EFFECTS OF SCHOOL FEEDING PROGRAMME BY NON GOVERNMENTAL ORGANIZATIONS ON ACCESS TO EDUCATION IN PUBLIC PRIMARY SCHOOLS IN DROUGHT-STRICKEN KAKUZI DIVISION, KIAMBU COUNTY, KENYA

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DECLARATION

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

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I wish to dedicate this research project to the entire Kaguongo's family for being an inspiration.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASALs	Arid and Semi –Arid Lands
EFA	Education for All
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
PTA	Parents Teachers Association
SFP	School feeding programme
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education
WFP	World Food Programme

ABSTRACT

There exist disparities in terms of access to primary education in Kenya on the basis of gender and region. ASALs are the worst hit despite efforts by the government such as the school feeding programmes and the free primary education. Over 70% of children in these districts do not participate in the learning process. The report by the Government of Kenya shows that only 36% of the school going children in the ASAL areas are in school. A section of Central region of Kenya such as Kirimiri location in Kakuzi Division in Kiambu County has affected by drought and many of the children are malnourished which has made majority stay away from school. Non Governmental Organizations came up with the school feeding programme aimed at alleviating the hunger and keep the children in school. The purpose of this study was to investigate the effect of NGO's school feeding programmes on access to primary education in drought-stricken Kakuzi Division, Kiambu County. The objectives of the study were to establish the effect of school feeding programme on primary school enrolment, find out how the school feeding programme has affected pupils attendance of school, determine the effect of school feeding programme on active involvement of pupils in classroom learning and to establish the effect of school feeding programme on the retention of pupils in primary school in drought stricken Kakuzi Division. The study adopted a descriptive survey research design in which 450 respondents comprising of 10 head teacher, 56 teachers and 400 pupils were sampled. The study used questionnaires to collect data which were self administered. The questionnaires had both closed and open ended questions. Data was analysed both qualitatively and quantitatively. The study established that school feeding programme influenced the enrolment of pupils in primary school in Kakuzi division. The study also established that the school feeding programme influenced the attendance of pupils in schools in Kakuzi division. The study further established that with the introduction of SFP, there has been increased active involvement of pupils in class. The SFP also influenced the retention rate of the pupils in Kakuzi division as child labour featured a number one cause of low retention of pupils in school. The study recommends that the government should increase the coverage of the areas under school feeding programme in the drought prone areas with the view to improving the enrolment rates. The government should ensure there is a constant supply of school feeding programme so as to maintain regular school attendance. The government and the donors should ensure the school feeding programme has the right nutrients so as to keep the children alert in class to actively participate in the learning process. The study the government should ensure that all the schools in the dry areas have SFP so that hunger does not force any child to drop out of school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education aims at ensuring that all young people have the opportunity to complete basic primary education. Yet rates of completion vary across states and territories and have varied substantially over time. According to the 2010 EFA Global Monitoring Report, more than ten years since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000 (UNESCO, 2010) many children are still out of school. Even though many countries have shown remarkable gains towards meeting the six EFA goals by 2015, especially the second goal which states that all children have access to and complete free and compulsory primary education of good quality, there are still many countries that remain far from achieving their commitments such as Liberia, Niger, Burkina Faso, Ethiopia, Burundi, Eritrea, Guinea, Mali, Sudan, Mozambique, Central African Republic and Chad where the number of children out of school exceeds the number of those attending (UNESCO, 2010).

The realization of these gains in primary education has suffered a blow due to situations of natural disasters (World Bank, 2004). According to Lavell (2007), various disasters have seriously affected education systems today and will continue to have a negative impact in future due to the effects of globalization and climate change. The number of weather-related disasters continues to rise. The

greatest numbers of immediate deaths in these disasters were attributed to droughts/famines, followed by floods, windstorms and earthquakes. Thousands of teachers, educational personnel and pupils have died or been destabilized by Aids, malaria, malnutrition, flooding, lighting and other chronic diseases (World Bank, 2004).

In the recent past, in most parts of sub Saharan Africa drought has brought a lot of suffering to the people. In the year 2011, drought exacerbated malnutrition and hunger mainly in a number of dry areas in Ethiopia, and northern regions of Kenya (Save the Children, 2012). In the year 2011, Niger was also hit by drought. The year 2012 has seen an increase in the number of West African states experiencing food insecurity, drought and displacement. These have forced increasing number of pupils to drop out of school due to the increasing levels of poverty, displacement and hunger (Save the Children, 2012).

Kenya like most of the countries in the sub Saharan Africa experiences a number of natural hazards, the most common being weather related, including floods, droughts, landslides, lightning/thunderstorms, wild fires, and strong winds (Achoka & Maiyo, 2011). Arid and Semi Arid Lands (ASAL) constitute 84 percent of the total land mass in Kenya, or 24 million hectares (GoK 2007). The extent of aridity, coupled with demographic structures, shape the economic mainstay of these lands. Drought has affected the communities economically and

the affected people cannot afford to provide food for their families but to depend on the government and other donors for food aid.

In many households in the drought stricken areas, hunger has been a barrier to school participation (Dheressa, 2008). A hunger-stricken child is not only unable to enrol in school at the right age but also cannot attend school properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling. Thus, low school enrolment, low class attendance, involvement in class activities and low retention of pupils in school is a recurring problems in child education among households living in ASALs (Ahmed, 2004). Due to these reasons the level of education attainment has also been low in many developing countries mainly characterized by poverty (Adelman, Gilligan & Lehrer. 2008).

Various interventions have been undertaken. Prominent policies have been designed both at national and international levels to help households invest on their children's education. School meals or School Feeding Programme (SFP), also known as Food for Education programme (FFE), is one such intervention that aims at addressing some of the nutrition and health problems of school-age children (Del Rosso, 1999). School feeding programmes have been found to be effective in encouraging enrolment, increasing attendance and completion of the course (Grantham-McGregor *et al.* 1998, UNICEF 2005).

School feeding contributes to having healthy and well-educated children but its impact depends on whether quality education is available. School feeding supports families in securing education for their children, especially girls who are often differentially excluded from education. This promotes human capital development in the long run and helps break intergenerational cycles of poverty and hunger. School feeding contributes to a child's readiness to learn and ability to participate in his or her own educational process, and the benefits are particularly strong for girls. However, school feeding can only help if the other major elements that are prerequisites for learning such as teachers, textbooks, curriculum and an environment conducive to learning are also in place. Additionally, care should be taken to avoid using teachers or education staff to prepare food, since this merely taxes the system that school feeding programmes aim to enhance (UNICEF 2005).

For a long time, the provision of basic education is commonly regarded as a state responsibility. The state has however, not lived according to its expectations as most of the children especially from the hardship and marginalized areas are still out of school. The access to primary education has been skewed in favour of urban schools and those economically endowed thus constraining the access by the pupils from ASAL areas due to a number of factors (Akijakin, 2005).

In the last decade, non-governmental organizations (NGOs) have gained increased attention among scholars and practitioners of development. They have become increasingly important agents of the development process in many countries across the globe, in all of their main areas of work such as humanitarian relief, long-term development, policy formation and political advocacy (Attack 2006). As a result, in recent years, growing amounts of development resources have been channeled to and through NGOs in all sectors. And, in turn, NGOs working to alleviate poverty, improve social welfare, and develop civil society have become more dependent on international donors, leading to an explosive growth in local NGOs in many countries.

This trend can also be found in the education sector, where most major donor agencies have increased the resources allocated through NGOs to implement their education programmes. More and more, donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. One of the ways in which NGOs have participated in the alleviation of suffering is through the school feeding programme to both public and private schools especially the non-formal. This study seeks to determine how the school feeding programme as one of the mitigating mechanisms by the NGOs on access to education in the drought stricken Kakuzi Division, Kiambu County.

1.2 Statement of the Problem

There exist disparities in terms of access to primary education in Kenya. ASALs are the worst hit despite efforts by the government such as the school feeding programmes and the free primary education. According to Ngome (2006) over 70% of children in these districts do not participate in the learning process. The report by the Government of Kenya (2009) shows that only 36% of the school going children in the ASAL areas are in school.

Central region of Kenya has also been affected by drought. The most affected area by drought is Kirimiri location in Kakuzi Division in Kiambu County. The area has not received adequate rainfall in the recent past. Due to the effects of drought, many children have dropped out of school while men and women of productive age bracket have migrated to neighbouring urban centres such as Thika Town leaving the elderly to take care of the children. Children are malnourished which has made them stay away from school. The NGOs introduced the school feeding programme to alleviate the hunger and keep the children in school. It is against this background that this study seeks to determine the effect of school feeding programme on access to public primary schools education in drought stricken Kakuzi Division, Kiambu County.

1.3 Purpose of the Study

The purpose of the study was to investigate the effect of NGO's school feeding programmes on access to primary education in drought-stricken Kakuzi Division, Kiambu County.

