FACTORS INFLUENCING IMPLEMENTATION OF SUSTAINABLE SCHOOL FEEDING PROGRAMMES IN PUBLIC EARLY CHILDHOOD DEVELOPMENT EDUCATION CENTRES IN MARANI SUB COUNTY, KISII COUNTY, KENYA

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DECLARATION

I declare that this research thesis is my original work and has not been presented for award of a degree or diploma in this or any other university for academic work.

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13S04CMED038

This research was conducted under our supervision and is submitted with our approval as University supervisors

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DEDICATION

This thesis is dedicated to my husband Chris Ichwara and my dear children Judy, Victor, Mercy, Charity and Amos. I also dedicated it to my grandchildren Princess and Ryan. They gave me the moral support while I burned the midnight oil writing this thesis. They meant a lot to me.

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ABSTRACT

Food is essential in the holistic development of young children, without which retardation and stagnation may occur. Success in academic performance depends on the way the young children are nurtured in preschools. Food is a crucial basic need which must be met before other high needs. Despite, the underscored importance of food to preschool children, most school feeding programmes in public ECDE centres in Marani Sub County are dysfunctional .The study was guided by the following objectives, to assess the influence of availability of food on implementation of sustainable SFP, to examine the influence of management on the implementation of sustainable SFP, to establish the influence of parents support on the implementation of sustainable SFP and to examine the influence of funding on the implementation of sustainable SFP The purpose of the study was to investigate what led to dysfunctional school feeding programmes (SFPs) and how it should be implemented and sustained in public preschools in Marani Sub-County, Kisii County. The study was premised on Abraham Maslow's Hierarchy of needs theory. The study adopted descriptive survey design. The study targeted fifty public preschools with a population of one thousand pupils, fifty head teachers and hundred preschool teachers. Through simple random sampling, fifteen head teachers and thirty preschool teachers were sampled. The study employed preschool and head teachers' questionnaires to collect data. The content and construct validity of the data collection instruments were ascertained by presenting the instruments for scrutiny by the researcher's two university supervisors. Reliability of the preschool teachers' questionnaire was ascertained through test-retest technique. Data were analysed by both descriptive and inferential statistics. Descriptive statistics such as frequencies, means, standard deviations and percentages were used. The four null hypotheses were tested using multiple regression analysis. The results were presented by use of frequency tables and analyzed and interpreted by use of percentages. The study`s four independent variables contributed 63.5 % of variance in implementation of sustainable SFP (R^2 = 0.635). Management of SFP had the most significant relative contribution to the prediction of implementation of sustainable SFP (β = 0.549, $p < 0.05$), followed by funding of SFP (β = 0.521, $p < 0.05$), parents' support (β = 0.328, $p < 0.05$), while availability of food stuff had the least influence (β = 0.299, $p > 0.05$). It was concluded that Marani Sub County was endowed with human and material resources for successive implementation of sustainable SFP but most of the ECDE centres lack credible SFP management. The study recommends adaptation of a professional approach to SFP management in all ECDE centres in Marani Sub County Kisii.

LIST OF ACRONYMS AND ABREVIATIONS

ECD	Early Childhood Development
ECDE	Early Childhood Development Education
FEP	Food Education Programmes
MDG	Millennium Development Goal
MOE	Ministry of Education
SFP	School Feeding Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFP	World Food Programme
UK	United Kingdom
USA	United States of America
EFA	Education for all
UNICEF	The United Nations Children's Funds
HGSFP	Home Grown School Feeding Program
ECE	Early Childhood Education
EFE	Free Primary Education
H/T	Head Teacher
NACOSTI	National Commission of Science Technology and Innovation
RSFP	Regular School Feeding Programme
ICT	Information and Communication Technology

OPERATIONAL DEFINITION OF TERMS

Community: It refers to people living near preschool surroundings not necessarily the parents of the preschool children.

Funding: Refers to money given by the government or organizations for a particular purpose.

Home-Grown School Feeding Programme: It is a government let programme which provides food produced or purchased in Kenya to school children.

Management: This refers to the process of planning, controlling, monitoring and giving direction to ensure that things are done in a proper way in an organization or a school.

Monitoring and Evaluation: This is a process that helps in overseeing programme implementation and sustainability. It is goal is to improve current and future management and outcomes and impact.

Parental involvement: Refers to the support given by parents in preschool activities in and out of school for the benefit of children's holistic development and preschool effectiveness especially in implementing school feeding programmes.

Preschool: This is an institution where children between age three and five attend .They are yet to join standard one. Another name for the institution is nursery or ECDE (Early Childhood Development Education)

Preschool children: Refers to children who are between three to five years and they are in preschool one and two. They have not yet joined to standard one.

Programme Implementation: Refers to a specified set of activities designed to put into practice programme plans. Implementation is the activities which must follow any preliminary processes in order for the goals and objectives to be achieved.

Sample: Refers to a representative of a group or a population which has been selected to represent the entire population whereby each member of the case in the sample is called a respondent.

Sampling Method: Refers to a system of selecting a sample to represent the entire group or population.

School Feeding Programme: It is an intervention that delivers a meal or a snack to children in the school setting with the intention of improving enrolment, attendance rates or nutritional status of learners

Stakeholders: These are any people, organizations, societies or social groups in charge of provision of school feeding programmes in certain areas.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, the purpose and objectives of the study. The chapter also contains the hypotheses, significance of the study, the scope, delimitation, limitation and assumptions of the study. It also presents limitations, delimitations, assumptions, operational definition of terms, the scope of the study, theoretical and conceptual framework of the study.

