

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
SCHOOL FEEDING PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN
MATUNGULU SUBCOUNTY, MACHAKOS COUNTY, KENYA**

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Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Dr. David Jakinda, my children Jacinta, Cecilia, Ann Beverly and Jasmine and to my siblings for their patience, support and inspiration.

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May God bless you all

ABBREVIATIONS AND ACRONYMS

DEO:	District Education Office
DIC:	District Implementation Committee
EFA:	Education For All
HGSFP:	Home Grown School Feeding Programme
KCPE:	Kenya Certificate of Primary Education
MOE:	Ministry of Education
NEPAD:	New Partnership for African Development
SMC:	School Management Committee
SFP:	School feeding programme
UBE:	Universal Basic Education
UNESCO:	United Nations Educational Scientific and Cultural Organisation
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
USDA:	United States Department of Agriculture
WFP:	World Food Programme
WHO:	World Health Organisation

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ABSTRACT

Food is essential towards giving nutritional supplements to school-going children. The application of the School Feeding Program reliefs in reinforcing the nutritional status of school-going children as well as alleviating short-term hunger in malnourished children. This is to ensure increased the access to basic education across the republic. The study sought to explore the institutional factors that influenced the implementation of school feeding programme in primary schools in Matungulu Sub-county, Machakos County. The study was led by the following research questions: How does the head teachers' training, the community's involvement, support by the national Government and the engagement of Board of Management committees influence the application of school feeding programme in public primary schools in Matungulu Sub-county? The researcher used descriptive survey research design. A representative sample of respondents was drawn from the target population using probability and non-probability sampling. The research instruments used in the study were questionnaires that were developed by the researcher and pilot tested to ensure validity. Head teachers, teachers, parents and pupils in Matungulu sub-county formed the population of the study. Data was collected from 19 schools through questionnaires administered to 19 head-teachers, 38 teachers, 57 parents and 76 out of which 19 head teachers, 38 teachers, 38 parents and 57 pupils successfully answered. The quantitative data collected was analyzed using descriptive statistics (percentages, frequencies and pie charts). Qualitative data obtained through open-ended were organized into themes guided by research questions and presented in frequency distribution tables graphs. The key findings of the study were that the national government needed to put more effort to ensure continuity in the SFP all-through the year. Training of the stakeholders was also determined as a vital way of ensuring the successful enactment of the school feeding programme. It was also clear from the study that the school management committees and the local communities had vital roles to play in the successful implementation of the school feeding programme. Altogether, the study also established that the challenges facing the implementation of the SFP needed to be solved through the active involvement of all the stakeholders. The key findings of the study were that training and 4 of the head teachers on the school feeding programme from the table 4.5, the support from parents as represented in 4.11, the support from school management committee and national government on table 4.6 led to the success of the implementation of school feeding programme.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Food is essential in providing school going children with nutritional supplements, increasing retention and make them attend school daily in targeted areas (UNESCO, 1999). Implementation of School Feeding Programmes (SFPs) aims objectives to improve children's capability to think and understand information by lessening short-term hunger, improve turnout rates and reducing afternoon absenteeism. The long-term objective of the SFP is to assist in the promotion of Universal Primary Education (UPE) to the socio-economically destitute and nutritionally susceptible children especially girls in the pre-primary and primary schools in targeted areas (Khatete, Pendo & Oyabi, 2013). The short-term objectives are to offer meals or snacks to reduce short-term hunger so that the pupils can fully participate in class and learn better and to encourage children to school and have them be consistent in school (Ahmed, 2004).

In general, three objectives are associated with School Feeding Programme First, they propel parents to take their children and ensure that they go to school regularly. Second, SFP improves the dietary status of school-age children over time and lessening short-term hunger in underfed schoolchildren. In Brazil, the School Feeding

Programme is entrenched in the country's constitution and is part of the government's obligation to zero hunger programme covering nearly 37 million children annually. In recognition of the central role of nutrition to education, the Federal Government of Nigeria in partnership with the New Partnership for African Development (NEPAD), the UNICEF and other international development partners recognized HGSFP in May 2005 to weaken hunger and malnourishment among school children and improve the successful performance of Universal Basic Education (UBE) (Akanbi & Alayande, 2011).

The Government of Kenya is committed to achieving Education for All (EFA) and improved health status. The Constitution of Kenya (chapter one, section 53) stipulates that every child has a right to basic nutrition, health care and basic quality education (Republic of Kenya, 2010). Various forms of SFPs have been implemented in Kenya since 1980.

In 1980, the government jointly with the WFP introduced the SFP to address hunger and stimulate learning in schools especially for nutritionally vulnerable children in the disadvantaged communities in the ASALs. In a struggle to changeover from WFP assistance and create a more bearable and locally integrated programme, the Ministry of Education began implementing a Homegrown School Feeding Programme (HGSFP) in July 2009 (Espejo, 2009). This is not the first time the Government of Kenya tried to start a government funded programme, a short-lived school milk

programme was founded by the Government of Kenya in order to concurrently increase the number of pupils in primary school and see to it that there is stable market for Kenyan dairy producers. With the institution of Free Primary Education for all Kenyan children in 2003 by the Government, the WFP-assisted pupil health, attendance and performance (Espejo, 2009).

Mothe, Burbano and Delicato (2009). Found that involving communities and School management committees in the strategy and implementation of School Feeding Programme aids in making programme to last longer. It states that the SFP that reacts to local needs, that are locally owned and require parental and community input whether cash or in-kind (e.g. donated food or labor) tend to have more chances of advancing from donor assistance. A policy basis for SFP helps reinforce its potential for sustainability and quality implementation. In most cases where the governments are subsidizing the implementation of SFP, it is included within the national policies. The largest programmes emanate from strong policy statement: In India the SFP is sustained by a supreme court; in Brazil it is incorporated in the National Constitution whereas in Kenya it is found in the 2005 Sessional Paper on Education; sanctioned by the parliament (WFP, 2012).

Head teacher's experiences in other studies have shown successful implementation of SFPs which is key in the successful achievement of education objectives. Ouko

(2012) revealed that most educational managers fail because they start initiating the programmes without going through the formal training on management.

According to the statistics got at Sub County Education Office, Matungulu sub-county consists of four zones, namely Matungulu, Kiboko, Tala and Kianzabe. Some 43 of the 81 public primary schools in Kiboko and Matungulu zones are implementing SFPs. The major objectives of the SFPs are to improve retention levels of pupils, increase levels of participation and concentration and to improve learning performance in the schools.

Despite these objectives, the performances in the public primary schools with the feeding programmes in the area are still not promising. The schools in Tala and Kianzabe zones are doing better academically as compared to their counterparts in Kiboko and Matungulu even though the latter receive the feeding programmes. A summary of KCPE performance in recent years in the zones in Matungulu is presented in Table 1.

Table 1: KCPE Mean Scores for Public Primary Schools in Matungulu Sub-County

Zone /Year	2015	2014	2013	2012
Tala	274.28	273.64	268.61	271.4
Matungulu	271.06	254.24	249.43	248.34
Kianzabe	255.34	258.11	348.11	256.22
Kiboko	253.32	245.81	248.48	241.25
Matungulu District	263.5	255.6	253.66	252.01

1.2 Statement of the Problem

The School Feeding Programmes have the prospective to upsurge access to primary education, decrease dropout rates and boost academic achievement of pupils. However, lack of clear cut policies, sustainability and increased enrollments and the school feeding modalities of the programmes, could lead to major challenges that hinder the success of the SFP (Machocho, 2011).

Table 1, shows how Matungulu District has been registering average results in KCPE during the last three years, the overall picture is so deceiving since the major objectives of SFPs are to increase enrolment, improve learning performance and levels of participation and concentration in schools . Despite the above, the schools with the feeding programmes in Matungulu subcounty are performing poorly as

compared to their counterparts without the feeding programmes. It is due to this that the current research study seeks to find the institutional factors influencing the implementation of school feeding programme in public day primary schools in Matungulu Sub-County, Machakos county.

1.3 Purpose of the Study

The purpose of this study was to explore institutional factors influencing the implementation of school feeding programme in primary schools in Matungulu Sub County, Machakos County, Kenya.

1.4 Objectives of the Study

The study sought to achieve the following specific objectives:

- i) To determine the degree to which head teachers' training on programme management influences implementation of school feeding programme in public primary schools in Matungulu zone.
- ii) To determine the influence of local community's involvement in the implementation of the school feeding programme in public primary schools in Matungulu zone.
- iii) To examine the extent to which support by the National Government the implementation of school feeding programmes in public primary schools in Matungulu zone

- iv) To establish the extent to which School Management committees influence the implementation of school feeding programmes in public primary schools in Matungulu zone.

1.5 Research Questions

The study sought to answer the following research questions:

- i) To what extent does the head teachers' training on program influences the implementation of the school feeding program in public primary schools in Matungulu Sub County?
- ii) In which mode do the community's involvement in school feeding program influence implementation of school feeding program in public primary schools in Matungulu Sub County?
- iii) How does the national government support implementation of school feeding programme in public primary schools in Matungulu Sub County?
- iv) How does the school management committee support the implementation of school feeding programme in public primary schools in Matungulu Sub County?

1.6 Significance of the Study

The study findings may provide useful information to the head teachers on the importance of having the right skills. It may serve as reference points for head

teachers of public primary schools with school feeding programmes on management skills. The study finding may also be useful to them as it could be used as an evaluation of the strategies to employ in management of the programme.

The study may help the parents and the school management committees develop positive attitudes towards the active involvement in school feeding activities. To the national government, the study may provide data on the administration of the school feeding programme and its effect on access and retention. Further, the study findings may provide critical information to the Ministry of Education and curriculum planners to develop a framework towards effective implementation of school feeding programmes.

1.7 Limitations of the Study

According to Best and Kahn (2009) limitations are situations that the researcher has no control over that may affect the suppositions of the study and their presentation to other situations. The study was limited to public day primary schools within Matungulu zone that are involved in the school feeding programme. The study relied on the questionnaire and face to face interview this means that respondents may have failed to disclose sensitive information that were to be used in the study . For those who were not willing to disclose information about their operations, the researcher

thoroughly clarified to the respondents that their reactions will be as private as possible and was only used for research purposes and not for ill-treatment of people.

1.8 Delimitations of the Study

Matungulu Sub County has four zones namely; Tala, Matungulu, Kiboko and Kianzabe but the study focused on Matungulu zone only as the area of study. The study was carried out in public day primary schools in Matungulu zone only leaving out all the other schools in the sub county, which have the school feeding programmes. Therefore, findings were not to be generalized to other zones.

1.9 Basic Assumption

The study had the following assumptions:

That the interviewees delivered truthful and true responses to the information in the questionnaires to help in founding the gaps between actual feeding programmes, endowment and estimated levels of feeding programme.

1.10 Definition of Significant Terms

Community Involvement: This means that the people living near a school voluntarily spend part of their time in the school activities.

Dropout: refers to stopping to attend school by a pupil who had been enrolled in a certain school before completing a course for example, eight-year primary course.

Implementation: refers to putting into practical effect of an educational system in order to produce the intended result and objectives in educational system.

Local Community Involvement: This is defined as the distribution of people in a community in developments to solve their own problems.

School attendance: refers to the presence of a pupil at any regular accredited public primary school in Kenya.

School Boards of Management: A board in charge of the local school

School feeding programme: is defined as targeted safety nets that offer both educational and health assistances to the most vulnerable children, thereby increasing enrollment rates, decreasing absenteeism and improving food security at household level.

Support by National Government: This refers to the assistance the national government is giving towards the successful implementation of SFP.

Training: This is the systematized activity aimed at conveying information or instructions to improve the recipient's performance or to help him /her get a required level of awareness

1.11 Organization of the study

The study is presented in five chapters. Chapter one is the introduction which entails of the background of the study, statement of the problem, purpose of the study,

objectives of the study, research questions, significance of the study, assumptions of the study, limitation and delimitations of the study, definition of significant terms.