1.4 Objectives of the Study

i). To establish the effect of school feeding programme on public primary school enrolment in drought stricken Kakuzi Division.

ii). To find out how the school feeding programme has affected pupils school attendance in drought stricken Kakuzi Division.

iii). To determine the effect of school feeding programme on active involvement of pupils in classroom learning activities in drought stricken Kakuzi Division.

iv). To establish the effect of school feeding programme on the retention of pupils in primary school in drought stricken Kakuzi Division.

1.5 Research Questions

i). What is the effect of school feeding programme on primary school enrolment in drought stricken Kakuzi Division?

ii). How has the school feeding programme affected pupils' school attendance schools in drought stricken Kakuzi Division?

iii). What effect has the school feeding programme had on active involvement of pupils in classroom learning in drought stricken Kakuzi Division?

iv). What is the effect of school feeding programme on the retention of pupils in public primary school in drought stricken Kakuzi Division?

1.6 Significance of the Study

The research findings may be of beneficial to the government, non-governmental organizations and education stakeholders especially the Ministry of Education by showing how the school feeding programme as a mitigation mechanisms by NGO's has guaranteed learners regular school enrolment, attendance, active involvement in classroom activities and retention in primary school. The study may reveal the significant roles played by NGOs funded programmes on attainment of universal primary education as a way of realizing EFA, MDGs and Vision 2030 goals. The study may be of importance to the government and policy makers in the education sector as they may be able to make policies that may address the challenges facing the school feeding programme. The communities in Kakuzi may also benefit from the study in that they may gain insight on how the SFP has contributed to pupils' access to primary education. The study may add to the existing body of literature in the area of effect of SFP on access to education

and may provide avenue to further research in the area of effect of SFP on education. The research study may help NGOs to understand their contribution to education through the SFP and hence increase their involvement towards attainment of education for all.

1.7 Limitations of the Study

In the pursuit of this study, several limitations were experienced. The first was the cost in terms of time, effort and finances to carry out an extensive and exhaustive research.

The second was to obtain accurate information because of fear of appraising/victimisation on the part of the respondents.

Third was difficulty in control the attitudes of the respondents as they may have given socially accepted answers to please the researcher but this was mitigated through the use of same items in the questionnaires for the head teacher, teachers and pupils.

Finally, the schools were scattered far from each other but the researcher used motorbike to access them without a lot of difficulties.

1.8 Delimitation of the Study

The study was carried out in ten selected public primary schools which were assisted by NGOs. Kakuzi Division in Thika East was proportionally represented in the study to have data which represented the whole target population.

Private schools did not participate in the study as their environment, parents or guardians, motivation and social economic status of their members and management varies from those of public primary schools.

The participants of the study were 10 head teachers, 40 teachers and 400 pupils from selected schools as they had first hand information on effects of NGOs assistance of pupils' access to education.

1.9 Assumption of the Study

The study was based on the assumptions that the respondents were free and knowledgeable in giving correct information that was accurate at the time.

The researcher also assumed that school enrolment records such as pupils admission register, class register and KCPE records were available and accessible in schools.

1.10 Definition of Significant Terms

The following are definition of significant terms as used within the context of this study.

Access Refers to being given an opportunity of admission in a learning institution.

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

Enrolment Refers to the number of children registered in a school.

Non -Governmental Organizations Refers to a private voluntary grouping of individuals or associations not operated for profit or commercial purposes. They operate nationally or internationally for the benefit of the public.

Mitigation Refers to the process of lessening or limiting of the adverse impact of hazards and related disasters.

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

Retention refers to a state where registered school pupils progress from Pre-primary to standard eight without dropping out of school.

School feeding programmes Refers to the assisted free school lunch programme offered to needy pupils in emergency areas such as slums, drought stricken areas or conflict areas.

School meals Refers to a meal (usually lunch or dinner) provided to students at a school.

1.11 Organization of the Study

The study was organized into five chapters. The first chapter comprised background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions underlying the study and definition of significant terms. Chapter two contained the literature review on overview of access to primary education and the perspective of NGOs in education. Chapter three compriseed research methodology highlighting research design, target population, sampling procedure, research instruments, data collection procedures and data analysis procedures. Chapter four brought out analysis of the research findings. The fifth chapter contained the summary of the findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to investigate the effect of NGOs' school feeding programme programme of access to primary education in drought stricken Kakuzi Division, Kiambu County. In this section, related literature with regard to the influence of school feeding programme as mitigation mechanisms by NGOs on access to primary school education by pupils. The reviewed literature include, access to primary school education, the perspective of NGOs on education and the effect of school feeding programme on access to education. Other areas highlighted include the theoretical and the conceptual frameworks.

2.2. Access to Primary School Education

There are a number of reasons why access to primary education is so low in the arid areas. Two of the most obvious reasons being the economic background of the parents and the absence of primary schools in many areas. According to Lewin (2004) in Tanzania it is likely that households outside the top two deciles of income are simply unable to afford a single child in primary schools. He further notes that the participation rates of the richest 20% of households are more than 20 times those of the poorest 40% of households. In Uganda those from households below the second decile of household income are unlikely to be enrolled. Government spending on primary education is somewhat limited in

developing countries due to the large number of pupils enrolling and therefore the focus has shifted to sustainability and not on ensuring of the quality.

IPAR (2003) observes that on Kenya's attainment of political independence in 1963, the Government, households and the private sector collectively endeavoured to enhance the development of education in the country. The increased development of education and training in Kenya was an aftermath of the Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya. The Sessional paper states that every Kenyan child, irrespective of gender, religion and ethnicity, has the inalienable right to access basic welfare provision, including education; and the Government of Kenya has an obligation to provide opportunity to all citizens to fully participate in socio-economic and political development of the country and also to empower the people to improve their welfare. Thus education has proved to be a powerful tool in propelling countries the world over to higher levels of development. According OECD (1983) African governments on attaining independence, set forth elaborate plans to structure the education system to produce the required manpower necessary to steer the country's economic growth and development.

2.3. A Perspective of NGOs in Basic Education

In developing countries including Kenya, Non-Governmental Organisations play a very important role in the development process. In sub-Saharan Africa, their

contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. Although the activities of the foreign NGOs in the Third World have received extensive treatment in the literature, the contributions of indigenous or local NGOs in socio-economic development have gone largely unnoticed. The fact is that there are hundreds of such NGOs making positive contributions within their respective countries, but are not known beyond their borders (Badu & Parker, 1994). Local NGOs and their proximity to a community serve as a conduit through which resources from donor/international NGO supported programmes can flow to the community (Yolande, Welmond & Wolf, 2002). NGOs also assist in creating or training school committees and/or parent-teacher associations (PTAs).

NGOs further play different roles in supporting education service delivery. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments fulfil their commitment to ensuring access for all children to an education of acceptable quality (Mundy, 2001). Some NGOs, are involved directly in provision, primarily with respect to providing education to the excluded. Educational exclusion can take many forms, including those 'hard-to-reach' with respect to gender, street children, orphans, child soldiers demobilised children in post-conflict areas, pastoralists, indigenous groups, language, faith, disability, refugees, child labourers etc. (Sayed & Soudien, 2003; UNESCO,

2004). These forms of exclusion may interact with income-related poverty, but can also result from children not being able to go to school for socio-cultural and other demand-side related reasons (Colclough et al., 2003). Inadequate supply of schooling in remote, rural areas can further exacerbate these constraints. As a result, even in countries where overall enrolment appears reasonably high, there are often pockets of exclusion, which may be sizeable in some rural parts of the country, and also evident in urban areas. Such provision is usually localised on a small scale, with the intention of developing innovative approaches to reach those otherwise excluded from the conventional state system.

2.4 School Feeding Programme and Access to Education

School feeding is a tool which today effectively enables hundreds of millions of poor children worldwide to attend school in developed and developing countries alike. The term school feeding has been used over the years to mean the provision of meals or snacks at school to reduce children's hunger during the school day (WFP, 2004). Some continue to define school feeding as in-school meals only. For most, however, school feeding has increasingly come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes. In this more comprehensive definition, all the following could be classified as school feeding: "take-home" food rations provided as economic incentives to families (or foster families, or other child care institutions) in return for a child's regular attendance at school; food provided to adults or youth who

attend literacy or vocational training programmes; food for pre-school activities with an educational component; and any one or more of the following at-school meals: breakfast, mid-morning snack, lunch, or dinner.