1.2 Background of the Study

Background of the study is a brief overview of the problem a researcher intends to solve (Kombo and Tromp (2010). According to the United Nations world food programmes, School feeding programme (SFP) is an incentive for vulnerable families to invest in children's education and encourages poor families to send children to school and help keep them there (World Food Programme (2010). It is increasingly being viewed as potential safety net and as a social support measure that helps to keep children in school .The implementation of sustainable SFP is viewed as an important agenda globally because food plays a big role in attracting children to school thus reducing absenteeism and leading to achievement of sustainable development goals two and four that was resolved at world education conference in Addis Ababa by the United Nations and other agencies. One of the goals of the forum was to expand and improve early childhood and education to vulnerable children by 2030. Early Childhood Education (ECE) is a fundamental level of learning since it provides children with a firm foundation in learning. Further, it prepares children for primary learning as well as other levels of learning and to become healthy individuals for

social life (Murungi, 2012) and this can be ensured through provision of school feeding programmes in schools.

According to UNESCO (2014), many nations in the world have raised concern over school feeding programmes in preschools because preschools lay firm foundations in education in any nation. It provides a good foundation for smooth transition from nursery, primary, secondary and even university (UNESCO 2014). In countries like Ghana, Brazil, Bangladesh, Philippines, Mali, Indonesia and others data reveals that feeding programmes have made enrolment to be high compared to when there was no such programmes (Akanbi, 2013)

According to Vargas-Baron, (2013), UNESCO (2014) and Young and Mustard (2013), in East Africa (Kenya, Tanzania, and Uganda), governments have long recognized the importance of ECDE for later school success, although programs have largely been funded not by governments but by local non-governmental organizations (NGOs) and International charitable agencies. It is insinuated that in all the three countries, preschool centres are mostly owned and managed by communities. ECDE programmes have received an additional boost from international agencies especially UNESCO, UNICEF, and the World Bank (WB) promoting.

Findings from different countries revealed that different challenges face SFP (Peel, 2016). In Botswana for example, for 45 years continuously the government has successfully implemented its national school feeding programmes. The government and World Food Programme have continued to finance the programme and involved communities such as teachers, small scale farmers and parents (Peel, 2016). According to Peel, (2016) findings

on Sub-Sahara African countries, it is true to conclude that planning, financing and community participation influence implementation of sustainable SFPs. The report noted that the programme rely on donor funding which to a greater extent influences implementation. Donor funds are not guaranteed hence they are available depending on availability of such funding and policies imitated by donors. Another challenge is that the programme lacks effective monitoring and evaluation systems to address issues that affect effective implementation and sustainability of SFP .Monitoring and evaluation are essential and of great benefit because of the insight they provide concerning programme implementation and completion as desired (Lawal & Onohaebi, 2010).

Ndung'u (2010) said that lack of stakeholders support and the provision of finances from the government hinder the success of the programmes. Insufficiency of food in arid and semi-arid areas may limit the number of times food is cooked per day. It also hinders the provision of different types of food as well as a balanced diet to the children. Together with this, community participation, financial management and policy and regulatory frameworks also hinder the smooth running of school feeding programmes. Lack of awareness or ignorance from parents is also another issue that affects school feeding programmes negatively (Ndung'u, 2010).

In Europe, pre-schools were created to provide humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions (Jay, 2012). However, though created for the poor, the middle class hijacked pre-school education by taking their children to these pre-schools in most countries except in France and Belgium. As a result the provision to the poor diminished, thus affecting access to ECE negatively .As a result the children dropped out of school because of lack of food stuff (Ndung'u, 2010).

In Sub-Saharan Africa, the socio-cultural background of the people has greatly affected the education of children. UNESCO (2010) reported that Africa's diverse countries vary dramatically in size, economic structure, level of development and the type of education systems. However, the continent faces similar challenges while trying to address the problems of providing basic education. More than 46 million children are not in school in Africa, which represents more than 40% of the worlds out of school children (UNESCO, 2010). This might be because of poverty and food insecurity in homes.

The increase of enrollment and school attendance worldwide may lead to achievement of global commitment of Education for All (EFA) that was resolved at world education forum in Dakar by UNESCO and other agencies like UNICEF. One of the goals of the forum was to expand and improve early childhood and education to vulnerable children by 2015.

Manoj (2011), states that ECDE generally encompasses the first eight years in the life of an individual. Education given during these years of life plays an important role and helps in the child's development. Manoj (2011) asserts that during this phase, the brain develops and much of its "wiring" is laid down. The education experiences and relationships it has along with nutrition can actually affect the Childs' mental growth enormously. It is an important phase of life in terms of the child's intellectual, emotional and social development and it is the key element that helps in building a good foundation for a child's educational success (Manoj, 2011).

In Ghana, School feeding programmes were to increase enrolment, attendance and retention among ECDE children thus contributing to the achievement of sustainable development goals one and two which aimed at eradicating poverty and hunger and the achievement of universal primary education (WFP, 2010). SFP has been implemented in Kenya from

1980.The government of Kenya introduced homegrown school feeding programmes (HSFP) under the Ministry of Education MOE-Kenya. It was implemented in semi-arid areas of the country. The government faced financial and infrastructural problems to fund the programme and operate successfully without failure.