Chapter two is concentrating on the related literature which consists of the following sub titles: Introduction, concepts of school feeding programme, school feeding programme and head teachers training on programme implementation, school feeding programme and community involvement, contribution of national government and implementation of school feeding programme, school feeding program and school management committee, theoretical framework, conceptual framework and summary of literature review.

Chapter three contains research methodology, research design, target population, sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques. Chapter four presents the research findings and discussions while chapter five is contains conclusions, recommendation and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review refers to the body of knowledge gathered by earlier studies. The section will focus on Global overview of school feeding programme. The school feeding programme in Kenya, school feeding programme and head teacher's training on programme implementation, school feeding programme and local communities.

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, 2004). 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, 2004).

It is now over two decades since World Food Programme introduced the 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).

2.3 School Feeding Programme and Head Teacher's Training on Programme

Implementation

An empirical study by Ouko (2012) on training on School Feeding Programme (SFP) management shows that most educational managers initiate the programme before

they attend any training on management and this cause their failure in the implementation process. Out of the thirty two head teachers who were interviewed by the researcher and School Feeding teachers, only nine responded that they had undergone a training on programme management before the implementation. It is clear that the school feeding management has a challenge since over seventy percent of the programme managers are managing the programme before undertaking any formal training at all.

Kipkoech and Kyalo (2010) noted that an operative and competent manager must possess the technical, human and conceptual skills in order to be a good organizer. Technical knowledge and skill comprise understanding and being skillful in using specific activity such as a process, technique or procedure. The head educators should be given significant knowledge and skill to perform organizational duties, which include scheduling daily routines among other duties. This implies that school managers need to be trained to allow them have the vital skills and techniques to prepare them with effective implementation of educational policies. A school manager who accepts that people are the key to successful application of policies and program avoids the hindrances that people place between themselves and the changes required. This idea has not been explored by earlier researchers. Thus, this study seeks to determine the extent to which head teacher's experience to training on programme influences its application.

2.4 School Feeding Programme and Community Involvement

According to Squelch and Lemmer (1994), community involvement is the capability of parents to actively participate in varied school-based and home-based activities to enrich their children's education. A study in Ethiopia by Dheressa (2008) revealed that it is vital to strengthen community participation in organizing and implementing SFPs. This is because the schools which are assisted by community assisted have certain advantages such as working for more hours, and hence good liaison between parents and teachers, officials and others; giving them the chance to know better what goes on at school; in addition, serving to increase the value of education, and the community at large including the parents school.

A study by Olubayo, Aluvi and Namusonge (2013) in Emuhaya sub-county, Kenya revealed that community participation in the school feeding programme enhances the implementation. Public primary school offer certain advantages like increasing the contact, leading to better rapport between the stakeholders such as parents and teachers, officials and others, making the parents to know much about what is happening in their schools.

Another study on community participation was by Kirianiki (2013) in Embakasi, Nairobi found that participation takes place as a community arranges and becomes responsible for managing the problems that come up .Being responsible means recognizing problems, taking actions, putting them in place and following through .

(Arora, 1999). Community participation helps in ensuring success in the programme and cost of the programme reduced . However, involving a community is a technique to guarantee that benefits brought by the SFPs would be maintained even after the external interventions are stopped. Community participation in education can support and uphold local culture, tradition, knowledge and skills and create pride in community heritage. The studies on community involvement have been explored in other areas from the reviewed literatures. No studies have been done in my target area to find out whether the communities in Matungulu Sub County are involved in the implementation of school feeding programme.

2.5 Contribution of National Government and Implementation of School Feeding Programme

Absenteeism has been a problem in history especially among Kenya's poorest and traditional communities, free meals serve as a means of attraction to school-aged children to class within local communities in food insecure areas, this meal provided to them daily relieves them of the burden of child rearing (Langinger, 2009).

Schultz (1988) found that capitalizing in education is very vital for any country's long term economic development. However, shortage of food and poor health stop children from realization of their goals especially in a developing country like Kenya. The government in its effort to address hunger and to increase learning standards in schools, introduced school feeding programme together with WFP in 1980. A study

by Dheressa, (2008) recommends that both the nutritional and economic values of SFP be enhanced by the national government in order to significantly improve school participation. In his findings, he noted that the major factors influencing enrolment of pupils in southern Ethiopia are demand for child labor, cost of schooling, the availability of food incentives and safety concerns, which can be best addressed federally.

Weru (2011) In his Kathonzweni study noted major SFP challenges as cost of food and favouritism which are arising from the national government not giving all the schools in the area the feeding programme and not giving out the funds for food in good time. A study by Aliyar, Aulo and Hamdani (2015) found that the Ghanaian SFP is implemented at the national level through a secretariat, accountable to a range of government ministries, which formulate policies and ascertain institutional structures. The regional government manages and monitors the SFPs and the local government implements the program at the district level through the District Implementation Committee (DIC). It is the duty of the DIC to procure food to be used for the SFP and the ensure the of the consistence of the facility.

Meals provided in schools have the potential to promote access to primary education, reduce dropout and improve performance of pupils. The government therefore needs to be effective in managing and supporting the SFPs. This study therefore seeks to

assess the extent to which support by the national government influences the execution of the feeding programme in public primary institutions in Matungulu sub-county, an area which has not been explored by other researchers.

2.6 School Feeding Programme and School Management Committee

School Management Committee (SMC) is the legal trustee of the school. It comprises of co members and the parents of the pupils enrolled in the community schools. The responsibility of the SMCs is to advice the head teacher who is the secretary to the SMC on matters distressing the general development of the school and the well-being of the pupils. A study by Burbano, (2008), in a case of Afghanistan found that when parents are not directly involved in the Parent Teacher Association and SMC, negatively affect the community ownership of the SFP since direct support leads to better learning outcomes. Kabiaru (2012) found that SMCs roles of purchasing of teaching and learning aids and mobilizing parents and community members on sourcing funds from the donors in Kasarani positively influenced the implementation of educational programmes SFP being one of them. Langinger (2012) revealed that to avoid many costs related to management and dissemination expenses, The Government of Kenya has shifted the logistics of implementation of SFPs to SMCs including parents, teachers and community members whose roles are to procure the food from local farmers. This study seeks to find whether the SMC in Matungulu

zone are working properly or not in the implementing the feeding programmes in the area.

2.7 Theoretical Framework

The research employed the Rand Change Agent (RCA) model advanced by Berman and McLaughlin (1978) who focused their research on three stages:

- (a) Initiation or securing support
- (b) Implementation
- (c) Incorporation.

The SFP is a new initiative brought into the education systems across the world with the aim of diminishing starvation in the class as well as encouraging children to school and retention rates hence improving performances.

The first stage of the theory is about the initiation of SFP, for the programme to secure support, the change agents must connect to the environment. The people, the resources, new ideas, and government support that the SFP can receive for a successful change effort. Getting communities support is essential because it reduces much pressures coming from them since the schools will be dealing with groups who might have very different views of what education can, and should be.

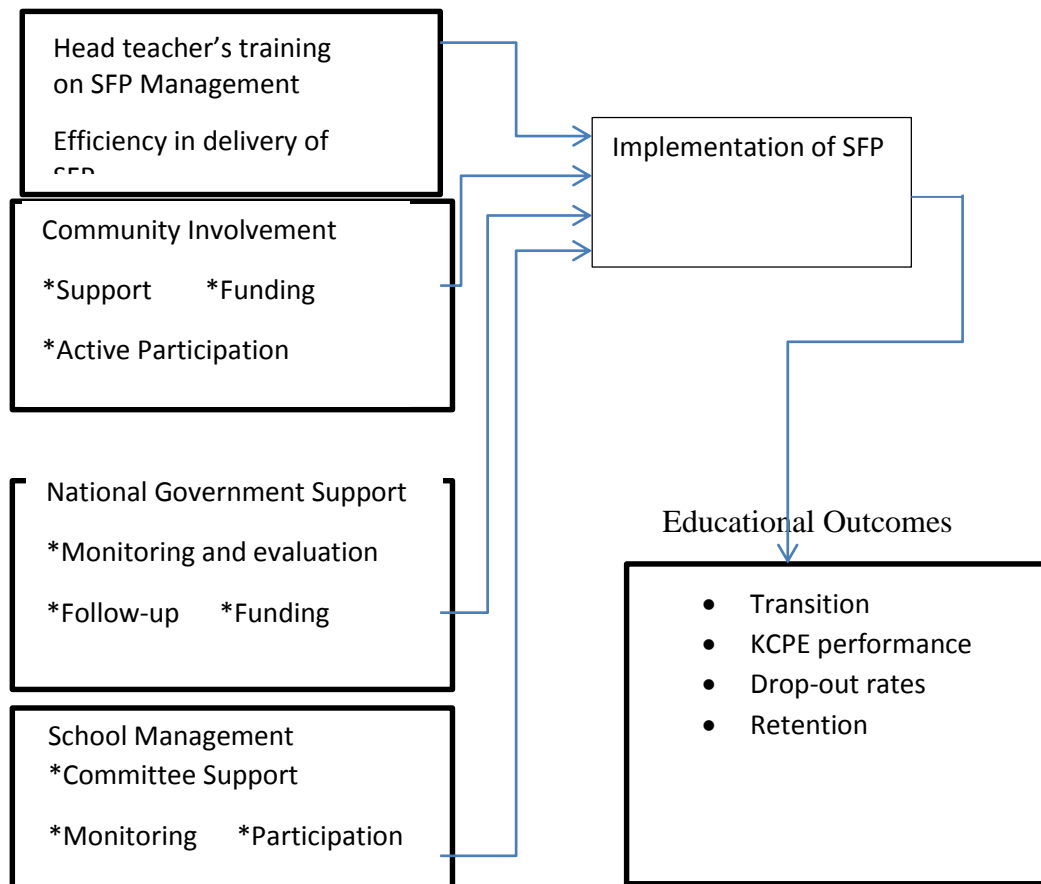
The second stage of the theory is the implementation, in which the anticipated change and the institution are both changed in the process of “mutual adaptation” Change agents can influence mutual adaptation and project success by their choice of implementation strategy. For SFPs to be successful, teachers as the implementers need to be involved in dialogue with each other about a planned change effort. The final stage is the incorporation stage where the changes introduced in SFP become a part and parcel of the school system.

Successful application of SFPs in Matungulu is characterized by forecasting for adapting for change to the local setting. For instance, head teachers should secure support from all the stakeholders and they should obtain the essential managerial skills for effective implementation of SFPs.

2.8 Conceptual Framework

Figure 1 shows the conceptual framework.

Figure 1: SFP implementation factors influencing performance in Kiboko zone



The framework illustrates that the head teacher's training on management skills leads to his efficiency in delivery of SFP activities. The involvement by the community and school management committee enhances active participation on the SFP. Finally, the government support on the SFPs leads to consistency in funding and transparency in the operations through regular monitoring and evaluation to ensure successful

implementation. Once the implementation is successful, the educational outcomes will be successful thus, increased transition, improved KCPE performance, reduced dropout rates and increased retention level.

2.9 Summary of Literature Review

Various studies done globally, regionally and nationally had displayed the picture that school feeding programme increases pupils' participation in learning. The studies reported increase in pupils' enrollment, attendance and reduction in pupil's dropout rates.

All these are positive trends on implementation of school feeding programme to solve unequal provision of education in disadvantaged areas of the world. There are also introduction of various types of school feeding programme in such as Home Grown School Feeding Programme (HGSFP) The fact that Matungulu zone is lagging behind in terms of education warrants this study. It will analyze the Institutional factors influencing implementation of school feeding programme in public primary schools in in Matungulu zone, Machakos County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is presented in the following sub-headings; research design, target population, sampling procedure, research instruments, validity and reliability of the instruments, data analysis techniques and ethical considerations

3.2 Research Design

The study applied a descriptive survey research design. This research design is used in preliminary and exploratory studies to permit the researchers to collect information, summarize, present and explain the meaning for the purpose of interpretation (Orodho, 2002). Mugenda and Mugenda (2003) on the other hand give the purpose of descriptive research as determining and recording the way things are. Bogg and Gall(1989) noted that descriptive research survey is meant to produce statistical data about aspects of education that interests policy makers and educators. The study used a descriptive approach to gather qualitative information on various aspects of SFP implementation.