School feeding commonly works as part of social protection systems to support the most vulnerable families and children. In the short term, as a social safety net, it provides direct support to the poor by transferring income to families. Many of the most successful and widely emulated conditional cash transfer and social protection programmes (e.g. in Brazil and Mexico) include school feeding as a key element. The challenge in low-income countries is how to ensure similar institutionalization, sustainability and efficiency of these programmes given limited resources and capacities. School feeding is only part of the entire social protection system that supports vulnerable families, and so ensuring that it complements, and does not duplicate, the efforts of other programmes is vital. In high- and middle-income countries, School feeding programmes can be scaled up in response to crises, serving as a rapidly deployable safety net. The survey of 77 countries shows that 38 of them have scaled up their programmes in response to social shocks such as armed conflict, natural disasters and food and financial crises. An analysis of a subset of 33 countries shows that, on average, programmes have doubled in scale since 2008, and this increase is mostly driven by the scale up of programmes in middle-income countries. This may argue for more support to low-income countries to help them achieve the same.

School feeding programmes are one of several interventions that can address some of the nutrition and health problems of school-age children. School feeding programmes and other school-based nutrition and health programmes, can also motivate parents to enroll their children in school and to see that they attend regularly. Experience shows that properly designed and effectively implemented SFPs can: Alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren. This helps to increase the attention and concentration of pupils producing gains in cognitive function and learning. Motivate parents to enroll their children in school and have them attend regularly. When programmes effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve. Address specific micronutrient deficiencies in school-age children. Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance. Increase community involvement in schools, particularly where programmes depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement.

Various studies have reveal that school feeding programme have indeed positive impact on school participation as measured by school enrollment, class attendance, and completion rate of the pupils (Ahmed 2004; Vermeersch &

Kremer 2004). However, most of these findings are based on empirical data obtained from schools where the programme was popular and has been relatively effectively implemented.

In their study in Western Kenya, Vermeersch & Kremer (2004) found that children in the treatment group participated 35.9 percent of the time compared to 27.4 percent in the comparison (control) group and this difference was statistically significant. The programme increased participation of both children who were previously enrolled (what they call intensive margin) and children who would have gone to school in absence of the programme (extensive margin). But they emphasize that any increase in school participation in the absence of qualified teaching falls short of better educational achievement since there are strong complementarities between teacher characteristics and school feeding programmes (Vermeersch & Kremer, 2004).

Another study by Grantham-McGregor & Chang (1998) found that access to education (enrolment, attendance, active involvement in classroom learning and retention) have all improved in response to school feeding. This is because the provision of school feeding programmes reduces the parents‟ cost of sending children to school thereby promoting early enrollment and improving attendance. The more time children spend on learning in response to school feeding programmes, the more they will learn and the less they repeat school or drop-out

(Grantham-McGregor & Chang 1998). This study seeks to determine how the NGOs' SFP has affected access to primary education by pupils in drought stricken Kakuzi Division.

2.3.1 School Feeding Programme and School Enrolment

The availability of subsidized in-school feeding programmes will increase school enrolment if the programme changes the household's schooling decision for some children who would not have otherwise been enrolled in school. And for these households to enroll their children, they need to be convinced that the net benefits of participating in the programme exceed the gap between direct and opportunity cost of schooling and the expected benefit of schooling (Adelman et al., 2008). In other words, households usually compare the size of the transfer relative to the size of the cost-benefit gap and these comparisons ultimately determine the magnitude of the increase in enrollment rates.

Another important point is about the roles that school feeding programmes play in encouraging early enrollment. Even though in-school meals are believed to affect age at entry through an income effect, i.e., by increasing household income and raising the benefit of attending school, yet this income effect should be large enough to make households send their children to school (Adelman et al., 2008). Adelman *et al* (2008) show that school feeding programmes affect the age at entry in different ways. First, the provision of food offsets the cost of educating

children by making available additional income for households, and consequently raising the benefits of attending school. Secondly, the “neighborhood effect” resulting from School Feeding Programme may also influence the age at entry. That means the act of households to send their children to school earlier with the commencement of School Feeding Programme would create a social pressure and prompt similar action on the part of those who haven’t enrolled their children yet (Adelman et al., 2008). This study seeks to find out the effect of NGOs’ SFP on pupils enrolment in primary schools in Drought stricken Kakuzi Division.

Powell et al. (1998) and Kremer and Vermeersch (2004) each found increased participation resulting from school breakfasts in Jamaica, Peru and Kenya, respectively. And Kazianga et al. (2009) found that school lunches as well as take home rations increase new enrollment for girls by 5 to 6 percentage points. Identification in our quasi-experimental setting is unlikely to be as clean as it is in these carefully conducted randomized trials. Nevertheless, there are two strengths to our approach. First, it enables an impact assessment of the world's largest nutrition programme in a country which has the largest number of out-of-school children in the world. Second, its large-scale nature allays concerns about generalizability, to which smaller-scale studies are sometimes prey. In India, Khera (2002) found a 23% increase in enrollment following the introduction of school lunches in her 63 Rajasthan schools. Drfeze and Goyal (2003) found an

18%, 11%, and 14% increase in enrollment in their Rajasthan, Chhattisgarh and Karnataka villages, respectively.

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). The number of days that a child attends school is related to cognition and performance (Ceci, 1995). SFPs can have a positive effect on rates of enrollment and attendance. A recent evaluation of an on-going school feeding programme in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 1994).

A small pilot school feeding programme in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (WFP, 1996). Niger has one of the five lowest school enrollment rates in the world; the school feeding programme was intended to enhance attendance of nomad and transhumant families, particularly of girls. Beneficiaries received the equivalent of the total daily recommended food

intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' participation in schools, some families receive an additional take-home ration. Evidence from past experience with the SFP shows that it contributes to its objectives: whenever canteens have been closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. In areas with nomadic and transhumant populations, the school year cannot commence until food stocks arrive (WFP, 1995; 1996).

Although not a school feeding programme in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children, particularly girls. In Bangladesh a programme of school-based food distribution increased enrollment by 20% versus a 2% decline in non-participating schools (Ahmed and Billah, 1994). In Pakistan, a programme provides an income transfer in the form of one or two tins of oil to families whose girls attend school for 20 days per month. In its pilot phase the oil incentive programme demonstrated that it could make a significant contribution to full attendance. In participating schools enrollment improved by 76% compared to 14% in the province overall.

Attendance increased from 73% to 95% among participants. The programme also claims to put additional food into the hands of mothers and to serve as a contact between mothers and teachers on distribution days (WFP, 1995; 1996). These

food transfer mechanisms do not offer the same potential benefits, for example, meeting short-term hunger and specific nutritional needs, as programmes that deliver food directly to beneficiaries. These kinds of programmes should therefore be assessed within the context of other food and resource transfer programmes.

2.3.2 School Feeding Programme and Regular School Attendance

The second indicator of school participation analyzed in this study is class attendance. It is believed that school feeding programmes can be effective at increasing class attendance because children receive the meal only when they attend school (Adelman, Gilligan et al. 2008). As discussed earlier the opportunity cost of allowing a child to attend school varies across school days and seasons and this cost could even be higher than the expected benefit. For instance in places where child labor forms the integral part of agricultural work during a particular day/season of a year, class attendance could be low. In such cases, school feeding programmes may or may not encourage attendance depending on how the beneficiaries value them. Thus, the value of the meal relative to the difference between the cost and expected benefit of schooling also determines attendance (Adelman, Gilligan et al. 2008).

Adelman, Gilligan et al. (2008) shows that nutrition can influence class attendance. He noted that school feeding programmes alleviate short term hunger of school children during the school day by providing more nutrients to the child,

providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours (Adelman, Gilligan et al. 2008). Thus this aspect of nutrition targets for short term impact and enables a child concentrate and learn more. A study of the effects of school breakfast in rural Jamaica showed that overcoming school hours hunger leads to better concentration and learning (Powell, Walker et al. 1998). Second, school feeding programmes may also generate nutritional improvements for a child over long run. The improved nutritional status as a result of school feeding programmes will in turn enhance a child's physiological capacity for learning thereby increasing the benefits of schooling and the child's desire to attend school. Third, school feeding programmes can also reduce morbidity through improved nutrition and consequently enhance attendance. Morbidity is a cause of absence in many developing countries and school feeding programmes help children overcome this problem and learn longer. In this regard school feeding increases micronutrients intake and hence will strengthen children's immunity and avoid infectious diseases among children (Adelman, Gilligan et al. 2008).

Ahmed (2004) evaluated the impact of school feeding on attendance in Bangladesh as well and found that the SFP has a statistically significant positive impact. The programme increased class attendance of participating pupils by 1.34 days per month (Ahmed). However, class attendance from school registers

showed attendance increased in both programme and control schools during this period, and that the increase was 1.1 percentage points higher in programme schools (Adelman, Gilligan et al. 2008).

Another study conducted on 814 children in second-through fifth-grade classrooms in rural primary schools in Jamaica where children were randomly assigned to receive a breakfast (576–703 kcal and 27 g of protein) or placebo (orange slice with 18 kcal) each day for one school year found a small improvement in attendance rates for children receiving breakfast over the control group (Powell, Walker et al. 1998). However, this impact is small because the attendance rates in both groups were about 70 percent even prior to the study.