According to the MOE-Kenya (2010), it is simply to provide a balanced diet in school so as to improve literacy rates and help learners break out of poverty. The offering of school meals improves enrolment and attendance (MOE-Kenya, 2010). Early Childhood Development Education (ECDE) is the foundation of education as it provides children with a good beginning, thus prepares them for higher learning for example primary, secondary and colleges. It also improves their health status (Murungi, 2012).It concurs with sustainable development goal three which is to promote good health and well-being by 2030.

According to the GOK (2007; 2006; Child Act Cap 586, 2001) in Ruto, Ongwenyi, and Mugo (2010), Kenya upholds education as a fundamental human right and recognizes it as a turning point for achieving self-fulfillment and national development. At the national level, Commissions of Education have repeatedly been set up to review educational provision. The government has put up measures like Free Primary Education (FPE) and tuition waiver for secondary schools to enhance access. However, the big question in this study is based on the process and progress of implementation in Early Childhood Development Education (ECDE).Many researchers and scholars have found out that early years' experiences play a very essential role in later developmental stages.

A study carried out in Marani Sub County showed that lack of parental involvement, stakeholders support, poor management, lack of funds, lack of food stuff and community participation hinders the implementation of sustainable SFP in schools. In order for schools

to have a sustainable SFP all stakeholders must be involved. The county government needs to give hand in terms of finances so that the provision and sustainability of SFP would be achieved. This study sought to establish factors influencing implementation of sustainable school feeding programmes in public preschools in Marani Sub-county, Kisii County, Kenya

1.3 Statement of the Problem

Early Childhood Development Education (ECDE) is regarded as the backbone of education in many countries. Thus many countries have done a lot to improve the quality of education in preschools not leaving behind good and quality play and learning materials, trained teachers and giving them several seminars concerning preschool education. In Kenya school feeding programmes were introduced mainly to achieve pupils' enrolment and retention ratio in schools. The programme focuses on rural, informal urban settlements in arid and semi-arid regions like North Eastern where there is food insecurity. Olubayo (2015) conducted research on factors influencing implementation of SFP in Emuhaya constituency in Kenya. The study findings showed that managerial incompetency, lack of adequate planning, funding and lack of accountability in utilization of allocated funds influence the planning process during implementation of SFP. Lack of financial investment plan and poor adherence to budget allocation also contributed to problems experienced during implementation of sustainable SFP. Also lack of monitoring and evaluation systems and community participation influenced implementation of sustainable SFP (Olubayo, 2015). According to Kisii County census report of 2017(MOE, 2017) more than50% of preschool centres in Marani sub-county had not implemented a sustainable SFP. Parents have been shifting their children to centres with SFP thus causing overcrowding in those schools.(MOE,2017).The researcher established that the schools did not have funds, parental support,

management , food stuff and stakeholders ‘support. It was established that the implementation of SFP was a problem hence poor school attendance. So this study sought to investigate the factors influencing implementation of sustainable school Feeding Programmes in public ECDE centres in Marani Sub- County Kisii County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate what leads to dysfunctional school feeding programmes and how they can be implemented and sustained in public preschools in Marani sub-county, Kisii County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives

i. To assess the influence of availability of food stuff on the implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;
ii. To examine the influence of management on implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;
iii. To establish the influence of parental support on the implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;
iv. To examine the influence of funding on the implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County.

1.6 Null Hypotheses of the Study

The following null hypotheses were formulated and tested at 95% confidence level

HO_1: Availability of food stuff has no statistically significant influence on implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;

HO_2: Management of SFP has no statistically significant influence on implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;

HO_3: Parents' support of SFP has no statistically significant influence on implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County;

HO_4: Funding of SFP has no statistically significant influence on implementation of sustainable school feeding programmes in public ECDE in centres in Marani Sub-County.

1.7 Significance of the Study

Significance of the study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). It also refers to the importance of the study in terms of academic improvement and practical use that might be made of the findings. It is a justification of the study that shows the contributions of the research to other researchers, policy makers and stakeholders like the ministry of education, parents and also the head teachers (Oso & Onen, 2009)

This study tends to bring to light the position of school feeding programmes in public preprimary centers in Marani Sub-county Kisii County. The findings of the study will help the stakeholders in education, for example ECDE officers, ECDE teachers, head teachers, parents or/caregivers and the community as a whole. It will help them know the factors influencing implementation of sustainable SFPs and the importance of having sustainable SFPs. It will help the head teachers to know the criteria to use to enable them succeed in implementing SFPs .It will guide the ECDE officers to know the factors leading to successful implementation of sustainable SFPs in their zones. Parents will learn that their support is

essential in the implementation of SFPs in their schools thus their children need to be fed well for good transition and successful academic performance The study will also help the managers and sponsors on how to implement the school feeding programmes. It will also help to guide the ministry of education and the government on how to improve ways of running and managing the ECDE schools in Kenya.

The study assessed the source of resources allocated by the county government to facilitate the school feeding programmes in preprimary centres but surprisingly found that there were no funds allocated for the same. The information gathered would help teachers and other stakeholders on how they would improve school feeding programmes. The information would also make credible recommendations towards the improvement of school feeding programmes.

By establishing the extent to which parents support school feeding programmes, appropriate measures and efforts would be taken by all stakeholders to ensure that there is success in carrying out the programmes. Parents would also be informed of what is expected of them in order to avoid the challenges faced during the implementation of the school feeding programmes .The stakeholders will use the study findings to inform the parents , preschool teachers and the head teachers on how they should work together to make the project a success. The study was also expected to add to the existing literature on feeding programmes in preschools in Kenya.