3.3 Target Population

Borg and Gall (1989), Defined target population as a set of persons, events or objects from which a researcher wishes to induce research study. The present study, the target

population were head teachers, teachers, pupils and parents in schools that are implementing SFP in Matungulu sub-county (Table 2).

Table 2: Distribution of Target Population

Category	No. of schools	Allocation	Total No.
Head teachers	19	1 per school	19
Teachers	19	2 per school	38
Parents	19	3 per school	57
Pupils	19	4 per school	76
Total			190

3.4 Sample Size and Sampling Techniques

Sampling is a process by which relatively small number of individuals or objects are selected and scrutinized so as to find out something from the entire population from which they are picked. Sampling was done as follows to determine the relevant respondents for the study. In line with the objectives of this study, four categories of respondents were sampled for the interviews. These are: head teachers, teachers, pupils and parents.

Head teachers were purposively selected to cover the 19 primary schools in which SFP is being implemented in Matungulu; all the 19 head teachers from these schools were interviewed. Further, in each of the participating schools, two teachers were

randomly selected using a simple method whereby all teachers in a school were presented with small papers marked '*Please participate or please do not participate*'.

There were only two papers with the option to participate and only those teachers who picked these were selected. In total 38 teachers were interviewed.

In order to capture different learners' needs, pupils in class five and class seven were selected. Class seven pupils were used in the study because of their maturity and they must have been on the programme for at least three years.

On the other hand, inclusion of class five pupils was meant to capture opinions of those who have not been in the programme for a longer duration. Two pupils were selected in each of these classes based on their record of school attendance; the most regular attender and the least attender for the first term of 2016. In total four pupils were interviewed in each school; thus, 76 pupils from all the 19 schools.

Finally, parents with pupils in lower primary (class one and class three) and those with pupils registered for KCPE in 2016 were randomly selected from the school record of parents. One parent was selected for each class, making a total of 57 parents for all the 19 schools. Thus, in summary, the sample size for this study comprises: 19 head teachers, 38 teachers, 76 pupils and 57 parents.

3.5 The Research Instruments

These are all the tools used in research for collecting the data necessary to answer questions posed by a researcher. This study used separate questionnaires for interviewing head teachers, teachers, pupils and parents. A questionnaire is a set of written questions, which are either open-ended or closed-ended, organized for information gathering in the field. Respondents responded to these questions in writing.

3.6 Validity of the Instruments

Validity is defined as the degree to which the instrument used in research collects the data desired for study. Content validity was used by the researcher to check whether the items in the questionnaire answered the research objectives. The instrument in this study was reviewed by supervisors who are the experts in the area of research and their comments and observations were integrated in the instruments before they were used to collect data from the field. prior to visiting the schools for data collection, the researcher conducted a pilot study in two schools whose respondents were changed in the final sample. The purpose of the pilot study was to inspect the instrument for research for appropriateness of items so as to identify any vague and indistinct items, such items were restated to ensure the interviewee clearly understood them.

3.7 Reliability of the Instruments

This term refers to the consistency with which an instrument elicits certain expected outcomes each time it is applied to an identical sample or population. A test retest method was applied to test reliability before administration to assess clarity. It was done by giving them to a group of respondents and collecting results. Then after one week, the same instruments were administered to the same respondents to relate the results of initial responses. The correlation of 0.81 coefficient of was obtained, which was considered high enough to judge the instrument as reliable for the research. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

N = Number of scores

X = First set of scores

Y = Second set of scores

$\sum XY$ = Sum of the product of first and second scores

$\sum X$ = Sum of first set of scores

$\sum Y$ = Sum of second set of scores

$\sum X^2$ = Sum of square first set of scores

$\sum Y^2$ = Sum of square second set of scores

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more will simply show that there is high reliability of data

3.8. Data Collection procedures

A research permit was obtained from the National Commissions of Science, Technology, and Innovation. The researcher reported to Sub-county Education office (SCDE) of Matungulu to get authority to proceed with research. The researcher conducted pre-visits to the schools to get permission to conduct research in their schools. The selected schools were visited and the instruments given to them . The respondents were assured that strict privacy was to be maintained in dealing with their responses.

3.9 Data Analysis Techniques

This is the process of breaking down and summarizing, classifying, interpreting and reporting about the different aspects of investigated phenomena. After fieldwork, all the questions were adequately checked for completeness. Quantitative information was coded and fed into a spreadsheet and analyzed using Statistical Package for Social Sciences (SPSS). The data was tested to ensure that the output was free from outliers and the effect of missing responses was at minimum. The survey data was summarized using frequencies, percentages, means and Standard Deviation (SD). It was presented using graphs, charts and contingency tables. Qualitative analysis was

used to establish the factors influencing the implementation of SFP in the county. This technique was applied in analysis of field notes and open-ended responses.

3.9 Ethical Considerations

During the research period, the researcher ensured confidentiality of responses, this was to be guaranteed before the data collection was started. This was necessary because it stimulated respondents to be honest. All respondents volunteered to take part in this study. The permission to visit the schools was given from the Matungulu sub-county education office.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings, discussions and interpretations on institutional factors influencing the implementation of lunch time meals in public day primary schools in Matungulu Sub-county, Machakos County. Quantitative data was analyzed using descriptive statistics; frequencies and percentages and the findings presented on pie charts, bar graphs and tables. Qualitative data was categorized in narratives.

4.2 Questionnaire return rate

Data was collected from 19 schools through questionnaires administered to 19 head-teachers, 38 teachers, 57 parents and 76 pupils. The response rate for is presented on table 4.1 below.

Table 4.1: Questionnaire return rate

	Questionnaires administered	Questionnaires collected	Success rate
Head teachers	19	19	100%
Teachers	38	38	100%
Parents	57	38	67%
Pupils	76	57	75%
Total	190	152	

head teachers was 100% (19 questionnaires), teachers 100% (38 questionnaires), parents 66.7% (38 questionnaires) and pupils 75% (57 questionnaires).

Quantitative data was analyzed using descriptive statistics; frequencies and percentages and the findings presented on pie charts, bar graphs and tables.

Qualitative data was categorized into themes, which were then analyzed and presented on tables, graphs and in narratives.

4.3 Demographic information

The demographic information of respondents was important in understanding the factors influencing the employment of meals in public primary schools. The reason for the background information was to acknowledge the different characteristics of the respondents who took part in this study and to gauge their ability to give reliable information.

4.3.1 Gender of respondents

The gender of the respondents was asked to ascertain the distribution of males and females in the sample of study. Gender generally affects the way tasks are undertaken.

The gender of teachers and head teachers were summarized in figure 4.1 below.

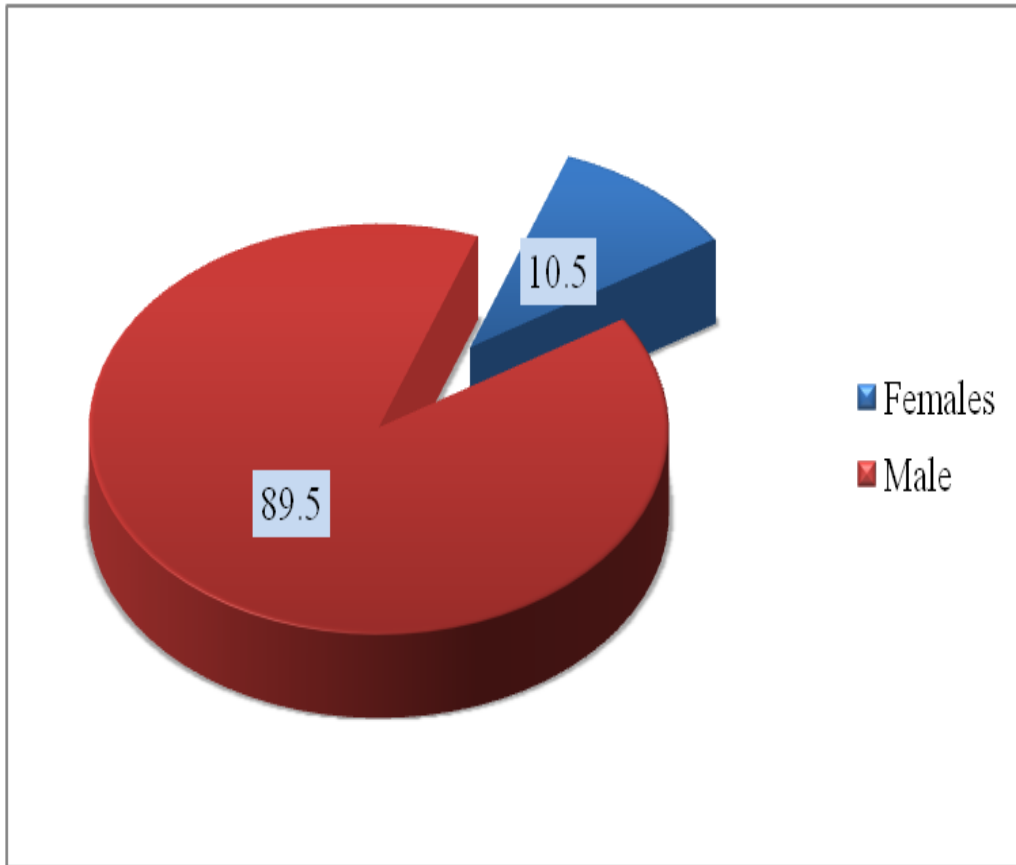


Figure 4.1: Gender of head teachers

Figure 4.1 shows that majority of the head teachers (89.5%) were male while 10.5% of them were females. This implies that there were many male head teachers in public primary schools in Matungulu sub-county. It is generally expected that males take up more leadership roles as opposed to women, which is clearly depicted in the findings of this study.

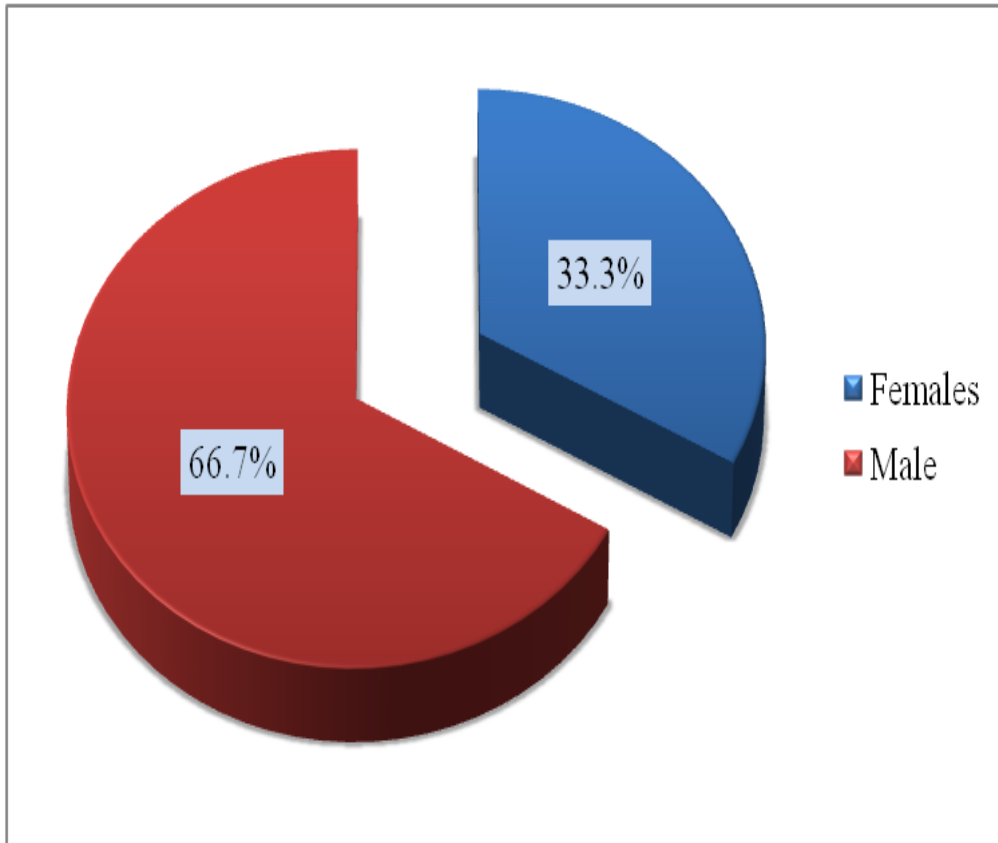


Figure 4.2: Gender of teachers

From figure 4.2 above, majority of the teachers were male. This implies that there were more male teachers compared to female teachers in public primary schools in Matungulu sub-county. It is generally expected that public primary schools have more male teachers than female teachers as depicted by this study.