Similarly, a study in Huaraz, Peru found that a school breakfast increased attendance rates of fourth and fifth-grade pupils by 0.58 percentage points in the treatment schools whereas it declined in control schools by 2.92 percentage points (Adelman, Gilligan et al. 2008). The evaluation took place 30 days after the start of the breakfast programme and following those 30 days the breakfast programme was also implemented in the control schools.

2.3.3 The Influence of School Feeding Programme on Pupils' Active Involvement in Classroom learning Activities

Deficiencies of iron and iodine are among the most harmful types of malnutrition with regard to cognition. Iron deficiency renders children listless, inattentive and

uninterested in learning. The research literature suggests a causal link between iron deficiency anemia and less than optimal behavior for learning (Nokes, van den Bosch and Bundy, 1998). Poor performance on a wide range of achievement tests among iron deficient children in school has been consistently documented. Remediation of iron deficiency through supplementation has eliminated the differences in school performance and IQ scores between schoolchildren previously deficient in iron and those without iron deficiencies (Seshadri and Gopaldas, 1989).

In the case of iodine, most studies have focussed on the differences in cognitive test performance between children who lived in communities with and without endemic goiter. The results show differences in favor of the non-goiter areas. In Sicily, for example, the proportion of children with below-normal cognitive scores was 3% in areas with sufficient iodine, 18.5% in areas where iodine was inadequate, and 19.3% where iodine was inadequate and cretinism was endemic (Vermiglio, et al, 1990). Studies in Indonesia and Spain have documented similar effects on children in areas with insufficient iodine (Bleichrodt et al, 1987).

Fortification of school rations is the most efficient and effective route to alleviating micronutrient deficiencies in schoolchildren where SFPs are in operation. In South Africa, soup fortified with iron and vitamin C was provided to 350 schools in an area of low socio-economic development on the Cape

Peninsula. Results showed that initially 12% of six to seven year old and 20% of 8 to 12 year old children had low weight-for-age, and 49% and 31% had low serum ferritin (a measure of iron deficiency) respectively. At follow-up, after 15 weeks of intervention, iron status improved significantly; falling from 49% to 28% in 6 to 7 year old children and 31% to 21% in 8 to 12 year old children (Kruger and Badenhorst, 1994).

Class participation is the act of active involvement in learning activities by pupils. This may require that a child be in sound health and mind (physical, psychological and emotional). The WFP (2006) noted that a hungry learner will struggle to concentrate on his/her studies but is easily distracted. The school feeding programme may therefore be the solution to these children who come from poor and conflict areas as will be able to receive meals from school thereby solving the problem of hunger and concentrate in the learning process.

In 1984, a study on the school feeding programmes in Tamil Nadu in India showed that school feeding programme increases participation of pupils (WFP, 2006). Another study by Rukmani (2011) in the same place (Tamil Nadu) revealed that school feeding programme improves pupils participation in school. In Kenya, Vermeersch and Kremer (2004) found that pre-school children receiving breakfast in school increased class participation in the treatment group by 8.5% than their counterparts who never received breakfast in school. This

study seeks to determine the effect of SFP on the learners' active involvement in classroom learning activities.

2.3.4 School Feeding Programme and Retention of Pupils in Primary School

Adelman *et al* (2008) present the interplay between school feeding programmes on one hand and grade repetition, learning achievement, and school performance on the other. They show that this effect works in two mechanisms. First, because school feeding programmes improve class attendance, children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out. This is however dependent on other factors such as school quality, availability of learning materials and teacher quality. Thus, unless properly implemented, school feeding has rather the potential to worsen drop-outs (Adelman et al., 2008). Second, improved nutrition may also enhance school retention and performance in the short and over long run. In the short run, school feeding programmes could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized.

In the long run, school feeding programmes could enhance learning provided that school feeding programmes improve the nutritional status of children and if nutritional status also affects learning (Adelman et al., 2008). Back to Ahmed's (2004) study in Bangladesh, School Feeding Programme has a statistically

significant negative impact on pupil drop-out. This study reveals that the primary school drop-out rate in the programme rural area was 29 percent and that the overall completion rate in this area is 6 percentage points higher than control rural areas. Controlling for child and household characteristics, he found that school feeding programmes reduce the probability of dropping out of school by 7.5 percent (Adelman, et al., 2008).

In Kenya, the average retention rates hovered at around 43% in arid and 57% in semi arid districts. The disparity as the percentages were below what Kenya expected to meet in order to achieve the first three MDGs (eradicate poverty and hunger, attain UPE and have gender equality in education) by 2015 (Ministry of Education 2004). From 2004 up to today is a long period of time meaning that there is need to improve the completion rate through reduction of pupils' dropout rate. For instance Obonyo (2009) in Yala Division Siaya County found that school feeding programme is an effective tool in reducing pupils' dropout rate. This study seeks to find out how the NGOs school feeding programme has affected the retentions of pupils in public primary schools in drought stricken Kakuzi Division.

2.4 Summary of Literature Review

Various studies done globally, regionally and nationally have displayed the picture that, school feeding programme increases access to education. The studies

(Ahmed, 2004 and Adelman et al., 2008) reported increase in pupils' enrolment, attendance, active involvement in classroom activities and retention. The review by Powel et al., (1998) further revealed that the SFP resulted into reduction in the dropout rate of the pupils. This has a strong relationship with the effective implementation of school feeding programme as measure of solving the unequal provision of education to the disadvantaged children. These studies however, have not highlighted the effect of SFP as a mitigation mechanism by NGOs on access to education hence a knowledge gap. This study therefore sought to establish the effect of the school feeding programme by NGOs on the pupils' in the drought stricken areas access to education.

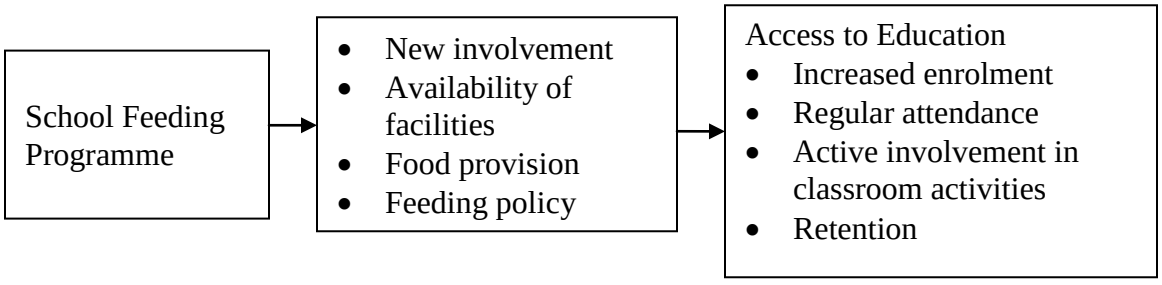
2.5 Theoretical Framework

The study is guided by Vroom expectancy theory of motivation advocated by Victor H. Vroom in 1964. According to this theory, the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. Tolman (1932) attributed the results of reinforcement to learning but not regarding reinforcement as a necessary condition for learning to take place. The pupils who mainly faced hunger and starvation due to drought will be motivated to participate in the learning process with the hope of relieving hunger pangs.

However, in Vroom's theory, valence is the emotional orientations toward particular outcomes (rewards) or is the value the person attaches to the outcome. Therefore, it is the attractiveness or performance for a particular outcome of an individual. The school feeding programme is an incentive to attract children to school and enable them to learn. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (the belief that better efforts will result to better performance). Then instrumentality that good performance will lead to valid outcome. To the pupils, expectancy is the (internal) beliefs that going to school (regularly) will enable them acquire quality education and the education empowers them to be free from the pains of hunger and drought in future. Therefore, school feeding programme facilitates pupils to learn by solving short-term hunger and making them healthy to cope with class work.

2.6 Conceptual Framework

Figure 2.2: How School Feeding Programme Influences Pupils' Participation



Source: Researcher (2013)

The study is based on the concept that the school feeding programme would attract more pupils access education through increased enrolment, attending school regularly, continuing with education without dropping out and active involvement in classroom activities. The school feeding programme is the independent variable while access to education is the dependent variable. They will be influenced by school feeding programme as it acts as a strong motivating factor to the suffering children to attend school and acquire education. Therefore the incentive of SFP on education will lead to increased pupil enrolment, regular attendance, active involvement of pupils in classroom learning activities and retention enhance achievement of universal primary education.