1.8 Scope of the Study

The scope of the study is the geographical area in which the researcher carries the study (Marylin and Goes, 2013). Preschool covers a wide area which cannot be completed in a

span of one study This study therefore focused on the factors influencing implementation of sustainable school feeding programmes in public Early Childhood Development Education centres in Marani Sub-County as a sample to represent other sub-counties in Kisii county. The researcher faced some challenges as some of the respondents were unwilling to disclose the information the researcher wanted because they thought it could be used to undermine them, but the majority of the respondents cooperated.

1.9 Delimitation of the Study

Simon and Goes (2013) points out that study delimitations are those features which arise from limitations of the study as well as the sensible exclusionary and inclusionary choices made during the development of the research plan. Delimitations are within the researcher's control though there are several factors that can influence implementation of sustainable school feeding programme in public ECDE centres such as the availability of play materials, the availability of learning materials, trained teachers, and new teaching techniques. The current study was focused on the factors influencing implementation of sustainable School Feeding Programme in public preschools in Marani Sub-County, Kisii County .In Marani sub county ,more than 50% of the preschools did not have sustainable school feeding programmes ,so I thought it wise to find out why because food is a basic need without which retardation may occur .The researcher chose Marani sub county because she hails from there.

1.10 Limitations of the Study

Limitations are possible problems or short comings or influences that can affect the study and are not under the control of the researcher. They hinder the extent to which a study can reach and may affect the final results (Simon and Goes, 2013). Marani Sub-county is vast with a high population of pupils with two divisions therefore delivering and collecting

the questionnaires was expensive and time consuming. But all the same data was collected. The researcher used simple random sampling to select the right sample size from the target population of fifty ECDE centres from the two divisions. Another limitation was on data collection, the questionnaires were many to administer quickly. Some of the respondents were too busy thus took more time to fill in the questionnaires. The research methodology for sampling was limited as everyone would have a chance of participating. Some head teachers and preschool teachers were unwilling to fill the questionnaires at first but the researcher assured them of confidentiality and that the result would be private.

1.11 Assumptions of the Study

These are underlying ideologies that the researcher trusts or admits but that are difficult to test in any way possible (Simon, 2011). In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The assumptions in research are also regarded as truthful observations acknowledged to be true but not actually confirmed (Merriam, 2014) .They were necessary elements required to enable and conduct this study. The study assumed that all schools with feeding programmes had management committees who plan and manage SFPs in preschools. The study also assumed that food stuff may influence implementation of sustainable school feeding programmes .The study assumed that all the respondents had relevant knowledge and information on the role of funding in implementation of sustainable school feeding programmes. The study also assumed that all the respondents would give the right information which would be used to help the stakeholders on how to implement sustainable SFPs. Finally, the study had an

assumption that the respondents would give accurate responses to the questions raised through the questionnaires.

1.12 Theoretical Framework

According to Kerlinger (2013), a theory is a statement that explains a particular portion of phenomena specifying certain relationships. This study was based on Human Motivation theory by Abraham Maslow (1970). He came up with a hierarchy of needs that are achieved in phases. This study singled out physiological needs and specifically food and linked it to a learning situation. Abraham Maslow states that, when needs are met or fulfilled like physiological needs the children become happy and satisfied. This implies that when the atmosphere in school is good that is the provision of food, the children learn smoothly. But when the needs are not met there is dissatisfaction in the child. Abraham Maslow's hierarchy starts with the lower needs then it goes up until the fifth one which is self-actualization. These needs are met systematically like a pyramid. The lower needs have to be met first before higher needs. The pyramid shows the important of food provision According to Abraham Maslow (1970) a human being is naturally good and that healthy development is likely to occur in a healthy society where basic needs are met like food, water. Clothing and shelter, human beings cannot do without them.

The study singled out food which is a basic need under physiological needs. Maslow states that unless this need is met together with other needs, the child cannot seek for growth needs. Provision of food through school feeding programmes especially to the vulnerable children is one way of meeting this need. This facilitates healthy growth which enables the child to seek other needs like safety, love and belonging, self-esteem, aesthetic and cognitive needs even self-actualization. Continuous provision of feeding programmes in schools with the right quantity of energy can highly promote learning. Lack of feeding programmes in schools may disadvantage children who get very little or no food at all because of food insecurity in

homes. According to Murungi (2012), such children are not able to concentrate in class. They can be absent from school or may fail to come to school completely. This study therefore concludes that lack of feeding programmes in schools can lead to low enrolment. poor health and, poor school attendance in preschools. According to Murungi (2012), children who do not get enough food do not concentrate in class, they may also be absent from school or may not come to school at all because of hunger. Some children may drop out of school especially girls to become maids in order to get something to eat or support their families with the merger coins they are given in terms of salary. This is the researcher`s opinion. The study therefore supported that lack of school feeding programmes can lead to low enrolment and poor attendance in pre-school.

1.13 Conceptual Framework

Conceptual framework is a diagrammatic representation that shows the perceived relationship between study variables that is independent and dependent variables (Kamau & Njau, 2011).It maps out key variables used in the study. In this case the independent variables are food stuff, management, parents support and funding while implementation of sustainable school feeding programmes is a dependent variable.

