of the feeding programme					

26. To what extent does procurement influence management of feeding programmes in public ECDE?

Very Great Extent ☐ Great Extent ☐ Moderate ☐

Low ☐

Thanks

Appendix II: Structured Interviews for Officers

Date _____

Interviewee No. ____

Gender

Male____ Female___

1. What management style is practised when managing the feeding program?

   _____

2. In your own opinion, do you think this management style is the best? Please give reasons.

   _____

3. Are there adequate and relevant human resource skills as pertains to management of school feeding program?

   _____

4. What skills if any do the people involved in the management of feeding programmes have?

   _____

5. How is the food procured for the feeding program ?

   _____

   _____

   _____

Thanks

Appendix III: Observation Schedule

Item	**School A**			**School B**		**School C**	
	Present		**Absent**	**X**		**X**	
Availability of minutes for identification of feeding requirement							
Evidence of involvement of stakeholder in the management of the feeding program							
Evidence of training on management of feeding program							
Evidence of Skilled personnel							
Availability of Tender documents							
Evidence of display of tendering documents							
Evidence of involvement of Local community members in procurement process							
Integration of community with school							
Availability of Kitchen							
Availability Cooks							
Availability of Water							
Availability Food store							
Availability of Food							
Availability Cooking utensils							
Availability of Dining Hall							

THIS IS TO CERTIFY THAT:
MS. HAWA WANJIRU OMARI
of UNIVERSITY OF NAIROBI, 0-60100
Embu,has been permitted to conduct
research in *Nyeri County*

on the topic: *FACTORS INFLUENCING MANAGEMENT OF FEEDING PROGRAMMES IN PUBLIC ECDE CENTRES; A CASE OF NYERI COUNTY, KENYA.*

for the period ending:
12th April,2020

.....
Applicant's
Signature

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Ref. No. **NACOSTI/P/19/32329/29361**

Date: **25th April, 2019**

Hawa Wanjiru Omari
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing management of feeding programmes in public ECDE centres; a case of Nyeri County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **23rd April, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

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FACTORS INFLUENCING MANAGEMENT OF FEEDING PROGRAMMES IN PUBLIC EARLY CHILDHOOD EDUCATION CENTRES; A CASE OF NYERI COUNTY, KENYA.

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