The framework illustrates that access to education results from the motivating factor (SFP) and the pupil's interest and expectation of acquiring reward (good meal and education to be successful in future). It will result in achieving increased access to education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the effect of NGOs' school feeding programme programme on access to primary education in drought stricken Kakuzi Division, Kiambu County. This chapter focuses on research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study used descriptive survey design. Descriptive survey research design determines and reports the way things are (Mugenda & Mugenda, 2003). This approach is appropriate for this study because it involves an analysis of the effect of school feeding programme as a mitigation mechanisms by NGOs on access to education by pupils in public primary schools. The design explored and evaluated in details the relationship between the variables (for this matter the relationship between independent variable, school feeding programme, and the dependent variable access to education that is enrolment, regular attendance, active involvement in learning activities and retention). Descriptive survey can also be used to investigate a population by collecting sample to analyse and discover occurrences.

3.3 Target Population

The target population for the study included all the primary school pupils and teachers from all the public primary schools in Kakuzi Division. According to the District Education Office in Thika East District (2013) there are 10 public primary schools in the division. The district has 4,672 pupils and 113 teachers.

3.4 Sample Size and Sampling Techniques

Due the fact that there are only 10 public primary schools, the study carried out a census survey as 10 schools are manageable. The study then used stratified simple random sampling method to select the pupils from the schools according to their classes. The upper classes of five, six seven and eight were considered. Simple random sampling was then be used to select 10 pupils from the sampled classes in the sampled schools. The study then purposively sampled four class teachers of the four classes (five, six seven and eight) and the head teacher of the sampled schools. This brought the total sample size to 450 respondents which is 10% of the total population. According Gay and Airasian (2003) a sample size of between 10% and 20% of the total population is representative.

Table 3.1: Sample Size

Category	Population	Sample Size	Percentage
Head teachers	10	10	100
Teachers	102	40	39
Pupils	4,672	400	9
Total	**4,784**	**450**	**9**

3.5 Research Instruments

Research instruments consisted of questionnaires developed by the researcher. According to Orodho (2004) questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaires were used to collect data from the head teachers, teachers and pupils.

3.6 Instrument Validity

Validity is the degree to which a test measures what it purports to measure (Borg & Gall 2003). Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda & Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. These experts looked at every question in the questionnaire and did their own analysis to ascertain that the questions

answer research objectives of the area under study. Recommendations from the experts were taken into consideration in order to improve the instruments.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda & Mugenda (2003). The test retest method was used to establish instrument reliability. The researcher administered the questionnaires to the same group of persons after one week. Any ambiguous question was corrected and re-administered to the respondents. This yielded two scores for each person and the correlation between these two sets of scores is the test-retest reliability coefficient. The study then used the Pearsons Product Momment Correlation to estimate the reliability of the instruments. The research instruments were deemed reliable with a reliability coefficient of more than 0.7. In this study, using the Cronbach's Alpha test the study got a reliability coefficient of 0.751. Since this coefficient is greater than the 0.7, the instruments were deemed reliable.

3.8 Data Collection Procedures

A permit that authorized data collection was applied for and obtained from the National Council for Science and Technology (NCST). A copy of the permit was given to the District Education Officer, Thika East District. The researcher then booked appointments with the head teachers of the sampled schools and notified them of the mission and purpose of the study. The researcher personally made

familiarization visit to the sampled schools on the appointed days and dates to deliver and administer the questionnaires to the teachers and students. The researcher self administered the questionnaires to clarify any question not clear to the respondents. Completed questionnaires were then collected back once completed.

3.9 Data Analysis Techniques

The data collected was both qualitative and quantitative in nature. Data was coded into Statistical package for a Social Scientist (SPSS) and then analysed using statistical measures such as percentages, and frequencies. This helped summarise and describe variables state such as rate of enrolment, frequency of attendance and the levels of active participation in class. Structure data was analysed through content analysis to understand the consistence of information from various respondents. Content analysis is the systematic qualitative description of the composition of the objects or materials of the study (Mugenda and Mugenda, 2003).The results were then presented using frequency tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the presentations, interpretation and discussions of study findings. The presentations were done based on the research questions which formed the sub-headings in the chapter.

4.2 Questionnaire Response Rate

Table 4.1: Response Rate

Respondent Category	Sampled	Responses	Percentage
Head teachers	10	9	90
Teachers	40	28	70
Students	400	360	99
Total	**450**	**397**	**100**

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of 10 head teachers, 40 teachers and 400 pupils sampled, 9 head teachers representing 90%, 28 teachers equivalent of 70% and 360 pupils equivalent of 99% returned the questionnaires.

This gave an average response rate of 88.2%. These percentage return rates were deemed adequate for the study.

4.3 Demographic Information

This section presents the demographic information of the respondents in the study. The demographic information for the respondents focused on gender, education and the population of the pupils. The findings of the study are presented in the subsequent sections.

The study sought to determine the gender of the respondents. The findings are presented in Table 4.2.

Table 4.2 Distribution of Head Teachers and Teachers by Gender

	Head teachers		Teachers		Pupils	
Gender	**F**	**%**	**F**	**%**	**F**	**%**
Male	6	66.7	12	42.9	173	48.1
Female	3	33.3	16	57.1	187	51.9
Total	9	100.0	28	100.0	360	100.0

The study established that for the headteachers respondents, majority (66.7%). However the results show that for the teachers and pupils, female were the majority (57.1% and 51.9% respectively). The results show that only 33.3% of the headteacher respondents were female. The study may therefore be interpreted to

mean that the primary school administration in Kakuzi is male dominated. The findings can also be interpreted to mean that the enrolment of boys and girls is almost the same.

The pupil respondents were asked to indicate their ages. The study findings are presented in Table 4.3.

Table 4.3: Distribution of Pupils by Age

Age	Frequency	Percent
9 and below years	8	2.2
10-12 years	125	34.7
13-14 years	173	48.1
15 years and above	54	15.0
Total	360	100

The study established that most of the pupil respondents (48.1%) are in the age bracket of 13 to 14 years while 34.7% of the respondents were aged between 10 and 12 years. The findings can be interpreted to mean that most of the pupils who responded were aged more than 13 years.

The study sought to establish the highest level of education of the head teacher and teacher respondents. The findings of the study are presented in Table 4.4 Below.

Table 4.4: Distribution by Level of Education

	Head Teachers		Teachers	
Education	**F**	**%**	**F**	**%**
Untrained	0	0	2	7.1
P1	0	0	12	42.9
S1/SII	7	77.8	9	32.1
Graduate	2	22.2	5	17.9
Total	9	100	28	100

According to the findings of the study, majority of the head teacher respondents (77.8%) have an S1/SII education while 22.2% were graduates. The findings show that most of the teacher respondents (42.9%) are PI while 32.1% are SI/SII. The study shows that 17.9% of the respondents are graduates. The results of the study may be interpreted to mean that only a few teachers have pursued high education.

The study sought to establish whether the schools had a school feeding programme. The findings of the study are presented in Table 4.5 below.

Table 4.5: Schools have School Feeding Programme

Response	Frequency	Percentage (%)
Yes	348	96.7
No	12	3.3
Total	360	100

The results show that 96.7% of the pupil respondents indicated that their schools had school feeding programme. The findings are interpreted to mean that nearly all the schools have a school feeding programme.

4.4 Influence of School Feeding Programme on Enrolment

In this section the study sought to determine the influence of SFP on enrolment. The findings are presented in the subsequent sections.

4.4.1 Enrolment Rates in Schools

Respondents were asked to describe the enrolment rates in their schools. The findings are presented in Table 4.6.

Table 4.6: Enrolment Rates in Schools

	Head teachers		Teachers	
Response	**F**	**%**	**F**	**%**
Static	0	0	2	7.1
Increasing	9	100	21	75.0
Don't know	.0	.0	5	17.9
Total	9	100.0	28	100.0

The study findings show that all the headteacher respondents (100.0%) and majority of the teacher respondents (75.0%) described the enrolment rate in schools are increasing. The study findings may be interpreted to mean that the enrolment in the schools in Kakuzi has been on the increase.

4.4.2 Enrolment Attributed to School Feeding Programme

The study sought to determine the extent to which the enrolment rate was attributed to SFP. The findings are presented in Table 4.7 below.

Table 4.7: Enrolment Attributed to School Feeding Programme

	Head teachers		Teachers	
Responses	**F**	**%**	**F**	**%**
Small extent	0	.0	4	14.3
Moderate extent	1	11.1	8	28.6
Large extent	7	77.8	9	32.1
Very large extent	1	11.1	7	25.0
Total	9	100.0	28	100.0

The results of the study show that 88.9% of the head teacher respondents attributed to a large extent the increase in enrolment to the SFP. The results also show that 57.1% of the teacher respondents attributed the increase in the enrolment to SFP to a large extent. The study findings may be interpreted to mean that the school mean programme contributed to the increased enrolment in primary schools in Kakuzi division.