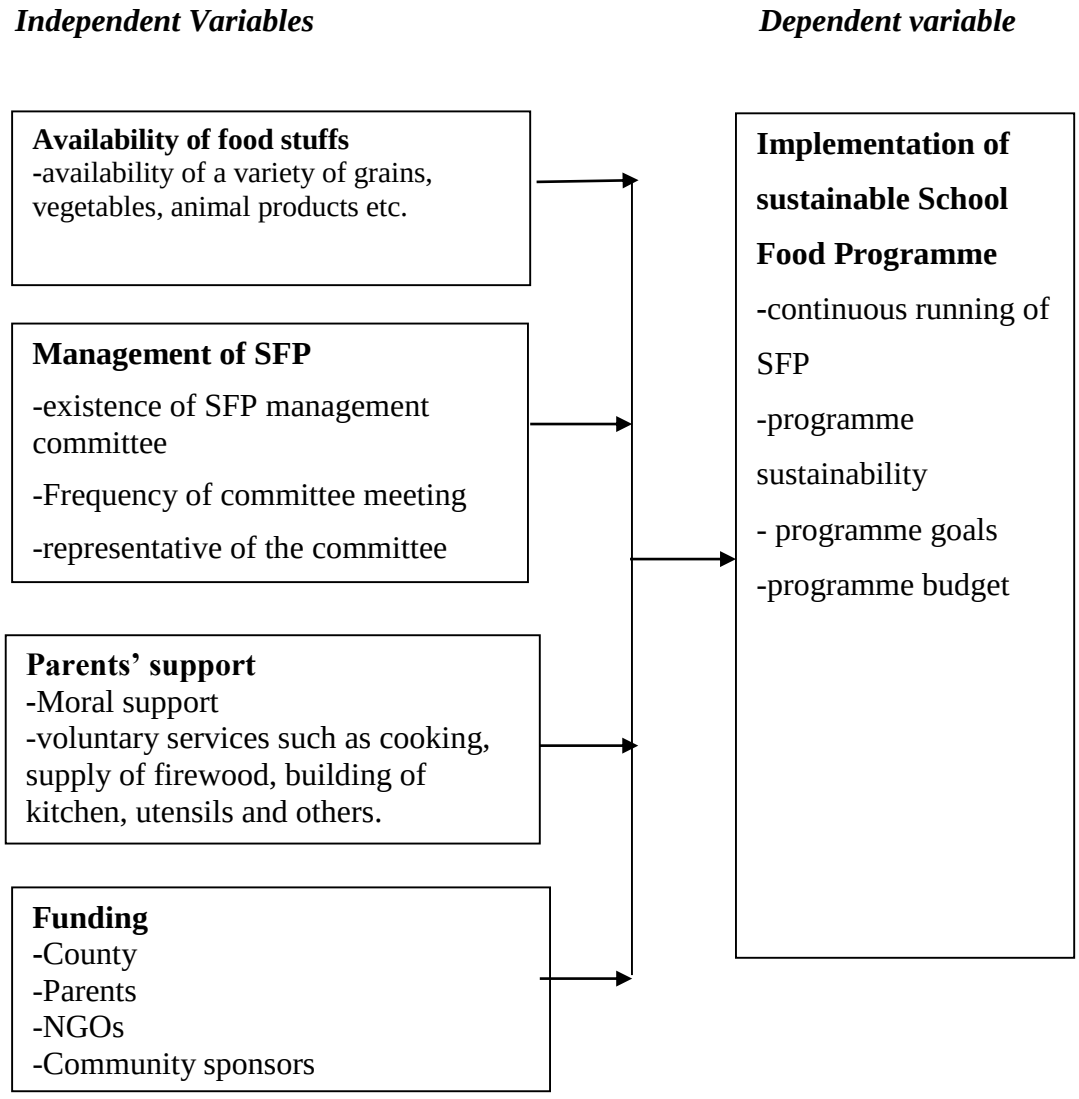


Figure1.1:Conceptual Framework showed factors influencing Implementation of Sustainable School Feeding Programme.

Figure 1.1 shows the factors influencing implementation of sustainable School Feeding Programmes in public ECDE centres. It also shows the way the researcher sees the connection between independent and dependent variables. These are food stuff, management, parents' support and funding. With the availability of food stuff, good management in place or managerial competency, parents' support and adequate funding will make the implementation of SFP a success and sustainable. In order to implement a

sustainable SFP, schools should have school feeding programme committee with its representatives who oversees the progress of the programme and makes decisions concerning the programme implementation and they should monitor and evaluate the programme. The parents should give support either morally or assist in preparing meals for their children or assist in building kitchens or provide utensils like cups, plates and saucepans. They may even supply firewood for cooking. In order for the programme to succeed there must be adequate funding either from the county, parents, NGOs or be sponsored by the community .The implementation of the programmes will be sustainable if effective financial management system and Sound policies are put in place to strengthen governors and oversee the planning process .Monitoring and evaluation should also be there to enable programmme management teams to implement those programmes as per the plans.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the area of study. The literature review was organized in accordance to the study objectives. The chapter ends with the summary of the reviewed literature and research gaps.