4.3.2 The time of arrival of pupils at school

The researcher sought to know from the pupils the time of arrival at school. This would generally necessitate a full implementation of the SFP because early arrival at

school implied that pupils would be in need of replenishments through the feeding.

The responses are presented in figure 4.3 below.

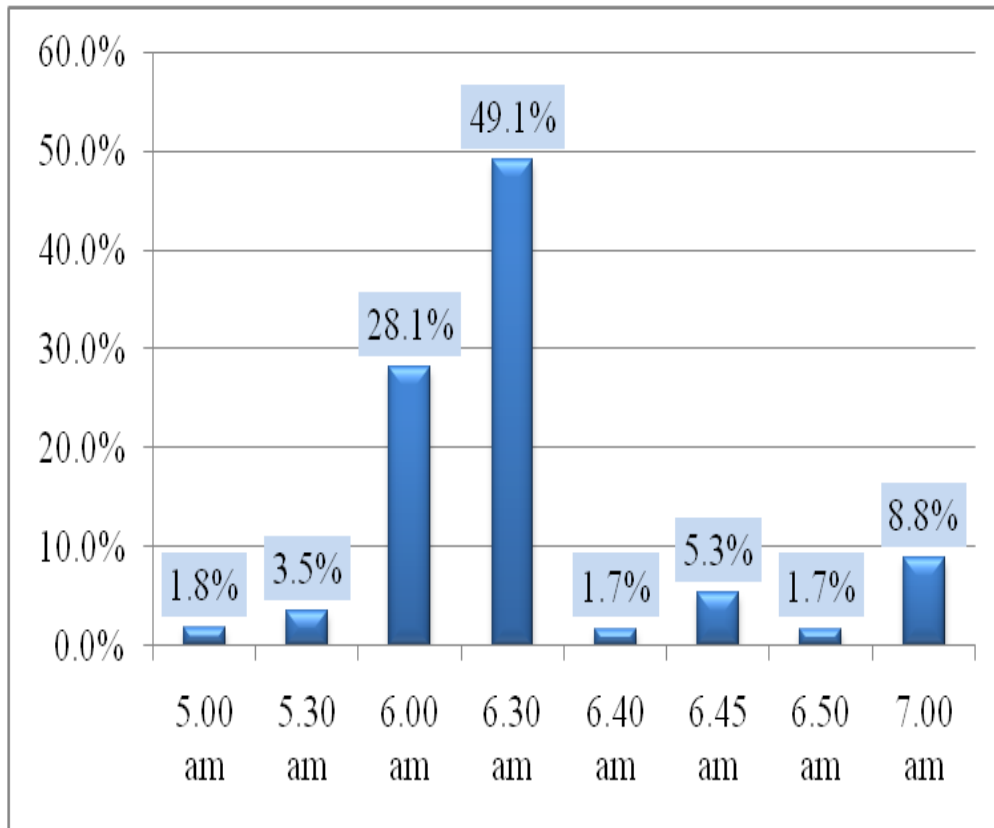


Figure 4.3: Time of arrival of pupils at school

Figure 4.3 shows that a majority of the pupils arrived at school at 6.30 a.m. Because majority of the pupils arrived early to school, there was a basis for an effective implementation of the SFP to enhance their concentrations and to provide them with energy throughout their daily learning.

Apart from time of arrival at school, the researcher had the perception that the distance walked from school would as well call for an effective SFP implementation

particularly if students walk over long distances to school. The researcher therefore sought to know the distance covered by from home to school. The findings are presented in figure 4.4 below.

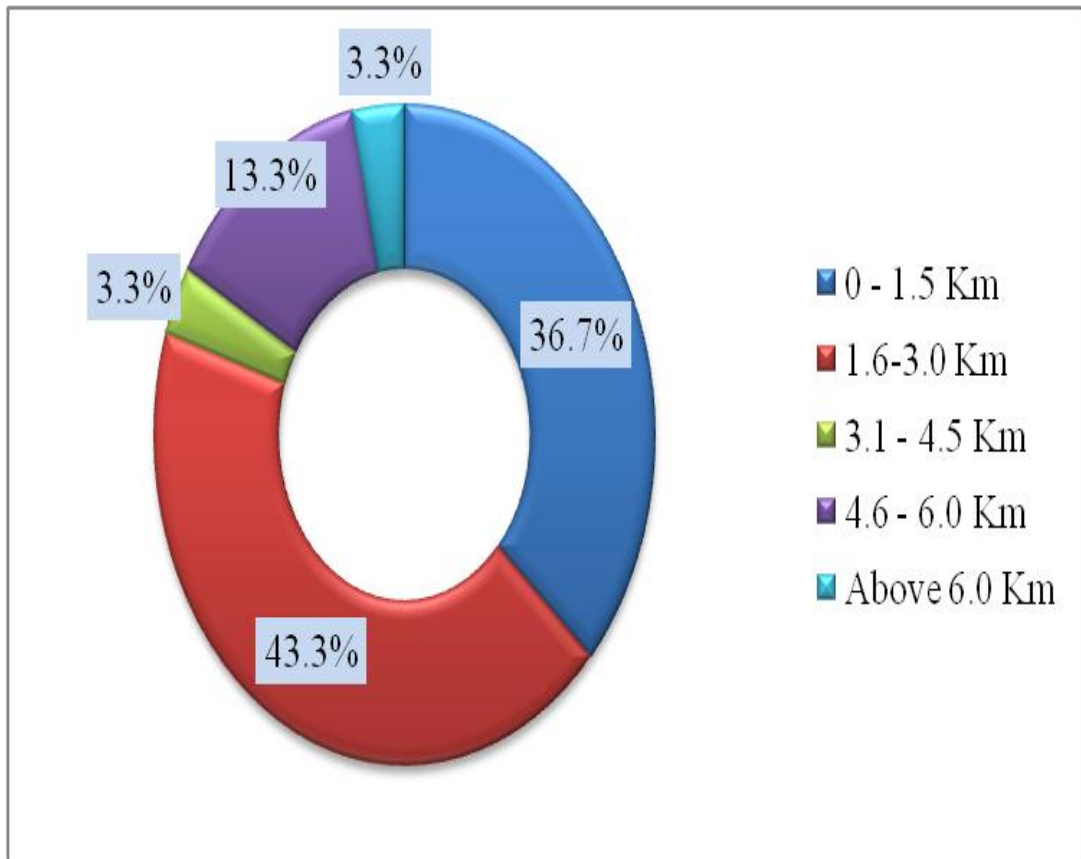


Figure 4.4: Distance covered by pupils to school

From the figure 4.4 above, majority of the pupils covered 1.6 to 3 Km to school. In addition, all the pupils indicated that they walked to school. The researcher then asked the students if they had breakfast and the item taken for breakfast at home before coming to school. The findings are presented in figure 4.5 below.

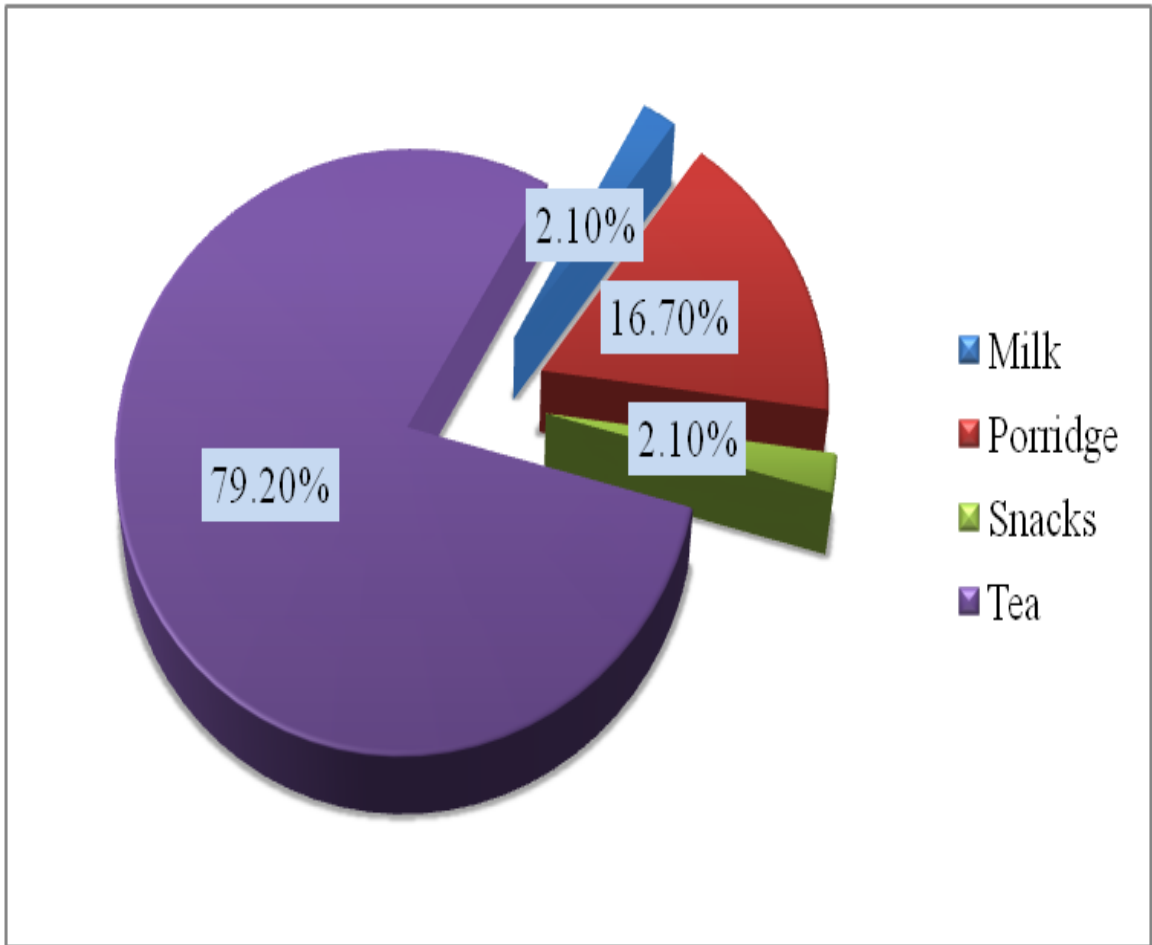


Figure 4.5: Item taken for breakfast by pupils at home

While the findings showed that majority of the pupils had breakfast before leaving home, figure 4.5 above shows that a majority had tea as their breakfast item. The researcher noted that because a majority of the student had just tea for breakfast, this was a light item and hence the need for the SFP to supplement the provisions pupils got from home. As noted by Otieno (2014), feeding programs in schools aimed at provide supplements to pre-primary and primary school children in order to help improve their health and nutritional states as well as providing the energy to participate in school activities.

4.3.3 The need for the implementation of SFP

In order to understand deeply the need for the successful implementation of the school feeding programme, the researcher had the will to understand certain aspects of the SFP. This revolved around the duration that the schools surveyed had implemented the programme, the benefits as well as the challenges facing the implementation of the programme as perceived by all the respondents. The researcher sought to know the years of implementation of the programme from the head teacher respondents. The responses are presented in figure 4.6 below.