The pupil respondents were asked to indicate whether they were attracted to enroll in school because of free meals in schools. The results of the study as presented in Table 4.8 show that majority of the pupils respondents (53.9%) indicated that they did not enroll in schools because of the free school meals. However, 46.1% of the respondents indicated that the enrolment was not attributed to school feeding programmes. These findings confirm those of the head teachers and the teachers who attributed the increased enrolment to SFP.

Table 4.8: Enrolment Attributed to School feeding programmes

Responses	**Frequency**	**Percent**
Yes	194	53.9
No	166	46.1
Total	**360**	**100.0**

The pupil respondents were asked to give reasons for attending school. The findings are presented in Table 4.9.

Table 4.9: Reasons for Enrolment

Responses	Frequency	Percentage
There is no regular meals at home	61	16.9
Am assured of free meals in school	243	67.5
Education is free	56	15.6
Total	**360**	**100.0**

The study findings show that according 67.5% of the pupil respondents, they enrolled in school because the were assured of the free meals in school. The results show that 16.9% of the respondents enrolled because there were no regular meals at home. The study findings may be interpreted to mean that to some extent, the pupils attended schools because of the free school meals.

4.4.3 Class that is Enrolled the Most Between 2008 and 2013

The head teacher respondents were asked to indicate the class that was enrolled the most due to the SFP. The findings are presented in Table 4.10 below.

Table 4.10: Class that is Enrolled the Most Between 2008 and 2013

Responses	Frequency	Percent
Standard 1-3	5	55.6
Standard 4-5	2	22.2
Standard 5-8	2	22.2
Total	**9**	**100.0**

The study findings show that the classes that are mostly enrolled (56%) due to school feeding programme is classes one to three. The results of the study show that 22% of the respondents indicated that classes four and five were most enrolled because of the school feeding programme. The findings may be interpreted to mean that the pupils in the lower classes are enrolled more than those in the upper classes.

The findings agree with Adelman *et al* (2008) that the SFP are believed to affect age at entry through an income effect, i.e., by increasing household income and raising the benefit of attending school.

4.4.4 Factors Influencing Enrolment

The headteacher respondents were asked to indicate the factors which influenced the pupils enrollment in school in terms of importance. The findings are presented in Table 4.11.

Table 4.11: Factors Influencing Pupil Enrolment

Responses	Most Important		Important		Neither Important or Unimportant		Unimportant		Very Unimportant	
	F	%	F	%	F	%	F	%	F	%
School feeding meals	5	55.5	3	33.3	1	11.1	0	0	0	0
Free primary education	4	44.5	2	22.2	2	22.2	0	0	0	0
Past school performance	0	0	4	44.5	3	33.3	2	22.2	0	0

The findings of the study show that ranked as number one factor which influenced pupils enrolment was school feeding programme (88.8%). The study show that ranked number two factor that influenced pupils enrolment in terms of importance was free primary education (66.7%). The results show that past school performance ranked the least. The study findings are therefore interpreted to mean that the SFP was the major influence of pupils' enrolment in Kakuzi division.

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

4.4.5 Children not Enrolled in School

The head teacher and teacher respondents were asked to indicate whether there were children they knew who were not enrolled in school. The findings are presented in Table 4.12.

Table 4.12: Children not Enrolled in School

	Head teacher		Teacher	
Responses	**F**	**%**	**F**	**%**
Yes	8	88.9	16	57.1
No	1	11.1	12	42.9
Total	**9**	**100.0**	**28**	**100.0**

According to the findings of the study majority of the headteacher respondents (88.9%) indicated that indeed there were children who were not enrolled in school while 57.1% of the teacher respondents also indicated there were children not enrolled in schools. However, 42.9% of the teacher respondents indicated that they were not aware of any child who was not enrolled in school. The study findings can be interpreted to mean that there are children not enrolled in schools.

The respondents were asked to indicate reasons they perceived to be the cause of non enrollment of children in schools. The findings of the study are presented in Table 4.13 below.

Table 4.13: Reasons for Non Enrolment

	Head teacher		Teacher	
Responses	**F**	**%**	**F**	**%**
Lack of motivation	1	11.1	4	14.3
Child labour	6	66.7	9	32.1
Lack of food	1	11.1	5	17.9
Insecurity	0	0	1	3.6
Others	1	11.1	3	10.7
No response	0	.0	6	21.4
Total	**9**	**100.0**	**28**	**100.0**

The findings of the study show that 66.7% of headteacher and 32.1% of teacher respondents indicated that child labour was the main reason why the children are not enrolled in schools. Other reasons given by the respondents for non enrolment included lack of food at home (17.9%) and lack of motivation (14.3%). The findings of the study may therefore be interpreted to mean that child labour was the major reason why the children are not enrolled in school in Kakuzi division.

4.5 Influence of School Feeding Programme on Attendance

In this section the study sought to determine the influence of school feeding on attendance. The findings of the study is presented on the subsequent sections.

4.5.1 Description of Attendance of Pupils in School

Respondents were asked to describe the attendance of pupils in school. The findings are presented in the Table 4.14.

Table 4.14: Description of Attendance

	Head teacher		Teacher	
Responses	**F**	**%**	**F**	**%**
Regular	9	100	25	89.3
Inconsistent	0	0	3	10.7
Total	**9**	**100.0**	**28**	**100.0**

The results of the study show that majority of the head teacher and teacher respondents (100% and 89.3% respectively) described the enrolment as regular. Only a minority of the respondents (10.7% teachers) indicated that the attendance was irregular. The findings of the study may be interpreted to mean that the pupils' attendance in schools is inconsistent.

4.5.2 School feeding programmes Reason for Regular School Attendance

The study sought to determine whether the school feeding programme was the reason for regular attendance of school by pupils. The findings are presented in Table 4.15.

Table 4.15: School feeding programmes Reasons for School Attendance

	Head teacher		Teacher		Pupils	
Responses	**F**	**%**	**F**	**%**	**F**	**%**
Yes	9	100	23	82.1	136	37.8
No	0	0	5	17.9	224	62.2
Total	**9**	**100**	**28**	**100.0**	**360**	**100.0**

The study findings show that majority of the head teacher and teacher respondents (100% and 82.1% respectively) indicated that indeed the school feeding programmes was the reason for the regular attendance of school by the pupils. However, according to majority of the pupil respondents (62.2%), the school feeding programmes was not the reason for regular attendance of school. The results revealed that only 37.8% of the pupil respondents indicated that the school means was the reasons for the regular attendance. These findings mean that to a large extent the regular school attendance was not a result of the school feeding programme. Asked to explain their answers, respondents indicated that because of the school feeding programmes, pupils do not disappear during lunch hours. Respondents indicated that since the pupils were assured of the mid day meals, they attended school regularly.

The findings of the study agree with Adelman et al., (2008), who observed that school feeding programmes can be effective at increasing class attendance because children receive the meal only when they attend school by alleviate short

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

The pupil respondents were asked to indicate the reasons for attending school. According to the findings presented in Table 4.16, Majority of the respondents (96.1%) indicated that they went to school with a reason to learn and this was the main reason for the regular attendance, to learn. From the findings of the study it can be interpreted that the pupils have different reasons for regular attendance from that of the head teacher and the teacher respondents.

Table 4.16: Reasons for Attending School

Respondents	Frequency	Percent
Want to learn	346	96.1
Education is free	14	3.9
Total	**360**	**100.0**

4.6 Influence of SFP on Active involvement in Class by Pupils

In this section the study sought to establish the influence of SFP on pupils' class participation in primary schools in Kakuzi. The findings are presented in the subsequent sections.

4.6.1 Active Involvement of Pupils in Class

The respondents were asked to describe the involvement of pupils in class. The findings of the study are presented in Table 4.17 below.

Table 4.17: Active Involvement of Pupils in Class

Teacher Responses on student participation	Frequency	Percent
Very active	8	28.6
Active	12	42.8
Inactive	5	17.8
Dull	3	10.7
Total	**28**	**100**

According to the findings of the study, majority of the respondents (42.8%) described the pupil class participation as active while 28.6% described it as very active. The study findings show that 18% of the respondents described the participation of pupils in class as inactive. The findings are interpreted to mean that the pupils are active in class.

4.6.2 Extent School Feeding Programme Influence Level of Involvement

The respondents were asked to indicate the extent to which the schools meals influenced the level of involvement of the pupils in class.

Table 4.18 Extent School Feeding Programme Influence Level of Involvement

Teacher Responses	Frequency	Percent
Small extent	4	3.6
Moderate extent	21	21.4
Large extent	71	71.4
Very large extent	4	3.6
Total	**28**	**100.0**

The findings of the study show that according to 71.4% of the respondents, the school feeding programmes influenced participation in class to a large extent. The results further show that 21.4% of the respondents indicated that the school

feeding programmes influenced active involvement to a moderate extent. These findings may be interpreted to mean that school feeding programmes influenced pupil active involvement in class.