2.2 School Feeding Programmes

School feeding programme was seen as a way of getting children into schools thus improving their health and education outcomes (World Bank, 2011). It also increased enrolment, reduced absenteeism and improved food security in homes. There are conflicting accounts on the origin and history of school feeding programmes. FAO (2005) stated that by 1790 a combined programme of teaching and feeding hungry children was first began in Munich, Germany and later spread to France in 1867, where school lunch programme for needy children was established in about 464 areas. In this accounts Tomlinson (2007) recounts the emergence of SFP in the 1930s in the United Kingdom (UK) and the United States of America (USA) with a focus on improving the growth of children. In another account SFPs emerged in the early 1700s and 1800s in the USA were serving school meals from the mid-1800s. However the Netherlands in the year 1900 became the first country to move the programme to a new level by incorporating school meals into a national legislation. By 1930s UK and the USA had also instituted the SFP as part of their national programmes (Keamey, 2008). A further account indicates that school feeding initiatives has been in existence since the late 1700s and originated as projects of donors in Europe. The United States began the practice of initiating school feeding programmes in Australia as an act of international aid

focused on combating the severe malnutrition of children in the 1940s after the Second World War. Since their school feeding programmes have become a key part of food assistance and 'relief emergency and development programmes (World Food Programme, 2010:6) In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance (Upton et al, 2012). Parents are motivated to send their children to school instead of keeping them at home to work or care for their siblings. In the poorest parts of the world, school feeding programmes can double primary school enrolment in one year. Among the key beneficiaries are girls who may otherwise never be given the opportunity to learn. In most communities like the Maasai girls are seen as wealth in the family thus they are married while very young (this is the researcher's opinion). According to Nketiah (2011), SFP is important as it can increase contact hours and hence communication between parents, teachers and officials, provides parents with opportunity to become aware of what goes on in school and add value to education. The programme can also motivate parents to enroll their children in school and ensure regular attendance although community and parental involvement is crucial to SFP. Nketiah (2011) asserts that not many communities and parents are involved in SFP in Kenya. According to the researcher many parents do not take care of their children in their early year that is from 0-5 years the crucial years of the child's holistic development. So it becomes very difficult for them to catch up with education.

2.3 Availability of Food Stuff on the Implementation of Sustainable SFP

When food stuff is available the implementation of sustainable school feeding programmes becomes easy and successful. When food is not available, the programme cannot move at all. According to Abraham Maslow, food is a basic need so without it life will not continue.

Stake holders target the most underserved food insecurity areas with relative low rate school attendance. Without school feeding programmes in all schools, children will transfer to schools with SFP, (the researcher's opinion)

In many households, hunger has been a barrier to school enrolment. A hungry-stricken child is unable to enroll in school at the right age but also cannot attend properly even if enrolled. Also such children are likely to quit school because they have to deal with their immediate food needs before they get ready for schooling. Thus low enrolment, poor class attendance and high dropout rates are recurring problems in child education among poor households especially in areas of high food insecurity. Because of these reasons the levels of education scores have also been low in many developing countries. Also lack of food may lead to poor health and according to Croll Attwood, & Fuller (2010) children in poor health start school late in life or may not go to school at all. So there is need to provide school feeding programmes to enhance early enrolment and regular school attendance. A major advantage of school feeding programmes is that they have offered great benefits to the poorest children. Several studies like the one which was done in Malawi have indicated that missing breakfast impairs educational performance. Therefore when food is available implementation of a sustainable SFP is manageable and successful. You cannot put a cooking pot on fire if there is no flour in the house. Therefore school feeding programmes help in improving the educational status of young children and so increases school enrolment and attendance. It also decreases drop-out rates of children. Sometimes they dropped-out because of poverty and hunger. Food also serves as attractions which made children to attend school regularly because there was food at school. This boosted performance in school (WFP, 2012) school feeding programmes also enabled the girl child to come to school in a great number rather

than doing household chores and sometimes employed as baby sitters so that they could earn money for their parents to buy food for the family,(the researcher`s own opinion)

In most low income families, breakfast is a dream in children because parents wake up very early to go and look for daily upkeep for their families thus the children suffer the whole day. So when a school has a feeding programme, children tend to attend regularly so that they can get something to eat. Oyeniran (2014) observed that schooling and institutions regulating access to enrolment in developing countries, to some extent, contribute to the class and social divide in urban areas. Equally, educational opportunity is driven by unequal and asymmetric political decision making structures whereby people from poorer backgrounds tend to bear the brunt of national and local policies. He contended that availability of SFP does not automatically result in higher enrolment numbers and admitted that some families cannot send their children to school because the combined cost of fees, textbooks and uniforms is prohibitive also insecurity in some areas like Kakamega and North Eastern parts of Kenya such as Somali.

In Bangladesh and other countries, the WFP distributes micronutrients fortified biscuits as amid-morning snacks to more than a million children each day. As Bangladesh plans for a national school feeding programme, the partnership has supported analyses on the programme coverage, costs and the investment case (World Food Programme, 2009). For a smooth transition towards a national school meals programme efforts have been made in the subsequent years, the world Bank is acting as a supervisory entity for the global partnership for education funds needed to continue the programme in 2010, while WFP is providing operational capacity-building support in terms of monitoring and exploring the liability of providing fortified rice nodules in the school feeding programme. In Bangladesh school

based food distribution increased enrolment to 20% at a time when enrolment at non-participating schools was 2% (Culligan, 2010).

According to the Government of Ghana 2007-2010, in high and upper-middle-income countries, generally all children have access to food through schools and the most vulnerable children are entitled to subsidized or free meals thus there is high enrolment. World Food Programme case studies in some West African countries like Niger similarly documented strong improvement in enrolment when families receive food incentives in return for good school attendance (WFP Report, 2010).