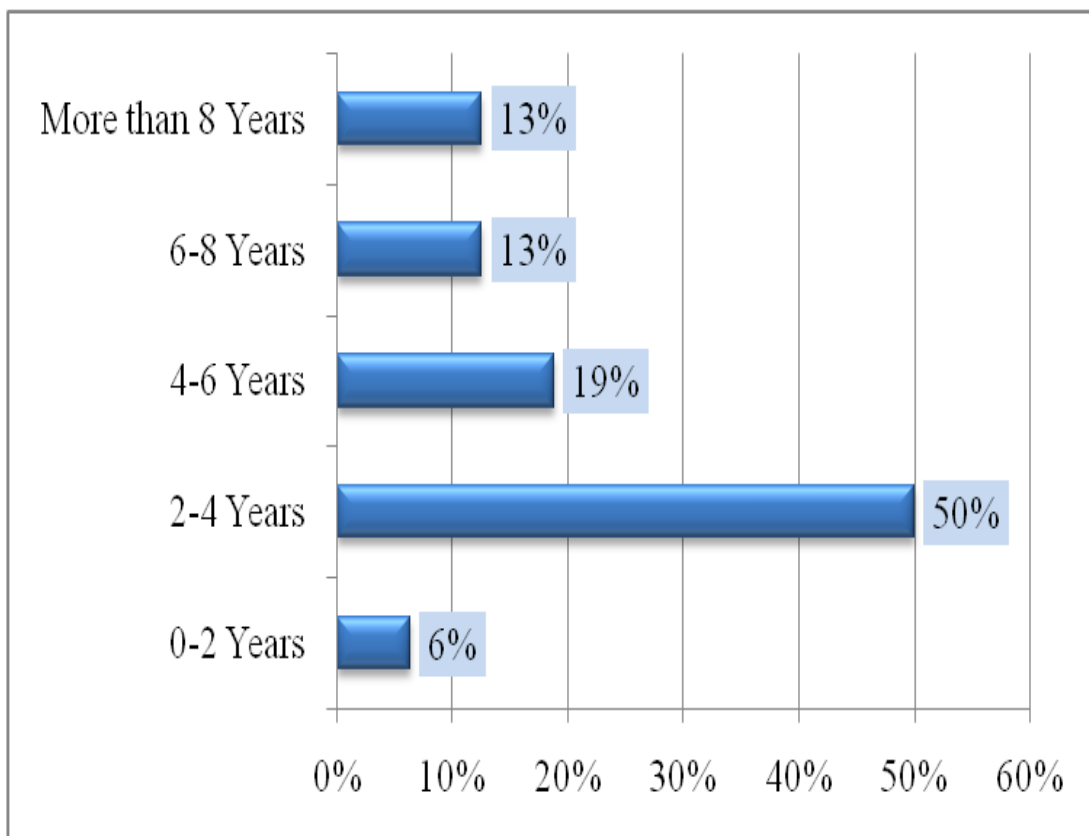


Figure 4.6: Years of implementation of SFP

The findings show that a majority of the schools had had the School Feeding Programme running for between 2 to 4 years. The researcher noted that the SFP in Kenya has been implemented in phases, first beginning in 2008 and focusing on primary schools with the lowest education indicators in the most insecure part of the country, and a subsequent rollout to other schools. This is depicted by the findings of the study since some schools had the program running for longer periods than the other schools.

The pupils were asked to indicate the meals they took at school under SFP. The findings are presented in table 4.2 below.

Table 4.2: Meals provided at school under SFP

	Break time drink	Lunch	4 O'clock tea
Yes	6, (13%)	51, (92%)	1, (2%)
No	40, (87%)	4, (7%)	43, (98%)

The findings show that only a few respondents had meals for breakfast meal at school, and a majority having lunch time meals provided at school under the school feeding programme. Otieno (2014) notes that the need for the SFP supplements to primary school children and to provide the energy to participate in school activities. From the findings of this study, it is important to note that the meals provided by the schools

played a part in fulfilling the roles of SFP especially the provision of meals at lunch break, which most schools did.

In understanding the need for the SFP, the researcher also sought to know some its benefits from the respondents. The findings are presented in table 4.3.

Table 4.3: Benefits of the SFP

Benefit	Frequency	Percentage
Improved pupil's performance in class	18	32%
Reduced pupils absenteeism	17	30%
Increased pupils enrolment	16	28%
Improved health in pupils	4	7%
Child friendly environment	1	2%
Reduced truancy	1	2%
Total	57	100%

From table 4.3 above, majority of the respondents indicated that the SFP improved pupils performance in class. The findings reveal other perceived benefits rather than the nutritional and energy needs identified by Otieno (2014), which shows how over-valued the SFP has been, beyond its expectations.

4.3 The effects of head teachers training the implementation of SFP

The study sought to find out the respondents views on how head teachers training in program management influenced the implementation of school feeding programme.

The head teachers were presented with questions regarding training on SFP, the focus of the training and effectiveness of the training.

Table 4.4: Proportion of head teachers who have attended training on SFP

Heads teachers had		
attended training	Frequency	Percentage
Yes	16	84.2%
No	3	15.8%
Total	19	100%

As presented in table 4.4 above, a majority of the head teachers had attended training on school feeding programme management. As noted by Ouko (2012) in his empirical study, training on School Feeding Programme (SFP) management was a challenge, with only nine out of thirty two head teachers and School Feeding teachers having undergone the training at the time of his study. This is still a problem as indicated by this study even though the gap has been narrowed down to 16 out of 19 head teachers.

Table 4.5: Head teachers' ratings on the training received

Ratings on the training	Frequency	Percentage
Average	4	25%
Very good	4	25%
Excellent	8	50%
Total	16	100%

From table 4.5 above majority of the head teachers who had received the SFP management training felt it was very good. This shows generally how the training was

necessary the head teachers and how much it is necessary to let teachers undergo the training.

The head teachers were as well asked to indicate the coverage of the training. The results are presented in the figure 4.7 below.

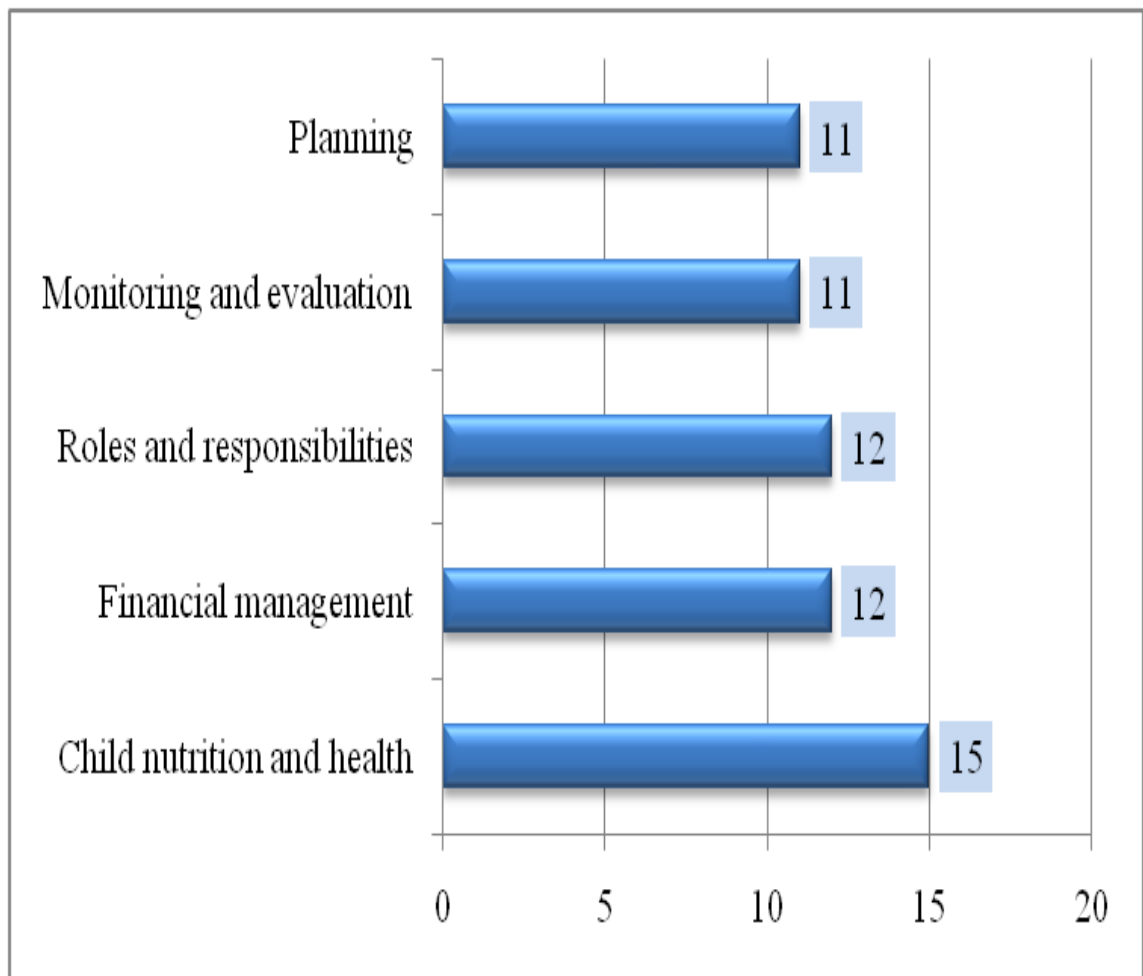


Figure 4.7: Topics handled during the training

From figure 4.7 above majority of the head teacher respondents indicated that their training on the School Feeding Program handled child nutrition and health, 12 indicated financial management and roles and responsibilities while 11 indicated that the training also focused on planning, monitoring and evaluation. This shows that the

training covered the key matters on the implementation of the SFP. As Kipkoech and Kyalo (2010) noted on the need to have training on the technical, human and conceptual skills for proper implementation of programs, the findings of this study echoes depicts that the training handle the key aspects needed for an effective implementation of the SFP. This was further asserted by the school head teachers who were all in agreement that training on the SFP management and implementation had positive impact on the implementation of the school feeding program.

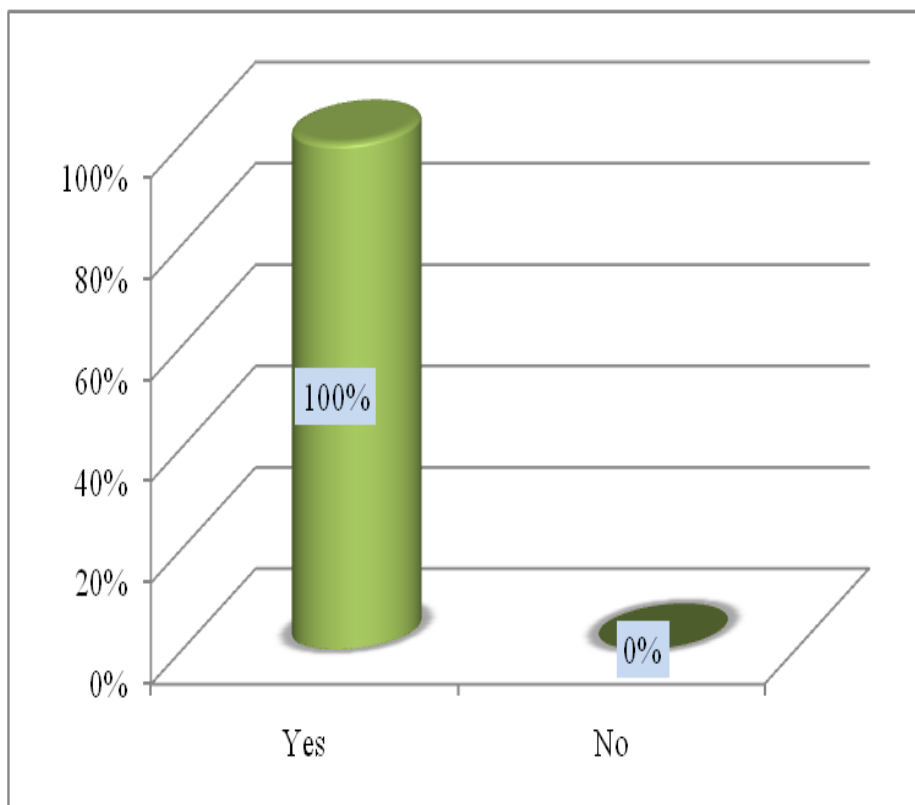


Figure 4.8: Perceived positive contributions of the SFP training

The figure 4.8 shows that the head teachers' were all in concurrence that the SFP training had positively contributed to the success of its implementation.