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

4.7 Influence of SFP on Retention of Pupils

In this section the study sought to establish the influence of school feeding programme on the pupils' retention from school in Kakuzi division. The findings are presented in the subsequent sections.

4.7.1 Retention Rate of Pupils

The study sought to determine the retention rate of pupils in Kakuzi division. The findings are presented in Table 4.19.

Table 4.19: Retention Rate of Pupils

Responses	Head teacher		Teacher	
	F	%	F	%
High	6	66.7	22	78.6
Moderate	2	22.2	4	14.3
Low	1	11.1	2	7.1
Total	9	100.0	28	100.0

The findings of the study show that majority of the head teacher (66.7%) and teacher respondents (78.6%) described the retention rate as high while 22.2% of head teacher respondents and 14.3% of teacher respondents described the dropout rate as moderate. The study findings can be interpreted to mean that the dropout rate is low in Kakuzi division.

4.7.2 Pupils Attracted and Remained in School by School feeding programmes

The respondents were asked to state whether the meals attracted the pupils to remain in schools. The findings are presented in Table 4.20.

Table 4.20: Pupils Attracted and Remained in School by School feeding programmes

	Head teacher		Teacher	
Responses	**F**	**%**	**F**	**%**
Yes	9	100.0	26	92.9
No	0	0.0	2	7.1
Total	**9**	**100.0**	**28**	**100.0**

The results of the study show that all the headteacher respondents indicated that indeed the meals attracted and retained the pupils in school while 92.9% of the teacher respondents indicated that the meals attracted and retained pupils in school. The findings of the study may be interpreted to mean that the meals attracted and retained the pupils in schools.

4.7.3 Reasons for None Retention

The respondents were asked to provide reasons for non retention of pupils schools in Kakuzi division. The findings are presented in Table 4.21.

Table 4.21: Reasons for None Retention

	Head teacher		Teacher	
Responses	**F**	**%**	**F**	**%**
Hunger	2	22.2	5	17.9
Insecurity	0	0	2	7.1
Lack of motivation	2	22.2	7	25.0
Child labour	5	55.6	14	50.0
Total	**9**	**100.0**	**28**	**100.0**

The study findings show that according to most of the head teacher (55.6%) and the teacher respondents (50.0%) the low retention rate in Kakuzi was caused by child labour. The study findings also show that according to 22.2% of the headteacher respondents and 25% of the teacher respondents, the dropout rate was caused by lack of motivation. These findings may be interpreted to mean that the dropout in Kakuzi division is largely due to hunger and insecurity to small extent. The findings of the study agree with Adelman et al., (2008) and Ahmed (2004) who argued that enhance school retention and performance in the short and over long run. In the short run, school feeding programmes could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to determine the effect of NGOs school feeding programmes on access to primary education in drought stricken Kakuzi Division, Kiambu County Research question one sought to determine the effect of school feeding programme on primary school enrolment. Research question two sought to find out how the school feeding programme has affected pupils attendance of school. Research question three sought to establish the effect of school feeding programme on active involvement of pupils in classroom learning. Research question four aimed at determining the effect of school feeding programme on the retention of pupils in primary school.

The study used descriptive survey design in which it targeted 10 head teachers, 56 teachers and 400 pupils were sampled from Kakuzi division out of which 9 head teachers, 28 teachers and 360 pupils responded by completing the questionnaire and returning to the researcher. The data was collected by use of questionnaires. Data was analysed both qualitatively and quantitatively.

5.3 Summary of Findings

The study established that according to majority of the head teacher respondents (100%) and teacher respondents (75%), the schools in Kakuzi division experienced increased enrolments. The study further established that the increasing enrolments was attributed to the school feeding programme as was indicated that 77.8% of head teacher and 57.1% of teacher respondent. The study however shows that 54% of the pupil respondents indicated that school feeding programmes was the reason why they enrolled in school. Most of the pupil respondents indicated that free education was the main reason as to why they enrolled in schools. The study also show that 67.5% of the pupils indicated that they enrolled because in school they were assured of meals. The classes enrolled most according to 56% of the head teacher respondents was the lower classes. The factors which were mostly found to influence enrolment were school feeding meals and FPE. The study established that one of the factors which Kept children out of school was child labour according to 88.9% of headteacher respondents.

The study established that the attendance of the pupils was described as regular by 100% of headteacher and 89.3% of teacher respondents. The study further established that according to all the head teacher respondents and 82.1% teacher respondents, school feeding programmes was the reason for school attendance. The study however show that 62.2% of the pupil respondents do not believe that

school feeding programme is the reason for attending school. Majority of the pupils (96%) cited desire to learn as the reason for attending school.

The study findings revealed that the participation of pupils in class was described by 71% of the respondents as active. The study findings show that most of the respondents (75%) indicated that the school feeding programme influenced participation by pupils in class to a large extent. The findings further show that 21% of the respondents indicated that school feeding programme programme influenced participation in class to a moderate extent.

The study established that most the head teachers (66.7%) and teachers respondents (78.6%), described the retention rate as high. The study findings revealed that majority of the head teacher respondents (100%) and the teacher respondents (92.9%) indicated that indeed school feeding programmes attracted and retained pupils in school. Child labour was the main reasons for the low retention of pupils in Kakuzi division.

5.4 Conclusion

The study established that school feeding programme influenced the enrolment of pupils in primary school in Kakuzi division. The study also established that the school feeding programme influenced the attendance of pupils in schools in Kakuzi division. The study further established that with the introduction of SFP,

there has been increased active involvement of pupils in class. The SFP also influenced the retention rate of the pupils in Kakuzi division as child labour featured a number one cause of low retention of pupils in school.

5.5 Recommendations

The following are the recommendations for the study:

i). The study established that in all the schools, there was increased enrolment which was attributed to SFP. The study recommends that the government should increase the coverage of the areas under school feeding programme in the drought prone areas throughout the country where enrolments are low with the view to improving the enrolment rates.

ii). The study established that there was increase in attendance of the pupils in Kakuzi division as a result of the SFP. The study recommends that the government should ensure there is a constant supply of school feeding programme in schools in the drought areas so as to maintain regular school attendance.

iii). The study established that there was an active involvement of pupils in classroom which as largely attributed to SFP. The study recommends that the government and the donors should ensure the school feeding programme supplied to the schools in the drought areas has the right nutrients so as to keep the children alert in class to actively participate in the learning process.

iv). The dropout rate was described as low by the respondents which was attributed to SFP. The study recommends that the government should ensure that all the schools in the dry areas have SFP so that hunger does not force any child to drop out of school.

5.6 Recommendations for Further Research

The study recommends the following for further research:

i. This study was done in Kakuzi division only, the study recommends that the study be replicated in other conflict regions to determine the effect of SFP of pupils participation in school.

ii. The study was limited to enrolment, attendance, active participation in class and dropout rate. The study recommends that further study should be done on other factors such as academic performance.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
Dept of Educational, Administration &
Planning,
P.O. Box 30197 – 00100,
Nairobi.
Date: _____.

The Headteacher,
P.O Box_____
Thika East District.

Dear Sir/Madam

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) pupil at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a study that examines "**The Influence of Mitigation Mechanisms by NGOs on Access to Education in Drought Stricken Kakuzi Division, Thika East District.**" Please fill in the questionnaires.

Your cooperation will be appreciated.

Yours sincerely,

Kariuki John

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

Introduction

Please respond to the items given in this scale as honestly and accurately as possible.

All your responses will be treated as confidential and will be used for research purposes only

Please read each statement carefully and tick (√) against the appropriate answer.

Fill in the blank spaces with correct information.

Part A: Background Information

1. What is your gender? Male [ ] Female [ ]
2. What is your highest level of education?

   Untrained [ ] PI [ ] SI/SII [ ] Graduate [ ]
3. What is the pupil population in your school?_____

Part B: Influence of SFP on Enrolment

4. How would you describe the enrolment rate in your school?

   Declining [ ] Static [ ] Increasing [ ]

   Don't Know [ ]

5. To what extent would you attribute the rate of enrolment to the introduction of SFP? Very small extent [ ] Small extent [ ]
   Moderate extent [ ] Large extent [ ] Very large extent [ ]
6. Which level in your opinion is mostly affected?
   Standard 1 – 3 [ ] Standard 4 – 5 [ ] Standard 5 – 8 [ ]
7. In your opinion, what factors mostly influence pupil enrolment in the school? School feeding meals [ ] Free primary education [ ] Past school performance [ ]
   Others (specify)_____
8. In your opinion, are there some children you know of who are not enrolled in school? Yes [ ] N [ ]
9. If yes, what are the reasons
   Lack of motivation [ ] Child labour [ ]
   Lack of food [ ] Insecurity [ ]
   Others (specify)_____

Part C: Influence of SFP on Attendance

10. How would you describe the attendance of pupils in your school?
    Regular [ ] Inconsistent [ ] Seasonal [ ]
11. Explain your answer_____

12. With the school feeding programmes, do the pupils attend school regularly? Yes [ ] No [ ]
13. Explain your answer_____
14. In your pinion, how has the school feeding programme influenced the pupil attendance in school?_____

____

Part D: Influence of SFP on Retention of Pupils in Primary School

15. How would you describe the completion rate of pupils in your school?

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

16. Do the meals attract and retain pupils in school?

    Yes [ ] No [ ]

17. If yes, give reason_____
18. What would be some of the reasons for non completion of school by pupils? Hunger [ ] Insecurity [ ]

    Lack of motivation [ ] Child labour [ ]

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Introduction

Please respond to the items given in this scale as honestly and accurately as possible.