The opening of school kiosks In Burkina Faso raised enrolment. There was regular attendance and fewer repeat rates. Children rarely drop out of school. In return children pass their examinations, lowered repeater and dropout rates in disadvantaged areas. The closure of kiosks leads to high absenteeism but immediately as food arrives in the kiosks the children resume school (Reiser and commonwealth secretariat, 2012). Piloting which was done in Malawi for three months showed that enrolment and school attendance improved with the provision of SFP (WFP, 2014). When there is no SFP, enrolment goes down, health of the children deteriorates. Children who have poor health start school later and don't concentrate in class (Croll, Attwood and Fuller, 2010). Therefore there is need to provide SFP to enhance early enrolment, improve retention rates, health status and to reduce dropout rates.

According to Ouko (2012) SFP makes children to attend school regularly and even finish their education early. They do not keep on repeating classes. There is smooth transition from primary to secondary even to high education. Enrolment is higher in early grades because of SFP. The children also perform well when there is SFP because they tend to concentrate

better in class when their stomachs are well catered for. School meals lead to cash savings as it reduces the amount of money spent in households for food purchase. This has an economical benefit to most countries that represents between 4-9% of annual household income. School lunch motivates parents to enroll and leave their children in school the entire day so that they can get free time to engage in other activities which may earn them a living. In rural areas where there are no feeding programmes, most parents spend their time to prepare meals for their children. Coincidentally, the rural areas experience a high level of poverty, low enrolment and attendance has been associated with lack of SFP and high poverty levels which are contributed by many factors for example drought and other problems like AIDs epidemic, urban migration and lack of government resources (WFP Reports, 2010). Lawson (2012) continues to maintain that there are consistent positive effects of (SFP) compared to non-participating children. However, SFP vary widely from country to country that design, implement and evaluate it. He estimated that between the years 2003-2005, nine hundred and twenty three million children in the world were chronically hungry, many of whom were children from developing countries.

According to Bundy and World Bank (2011) School feeding programmes (SFP) increase enrolment if given to the vulnerable communities like those ones in the Northern parts of Kenya especially the dry areas where food is a problem. Also the nomadic areas where children are left at home to take care of cattle. It is also important to note that not all SFPs provided yield positive effects. Bundy (2009) found out that (SFP) has increased enrolment rates in African countries for example Burundi and Cankunzo provinces. Lack of SFP may be attributed to low enrolment and school attendance. Sometimes SFP may not achieve positive results because of other things like the type of food provided. Lack of SFP may be

attributed to low enrollment and poor school attendance. Hunger is one of the most affecting and damaging event for millions of children today. It has great effect on the development of both individuals and nations. It negatively affects the brain development of children and hinders their chances of educational success later in life (WFP, 2014).

Hunger, poor education and poverty are interdependent. When children are hungry chances of attending school are minimal. If they attend, concentration may be a challenge because the stomachs are empty and they look weak and unhappy. Without education, elimination of poverty is not easy (WFP, 2014). Hunger can cause distraction and lack of attentiveness and interest in learning. These can cause failure in examination or low achievement and repetition. A child may be in class but may not pay attention to a learning task if he is hungry. If the child is given something to eat, his/her ability to concentrate may be improved and does well in class. His/her memory may also improve thus is able to learn.

According to Ouko (2012) education in Kenya improved rapidly since independence. School enrolment increased from 892,000 in 1963 to 9.5million in 2013 (KNRS, 2014) at primary level and 801,000 in 1989 to 1,281,284 in 2000 at pre-primary level (Mwoma and Ruto, 2013). Poverty in these areas cannot allow SFP to take place. In Kenya approximately 65% of children are not attending pre-school education as their parents do not want to pay for them because those ones from standard one to eight don't pay anything so they leave them to reach standard one where they do not pay any levies or buy learning materials (Murungi, 2012). According to Murungi (2012), ECE is important since it establishes firm foundation of education that enables a child to progress to other preceding levels of learning and therefore it prepares them for social life, Lack of SFP may lock out children from smooth transition. Enrolment can be enhanced worldwide through implementation of SFP. Munyiri

(2010) argues that food assistance through SFP channeled to preschools maintain regular attendance rates, in the school increase attention span of learners and increase enrolment in preschools.

According to the Ministry of Education MOE-Kenya (2010), school meals are expected to attract children to school thus increase enrolment rates, reduce absenteeism and dropout rates. It is also assumed that with effective feeding programmes, literacy rates will be improved thus academic performance will also be improved. Studies in other areas showed hungry children do not concentrate in class and this handicaps their mental, physical, emotional growth and development (Uduku, 2011). Munyiri (2010) and Uduku (2011) focused on SFP and enrolment, attendance rate, and academic performance while the current study investigated the factors influencing implementation of sustainable school feeding programmes.

2.4 The Influence of Management on the Implementation of Sustainable SFP

Management is an important aspect during the implementation of SFP in preschools. In order to have a sustainable SFP in place, there must be proper management. It is aim is to monitor activities regularly and continuously to ensure things are done in a proper and effective way. In today's management organization worldwide, it is important to have concrete management plans to ensure that programme implementation is done accordingly. Effective management is one which will acquire and allocate resources to be used in SFP well. Good management ensures sustainability of programmes as to achieve the objectives of retaining and addressing short term hunger in schools.

In developed countries like the U.SA, management is the key element to success that is why their school feeding programmes are sustainable. They don't face difficulties during the

implementation process because the managers do their roles well. Management of the programmes becomes easy because developed countries have all the necessary resources. This is the researcher's opinion.