4.4 Effects of the community involvement in SFP implementation

The researcher sought to know the implication of the involvement of the community in the implementation of SFP. It is always expected that a receptive attitude of a community towards any project ensures its success and the opposite remains true. In line with this, the head teachers were asked to rate the support from the local community and the findings are as follows.

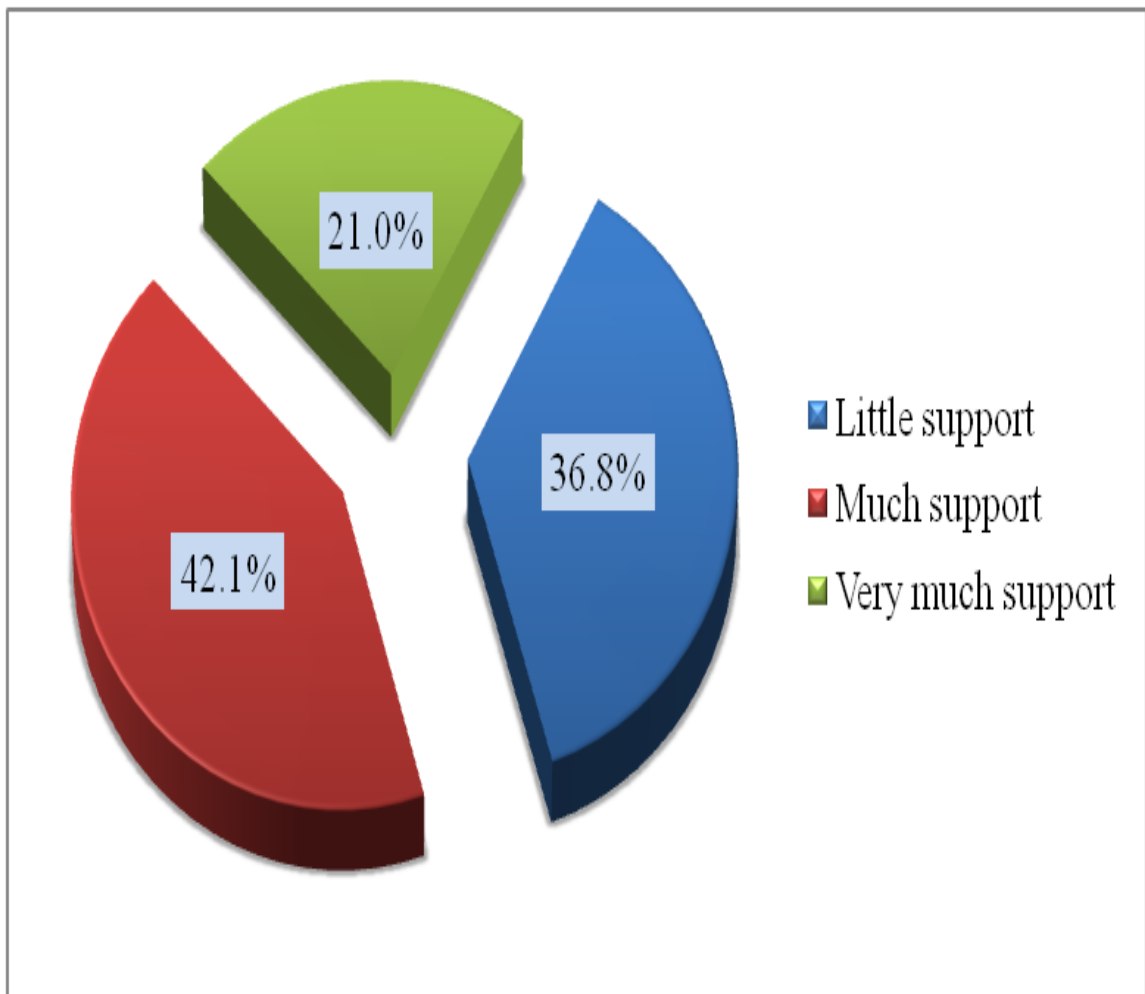


Figure 4.9: Head teachers' rating on community support

From figure 4.9 above, majority of the head teachers felt that the local communities gave support to the implementation of School Feeding Program. Dheressa (2008)

revealed how important community participation and involvement was to the implementation of SFPs. The study undertaken by Olubayo, Aluvi and Namusonge (2013) in Emuhaya sub-county, Kenya also revealed that community participation in the school feeding programme improved the implementation, which was also echoed by (Breuer, 1999). Given the extent of support given by the community as indicated by the school head teachers, this study showed how much the success of the SFP had relied on community support.

The parents were asked to give the extent of satisfaction with the level of involvement of the local community in the SFP in schools. The findings are presented in figure 4.10 below.

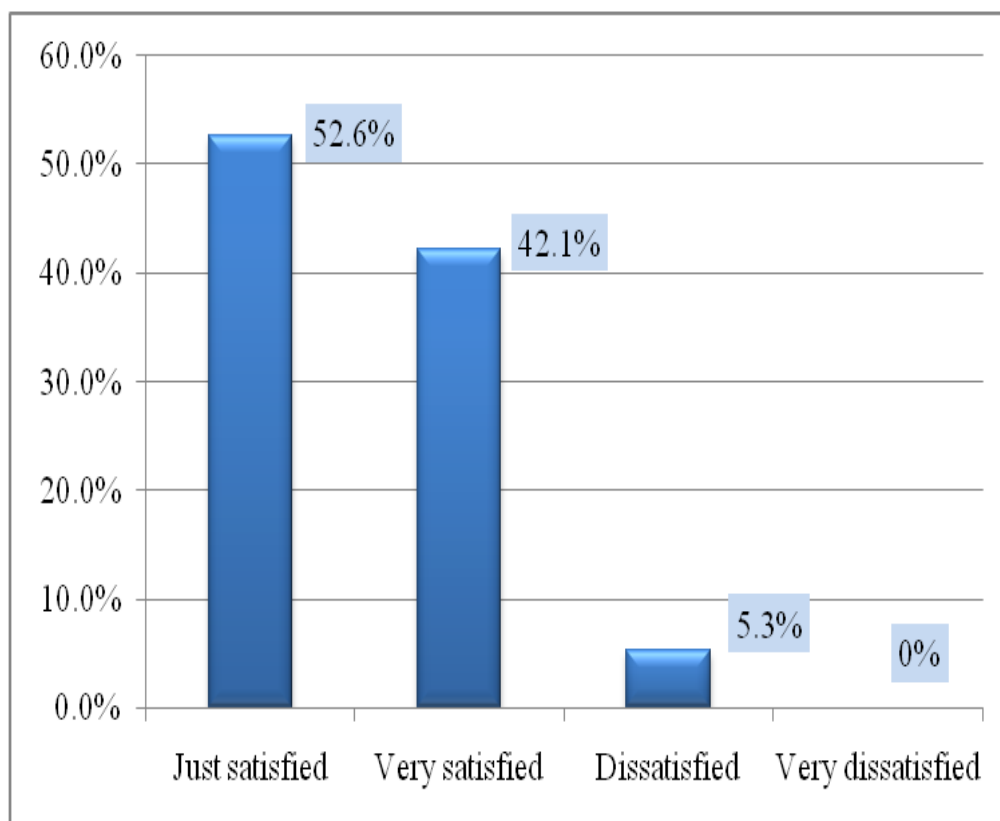


Figure 4.10: Level of satisfaction of parents with local community support

From figure 4.10, majority of the parents were satisfied with the level of support the local communities gave to the SFP.

This study has revealed how important community support was to the implementation of SFP from figure 4.9. Nevertheless finding out the level of satisfaction from the perspective of the parents was necessary. The findings presented in figure 4.10 show that the support was perceived to be high by the parents.

The parents were asked the roles they had played to support the implementation of the SFP. The responses are presented in figure 4.11 below.

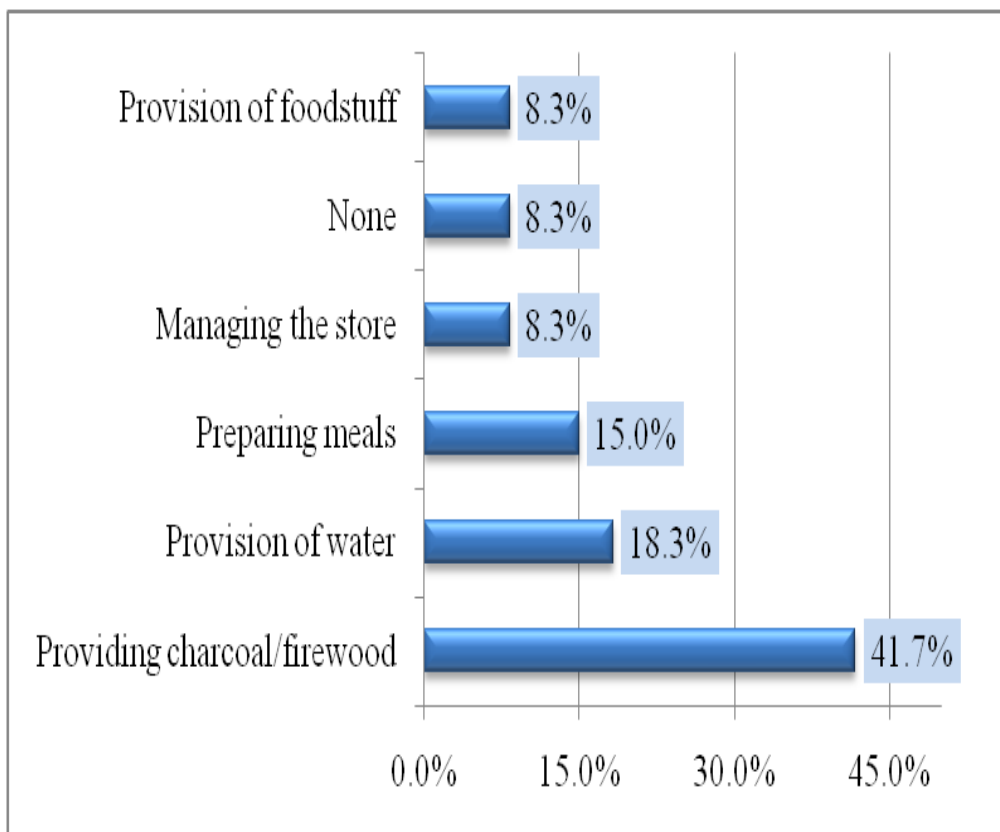


Figure 4.11: Support from parents as part of the local community

From figure 4.11, most of the parents indicated that they gave their support by providing charcoal and firewood. These findings the support that parents gave to ensure the successful implementation of the school feeding program by getting involved in various activities.

Breuer (1999) noted that community participation in the SFPs can helped in targeting resources more effectively and efficiently. Arora (1999) also noted that community participation reduced the risk of programme failure and the cost of the programme. The findings of this study align with and depict these statements. With the support that the community and the parents gave as presented in figure 4.11 above, the program costs were cut down as well as a reduced chances of failure as revealed by this study.

4.5 Support from the national government and school management committee to SFP

The researcher also sought to know the support that the national government gave towards the implementation of school feeding programs in Matungulu sub-county schools. In order to find out the extent of support from the government, the head teachers were asked to give their rating on the government's subscription to the programme. The responses are presented in the table figure 4.12.