All your responses will be treated as confidential and will be used for research purposes only

Please read each statement carefully and tick (√) against the appropriate answer.

Fill in the blank spaces with correct information.

Part A: Background Information

1. What is your gender? Male [ ] Female [ ]
2. What is your highest level of education?

   Untrained [ ] PI [ ] SI/SII [ ] Graduate [ ]
3. What is the pupil population in your school?_____

Part B: Influence of SFP on Enrolment

4. How would you describe the enrolment rate in your school?

   Declining [ ] Static [ ] Increasing [ ]

   Don't Know [ ]

5. To what extent would you attribute the rate of enrolment to the introduction of SFP? Very small extent [ ] Small extent [ ] Moderate extent [ ] Large extent [ ] Very large extent [ ]
6. In your opinion, what factors mostly influence pupil enrolment in the school? School feeding meals [ ] Free primary education [ ] Past school performance [ ]
   Others (specify)_____
7. In your opinion, are there some children you know of who are not enrolled in school? Yes [ ] N [ ]
8. If yes, what are the reasons
   Lack of motivation [ ] Child labour [ ]
   Lack of food [ ] Insecurity [ ]
   Others (specify)_____

Part C: Influence of SFP on Attendance

9. How would you describe the attendance of pupils in your school?
   Regular [ ] Inconsistent [ ] Seasonal [ ]
10. Explain your answer_____
11. With the school feeding programmes, do the pupils attend school regularly? Yes [ ] No [ ]
12. Explain your answer_____

13. In your pinion, how has the school feeding programme influenced the pupil attendance in school?_____
____

Part D: Influence of SFP on Active Classroom Involvement

14. How would you describe the active involvement of the pupils in class?

Very active [ ] Lively [ ] Inactive [ ]
Dull [ ]

15. To what extent does the school feeding programmes influence the level of involvement of the pupils in class?

Very small extent [ ] Small extent [ ]
Moderate extent [ ] Large extent [ ]
Very large extent [ ]

Part E: Influence of SFP on Retention of Pupils in Primary School

16. How would you describe the completion rate of pupils in your school?

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

17. Do the meals attract and retain pupils in school?

Yes [ ] No [ ]

18. If yes, give reason_____

19. What would be some of the reasons for non completion of school by pupils? Hunger [ ] Insecurity [ ]
Lack of motivation [ ] Child labour [ ]

APPENDIX IV

QUESTIONNAIRE FOR PUPILS

Instructions

Please respond to the items given in this scale as honestly and accurately as possible.

All your responses will be treated as confidential and will be used for research purposes only

Please read each statements carefully and tick (√) against appropriate answers.

Fill in the blank spaces with correct information.

Questions

1. What is your gender? Male [ ] Female[ ]
2. What is your age? 9 and below years [ ] 10 – 12 years [ ]
   13 – 14 years [ ] 15 years and above [ ]
3. Is there school feeding programme in your school? Yes [ ] No [ ]
4. Were you attracted to enroll in school because of free meals?
   Yes [ ] No [ ]
5. If yes, give reasons
   There is no regular meals at home [ ]
   Is assured of free meals in school [ ]

6. What are some of the reasons why you attend school regularly?

   I get means in school [ ] Want to learn [ ]

   Education is free [ ]

7. Do the school feeding programmes help you attend school regularly?

   Yes [ ] No [ ]

8. Is school feeding programme the only regular meal for you? Yes [ ]

   No [ ]

9. Do you contemplate dropping out of school? Yes [ ] No [ ]

10. What could be your reason?_____

APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/873**

Date: **4th June 2013**

John Kaguongo Kariuki
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **22nd May, 2013** for authority to carry out research on "***Effect of Non-Governmental Organizations' school meals on access to primary education in drought stricken Kakuzi Division, Kiambu County, Kenya.***" I am pleased to inform you that you have been authorized to undertake research in **Thika East District** for a period ending **30th June, 2013.**

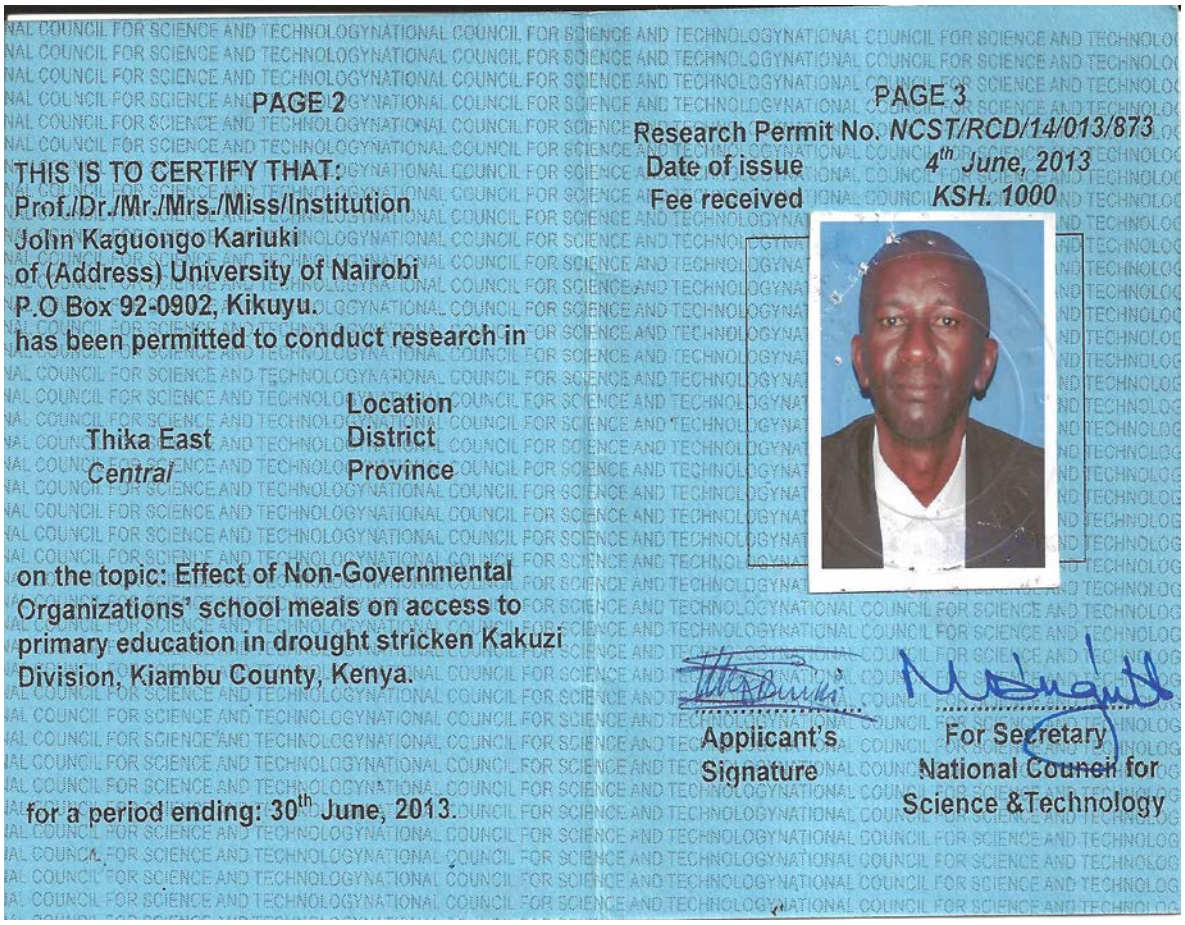
You are advised to report to **the District Commissioner and District Education Officer, Thika East District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Thika East District

APPENDIX VI: RESEARCH PERMIT



PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
John Kaguongo Kariuki
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

Thika East — Location
Central — District
Province

on the topic: Effect of Non-Governmental Organizations' school meals on access to primary education in drought stricken Kakuzi Division, Kiambu County, Kenya.

for a period ending: 30th June, 2013.

Applicant's Signature

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Research Permit No. NCST/RCD/14/013/873
Date of issue 4th June, 2013
Fee received KSH. 1000

For Secretary
National Council for
Science &Technology