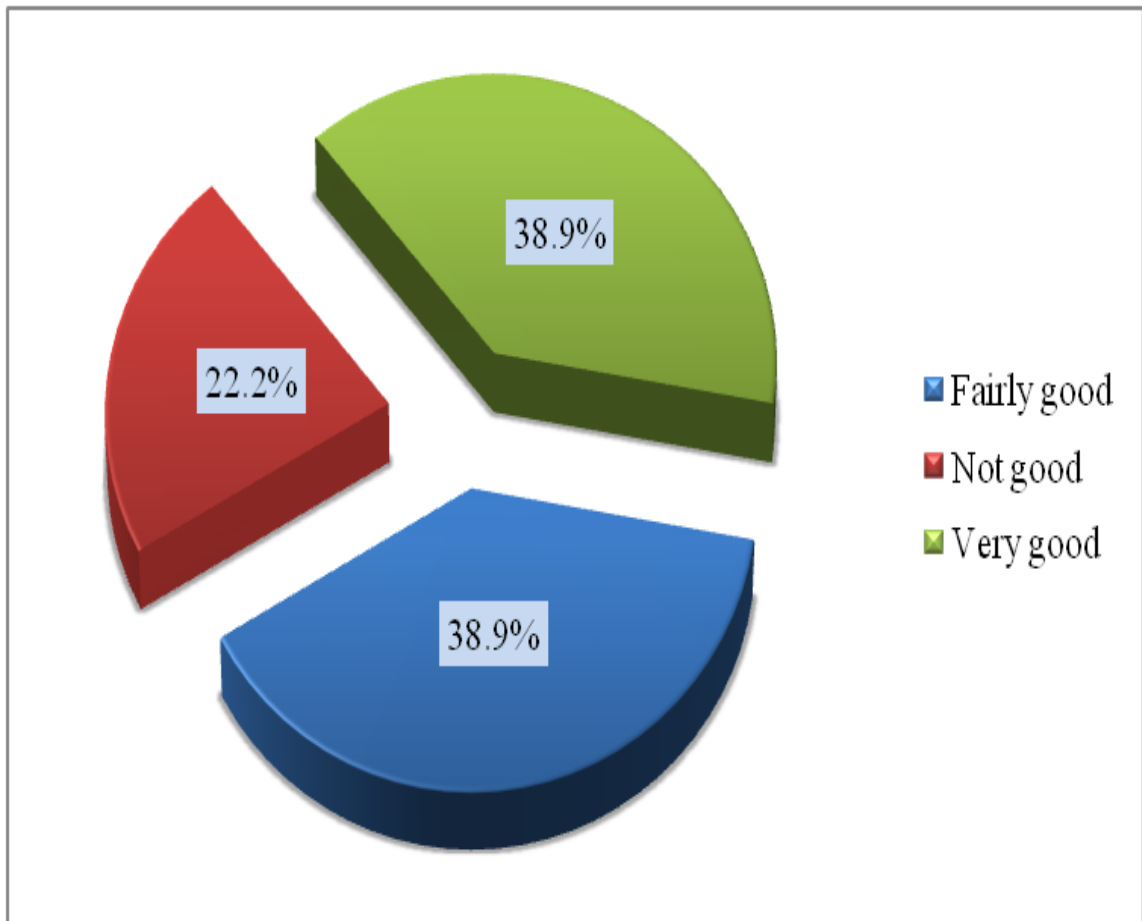


Figure 4.12: Perceived national governments subscription to SFP

From figure 4.12, most of the head teachers felt that the national government subscribed to supporting the implementation of School Feeding Program. The study findings show that there government was in support of the successful implementation of feeding programme. This shows the concern the government had for the program even though the support was still deficient. The findings align with Schultz (1988) findings who established that endowing in education was very significant for any country's long-term economic growth. This is also echoed by Dheressa, (2008) who recommended that both nutritional and economic values of SFP needed to be

improved by the national government in order to significantly enhance participation in schools. Nevertheless, much more efforts needed to be put by the government toward an achievement of its goals and economic development for schools in Matugulu.

The researcher sought the perception of head teachers on the adequacy of the assistance from school management committees towards the implementation of the project.

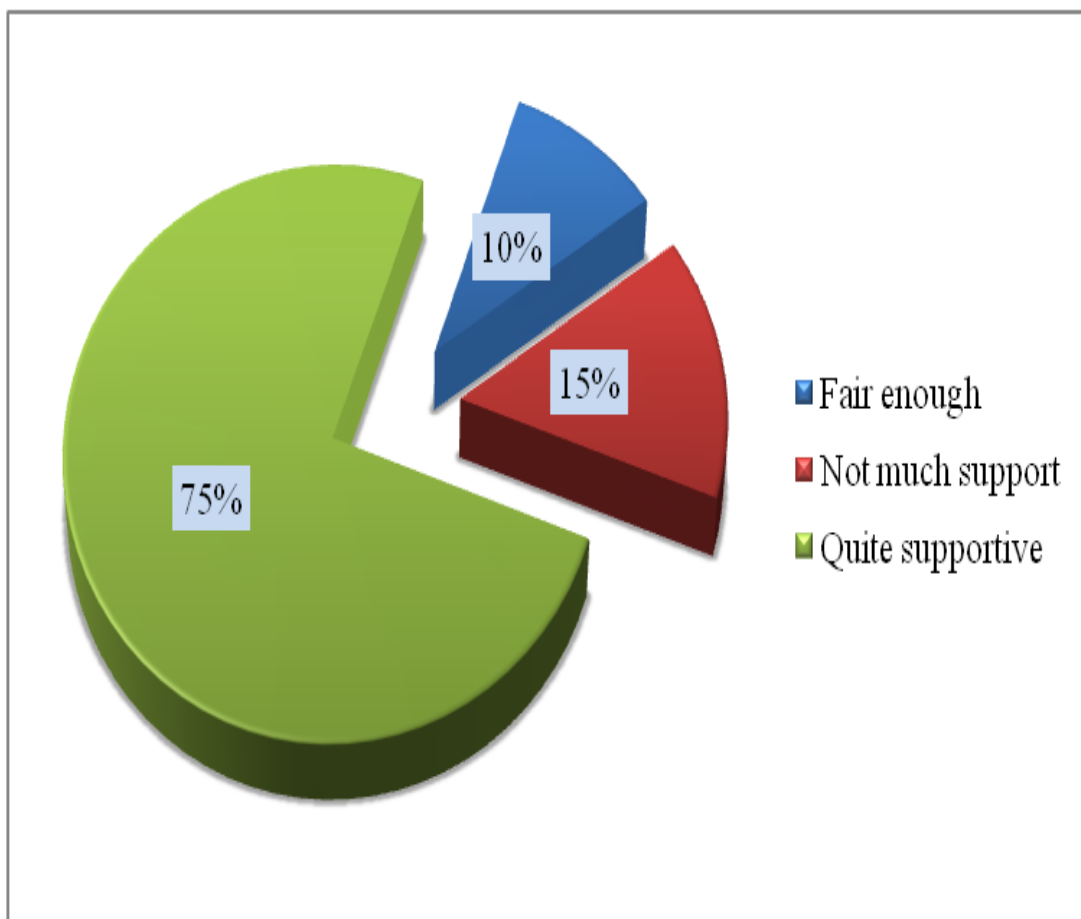


Figure 4.13: Adequacy of assistance from school management committee

Majority of the head teachers as presented in figure 4.13 above indicated that the school management committees committed their support to the successful application of the feeding programme in schools, Besides, the head teachers indicated the kind of support that the management committees undertook to support the programme. Such included the oversight roles, payment of cooks as well as the mobilization and encouragement of parents for effective implementation.

Burbano (2008) from his findings in a study in Afghanistan found out that that lack of involvement of Parent Teacher Association and SMC had negative impacts on community ownership of the SFP. Langer (2012) also revealed that to avoid any extra costs that come with management and sharing expenses, The Government of Kenya had transferred logistics of execution of SFPs to SMCs consisting of parents, teachers and community members. This study reveals that such needed and delegated support by the local community was adequate and therefore schools in Matungulu Sub-county had the chance of a successful implementation of the SFP

4.5 Challenges and suggested solutions to problems facing the implementation of SFP

Some of the challenges that the respondents felt were impeding the successful enactment of the feeding program in the primary schools are listed in figure 4.14.

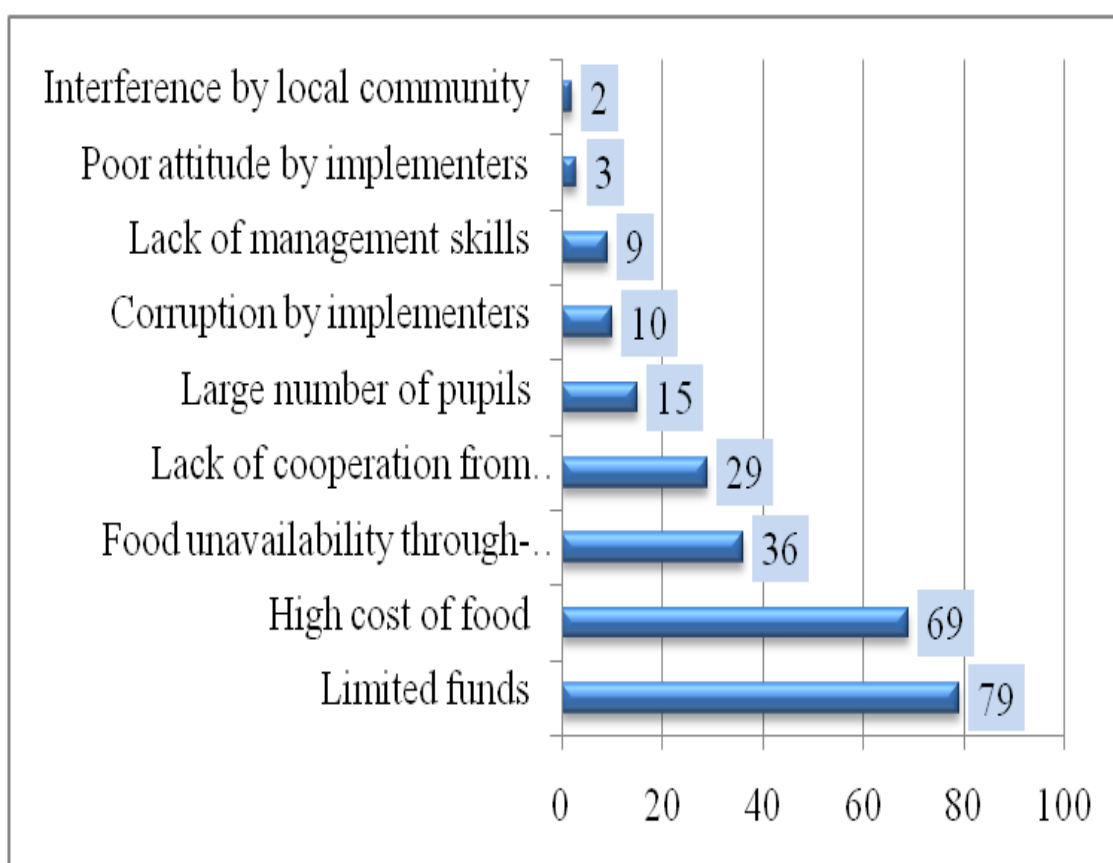


Figure 4.14: Challenges facing the implementation of SFP

The study also sought for the suggested answers to the challenges that faced the successful implementation of the school feeding programme. The respondents gave suggestions such as timely disbursement of funds, provision of more funds, frequent auditing of SFP, provision of enough water and food, training of all stakeholders, release of funds all-year round, provision of funds all-year round, enhancing of

government and parents, timely disbursement of funds, getting feedback from pupils, provision of food and not money.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS

5.1 Introduction

This chapter handles the summary of the study, summary of the findings, the conclusions, recommendations and suggestions for further research.

5.2 Summary of study

This research on institutional factors influencing the implementation of SFP was undertaken in public primary institutions in Matungulu sub-county, Machakos. The study was guided by four research questions that sought to find out the degree to which head teachers' training on programme management influenced the implementation of SFP in schools; the influence of local community's involvement in the implementation of the SFP in public primary schools; the extent to which support by the national government influences the implementation of the SFP in public primary school; the extent to which school management committees influences the implementation of SFP in public school. This chapter gives a summary of the findings and conclusions derived.

5.2 Summary of findings

From the demographic information, majority of the head teachers and the teacher respondents were male. The findings also showed that most of the pupil respondents were in class eight. It was also evident that majority of the pupils covered distances of between 1.6 to 3 kilometers to school with a majority arriving at school at 6.30 a.m. Majority of the pupils also had breakfast before leaving home for school and with most of them taking tea as the breakfast item.

The study finding also indicated that most of the schools in Matungulu sub-county had their feeding programmes running for between two to four years with most of the schools having implemented, the study also found out that there were outstanding benefits that could be seen such as increased enrolment, reduced pupil absenteeism, child friendly environment, improved health and reduced truancy in pupils.

5.2.1 The effects of head teachers training the implementation of SFP

From the research findings, most head teachers had been taken through training on school feeding programme management and with the majority indicating that the training was very good. The findings also revealed that the key areas the training focused on were child nutrition and health followed by responsibilities and roles of head teachers in the SFP and financial management. Other areas covered by the SFP training programme included planning, monitoring and evaluation. Altogether, it was evidenced that the SFP.

5.2.2 Effects of the community involvement in SFP implementation

Community involvement in any project is considered a key to its success. As such, the findings of the study indicated that majority of the school head teachers received support from the local community in implementing the SFP with most parents also indicating high satisfaction levels with the support the local community offered

towards the programme as represented in figure 4.9 and figure 4.10 respectively. The study also determined that the support parents gave to the SFP included the provision of charcoal and firewood, water as well as getting involved in preparing the meals as represented in figure 4.11.

5.2.3 Support from the national government and the school management committee to SFP

This study set out to determine the extent of support to the project from the national government and the school management committees. The findings revealed that a higher proportion of the head teacher felt that the government subscribed to the project. It was also a finding that the school management committee was supportive to the SFP.

5.2.4 Challenges and suggested solutions to problems facing the implementation of SFP

The study findings revealed some of the challenges that the respondents felt were an impediment to the successful implementation of the school feeding program together with suggestions to the challenges. This was presented in figure 4.14

Limited funding was noted as the most rampant challenge followed by high cost of food and inconsistency in food provisions. Other challenges revealed by the study,

although less rampant, included lack of cooperation from some parents, large numbers of pupils, corruption by implementers, lack of management skills, poor attitude by implementers and interference from the local community.

The respondents gave the following suggestions as to remedy the challenges that faced the implementation of the SFP. Timely disbursement of funds, provision of more funds, frequent auditing of SFP, provision of enough water and food, training of all stakeholders, release of funds all-year round, provision of funds all-year round, enhancing of government and parents partnership with the schools, timely disbursement of funds, getting feedback from pupils and finally provision of food as opposed to money.

5.3 Conclusion

In light of the study objectives, the researcher can draw the following conclusions:

The first objective was to determine the extent toward which head teachers' training on programme management influenced the application of the school feeding programme. The researcher can conclude that training of head teachers as well as the stakeholders needed to be undertaken to ensure success in the implementation of the programme.

The second objective was to determine the influence of local community's involvement in the implementation of the Lunch time feeding programme. The researcher can conclude that support from the local community was fundamental in the implementation and success of the school feeding program.

The third objective of this study was to examine the extent to which support by the National Government to the implementation of school feeding programmes. The researcher concludes that government support is needed to the implementation of the program and as such, the government needed to step up its support.

The final objective was to establish the extent to which Boards of Management committees influenced the implementation of the programmes of providing pupils with food at school. The researcher can conclude that School Management Committees have effectively assisted in the programme implementation and that this support was necessary for the success of the programme.

5.4 Recommendations

In the view of the findings and conclusions, the researcher presents the following recommendation:

- (i) The government ought to improve the release of funds to support the continuous running of the SFP. This would eliminate inconsistencies in implementing the programme across the school terms.

- (ii) There is need to train all stakeholders in the implementation of the SFP. This includes the school management committees, teachers and sensitizing the local communities on their roles.
- (iii) Regular audits to the programme were considered to be necessary in enhancing accountability to the project.
- (iv) The participation of the local community was also determined to be necessary to the successful implementation of the programme.

5.5 Suggestions for further research

- i) The competency of head teacher in effective implementation of school feeding programme.
- ii) Funding challenges facing the implementation of school feeding .
- iii) perceptions of the children on the implementation of the school feeding programme.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Arwa Carolyne Awuor

Department of Educational

Administration & Planning

University of Nairobi

P.O Box 92

Kikuyu

The head teacher _____ primary school

Dear sir/ madam,

REF: A RESEARCH IN YOUR SCHOOL

I am a student at the University of Nairobi, currently pursuing a Masters

Degree in Education. As part of my assessment, I am required to carry out

A research on “Institutional factors influencing the implementation of school

Feeding programmes in public primary schools in Matungulu zone, Machakos

County, Kenya.” Your school has been selected for the study. The purpose of

This letter is to request you to kindly allow me to carry out the study in your

School. The information given will be used for the purpose of the study only

And the identity of the respondents will be treated with absolute

Confidentiality.

Carolyne Arwa

University of Nairobi

APPENDIX 2: QUESTIONNAIRE FOR HEAD TEACHER

Please complete each section in this questionnaire as introduced. Do not write your name as the information given is confidential.

Date of interview ____/____/ 2016

SECTION A: GENERAL INFORMATION

1. Name of the school _____

2. Designation:

a) Head teacher [] b. Deputy Head teacher []

3. For how long has your school implemented the school feeding programme?

Years _____ Months _____

1. Please indicate in terms of ranking the support of the following agencies from the most important to the least important supporter.

<i>Agency</i>	<i>Most important support</i>	<i>Important support</i>	<i>Fairly important support</i>	<i>Minimum support</i>
<i>National government</i>				
<i>County government</i>				
<i>Parents</i>				
<i>Religious organization</i>				

2.W

hat
do
you
cons
ider
as
the
main

benefits of the programme to your school?

<i>Benefit of SFP</i>	<i>Tick all that apply</i>
Increased pupil enrolment	
Reduced pupils' absenteeism	
Improved pupils' performance in class	
Other benefits – please list them	

6. Have you attended any training on school feeding programme management?

a. Yes [] b. No []

If yes, how do you rate your training?

a. [] Excellent b. [] very good c. [] Average

7. What was the focus of your training?

<i>Content of SFP training</i>	<i>Tick if you were trained on this aspect</i>
Financial management	
Monitoring and evaluation	
Planning	
Child nutrition and health	
Roles and responsibilities	
Other – specify	

3. In your own view, has the training on SFP management contributed towards the implementation success?

- a) Yes [] b) No [] c) Not sure []

9. What challenges do you experience in implementing the programme?

<i>Challenge in implementing SFP</i>	<i>Tick all that apply</i>
High cost of food	
Limited budget	
Corruption – theft of food/money by those involved in your school	
Lack of skills	
Poor attitude by implementers	
Others – specify	

10. How would you rate the support by local community on SFP?

a) Very much support []

b) Much support []

c) Little support []

d) No support []

11. What is your rating on the government's subscription towards the SFP in your school?

a. Fairly good []

b. Very good []

c. Not good []

12. Comment on adequacy of assistance from the School Management Committee

13. What suggestions would you make for better implementation of the SFP?

Thank you.

APPENDIX 3:QUESTIONNARE FOR TEACHERS

Please complete each section in this questionnaire as introduced. Do not write your name as the information given is confidential.

1. Respondent's gender?

a) Male []

b) Female []

2. What is your role in the SFP?

<i>Role</i>	<i>Tick all that apply</i>
None	
Team leader	
Member of the implementation committee	
Other – specify	

3. What changes have you observed in the school since SFP was launched?

<i>Change</i>	<i>Tick all that apply</i>
None	
More pupils have enrolled in the school	
There is regular class attendance	
Pupils concentrate more in class	
Overall school performance in KCPE has improved	
Others – specify	

4. What are the main challenges to SFP implementation in this school?

<i>Challenge</i>	<i>Tick all that apply</i>
None	
High cost of food	
Limited funds	
Corruption by the implementers	
Interference by local community	
Lack of management skills	
Others – specify	

5. How do you think these challenges can be addressed?

<i>Solution</i>	<i>Tick all that apply</i>
Reduce number of pupils	
Reduce amount of food per child	
Train the implementers on management	
Others – specify	

6. How do you rate the School Management Committee's support towards the implementation of the programme?

a. Adequate []

b. Fairly adequate []

c. Inadequate []

APPENDIX 4: QUESTIONNAIRE FOR PUPILS

Please tick where applicable to indicate your answer

1. Which class are you in? _____
2. At what time do you normally arrive in school? _____
3. How far is your home from school? _____ Km
4. What means of transport do you use to reach school? _____
5. Rank the following in terms of importance. The reason I attend this school is because:

Aspect	Most important factor	Important factor	Fairly important factor	Least important factor	Not important factor at all
It is closer home					
Meals are provided					
Good performance					
Good learning environment					
<i>Classrooms</i>					
<i>Teachers</i>					
<i>Play ground</i>					

6. Do you normally take breakfast at home before you come to school?

7. a) Yes []

b) No []

8. If YES, what type of food do you normally take for breakfast at home before coming to school?

<i>Type of breakfast</i>	<i>Tick ONE only</i>
Porridge	
Tea	
Juice	
Snacks	
Yoghurt	
Milk	

9. Do you normally have the following meals in school?

<i>Meal</i>	<i>Indicate YES or NO</i>
Break time drink – tea/porridge/cocoa	
Lunch	
4 o'clock drink – tea/porridge/cocoa	

10. What do you like most about school meals?

<i>What is good in school meals</i>	<i>Tick ONE only</i>
Meals are served at the right time	
Enough food is provided	
Meals are very delicious	

11. What else would you like done to improve the meals and SFP?

Thank you.

APPENDIX 5: QUESTIONNAIRE FOR PARENTS

1. Does the school offer any meal to your child / children? _____

If yes, what is your opinion about the arrangement?

a. Very good [] b. Good [] c. No idea []

2. What role do you perform in the management of this school?

<i>Role</i>	<i>Tick all that apply</i>
Parent	
Member of parents association	
Member/official of school management committee	
Member/official of school feeding programme committee	
Other –specify	

3. What specific role do you play in the implementation of SFP?

<i>Role in SFP</i>	<i>Tick all that apply</i>
None	
Cooking meals	
Providing firewood/charcoal	
Providing foodstuff e.g. maize, beans etc	
Fetching water	
Working in the store	
Other – specify	

4. As a parent, to what extent are you satisfied with how the local community is involved in the implementation of the SFP in this school?

<i>Level of satisfaction</i>	<i>Tick ONE only</i>
Very dissatisfied	
Dissatisfied	
Just satisfied	
Very satisfied	
Not sure	

5. Please indicate the extent to which the following are challenges?

Aspect	Very serious challenge	Serious challenge	Fairly serious challenge	Not a challenge
Lack of cooperation from parents				
Lack of transparency from administrators				
Corruption by management committee				
Limited funding				
Unavailability of food in some months				
High cost of food				
Large number of pupils				

<i>Challenge</i>	<i>Tick all that apply</i>
Lack of cooperation from some parents	
Lack of transparency from school administrators	
Corruption by the management committee	
Limited funding	
Unavailability of food in some months due to droughts	
High cost of food	
Large number of pupils	
Other – specify	

-
6. Please provide any suggestions on how the implementation of the SFP can be improved _____
7. Which monitoring and evaluation procedures are employed to ensure SFP are effectively managed and how does this impact on the success of the programme?
-

RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/16/58181/14418**

Date:

7th November, 2016

Arwa Carolyne Awuor
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Institutional factors influencing the implementation of school feeding programme in public primary schools in Matungulu Sub-County, Machakos County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **7th November, 2017**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MISS. ARWA CAROLYNE AWUOR
of UNIVERSITY OF NAIROBI, 21153-100
NAIROBI, has been permitted to conduct
research in Machakos County


Permit No : NACOSTI/P/16/58181/14418
Date of Issue : 7th November, 2016
Fee Received : ksh 1000

on the topic: INSTITUTIONAL FACTORS
INFLUENCING THE IMPLEMENTATION OF
SCHOOL FEEDING PROGRAMME IN
PUBLIC PRIMARY SCHOOLS IN
MATUNGULU SUB-COUNTY, MACHAKOS
COUNTY, KENYA.



for the period ending:
7th November, 2017

Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. **11653**

CONDITIONS: see back page