According to Kerzner (2013), management function is the coordination of all organization's resources through the process of planning, organizing, directing and controlling in order to achieve the desired goals and objectives. He indicated that other functions of management are directing, organizing, coordinating and controlling all stem from planning .According to Kerzner (2013), planning is an important process that enables project managers to implement the programme as desired by stakeholders. The important functions of management are monitoring and evaluation. They are there to ensure that programme goals and objectives are achieved and implementation process remains on track. Monitoring and evaluating the progress of a programme is one of the most important management functions. It is very vital because it is a determinant of programme success (Kerzner, 2013). It also contributes greatly in enhancing enrolment and retention. Children will enroll in a high number when they realize that the programme is organized and sustained through its effective management.

In developing countries SFP faces a lot of challenges including high poverty levels, insufficient resources due to high population of children in need of food aid, lack of food due to poor infertile soils, poor management of resources, lack of cooperation among stakeholders, harsh climatic conditions like frequent drought, poor communication among others (Songa, 2011). According to Zouaghi and Laghouag (2012), a programme requires adequate planning and preparation before the process of implementation takes place. It should also take into consideration the needs of the society. Programmes depend on the purpose and need they are supposed to satisfy. Osiemo (2014) observed that lack of adequate

planning contributes to challenges faced in implementing a sustainable school feeding programme.

In Mali, the implementation of sustainable school feeding programmes has been hindered by lack of effective management (Edoardo and Aulo, 2013). SFP has increased school access, retention and success. It has sparked behavioral changes among children including hand washing, good eating habits, nutritional and hygiene practices. This is attributed to adequate planning and financial management systems which are put in place. For the programme to be sustainable there is need for sound policies put in place to strengthen governance, capacity building, monitoring and evaluation as well as improving agricultural technical skills and also introduction of advanced agricultural technology and equipment.

According to Osiemo (2014), lack of proper management contributed to challenges faced in implementing school feeding programmes. Also lack of management contributes to poor planning in public preschools. They fail to construct kitchen facilities and energy sources greatly influenced successful implementation and sustainability of SFP. He further noted that, although the SFP achieved increased enrolment in schools and academic performance, its implementation and sustainability was under threat as a result of inadequate planning and management that makes the programmes unsustainable.

USDA (2010) showed that the capacity of the management was a challenge that influences successful and sustainable implementation of SFP in urban informal settlements and arid and semi-arid lands. The schools lacked kitchens, cooking equipment and utensils, dining halls and storage facilities. This is attributed to poor hygiene and health concerns over SFP.USDA (2010) showed that these challenges can be addressed through planning process.

The programme managers should ensure the much needed facilities are made available to ensure successful implementation of the programme, Osiemo (2014) observed that SFP requires proper planning and management to ensure continuous supply of food stuff, energy resources and availability of infrastructure. He also discovered that programme implementation in arid and semi-arid areas lacked the capacity for food production due to harsh climatic and weather changes hence relies on procurement from other areas. If the procurement process is not streamlined, programme implementation and sustainability may be affected. For any programme to succeed there must be an effective management in place. Programmes lack effective monitoring and evaluation systems to address issues that affect successful implementation and sustainability of the programme. Monitoring and evaluation is important and therefore are of great benefit because of the perception they provide concerning programme implementation and sustainability.

In Kenya feeding programmes has been in operation since 1979 during the era of President Daniel Toroitich Arap Moi. It operated for thirty years in primary schools. The programme began with school milk initiated by the government of Kenya with the assistance of World Food Programme (WFP). The school feeding programme reached 220,000 pupils at preschools and primary schools. As time went by, it expanded until it reached 1.2 million children in primary schools (Songa, 2011).With the support from WFP the Regular School Feeding Programme (RSFP) had been implemented in Arid and Semi-Arid areas (ASALs) and some schools in the slums of major towns.

Ndungu (2010) cited that lack of stakeholders support and inadequate additional finances hinder the learning of the programme. The scarcity of food in arid areas may limit the number of servings per day and hinder provision of variety of foods as well as balanced diet. In

addition factors based on need assessment, community participation, financial management and policy and regulatory frameworks also hinder the running of SFP. It was also important to note that not all SFPs provided yield the effects.

Bundy (2009) found that SFP do not always achieve the same effect because factors like modality of SFP, gender of the beneficiaries and types of food provided can influence the programme outcomes. In Africa SFP provide daily meals to all children attending school but in some areas the attendance rates remain low (United States and Disaster Assistance Support Program, 2013). This has been linked to the level of poverty experienced in such areas that hinders parents in participating fully in School Feeding Programmes. For example, in Sahel region that is situated between Sahara desert to the North and Sudanian Savanna to the South, only 48% of the children go to school and the situation is even worse for girls (Lambers and WFP, 2010).

Most African countries like Congo, Burundi and Kenya are facing difficulties in overcoming hunger and poverty which hinder the provision of SFP, which is supposed to improve attendance thus increasing enrolment. It will also reduce morbidity which is a leading cause of school absenteeism. According to Adelman, Gilligan and Lehrer (2010), adequate finances are required to run a feeding program and yet most developing countries like Kenya lack additional finances. This is very disturbing since the lack of additional finances and human resources collapses SFP and this may worsen school attendance, enrolment, performance and level of drop-out rates. Water scarcity and inadequate infrastructure continue to hinder successful school feeding programmes. Some roads were impassable during rainy seasons and scarcity of water during a dry season, so to transport

food stuffs and cook meals during a dry season became difficult as there was scarcity of water.

Rural schools without firewood, clean water and money to pay cooks found it difficult to provide daily meal services, so the parents should provide for the same. Free school meals increased enrolment thus causing student-teacher ratio to stagger. Thus the enrolment was higher for the teachers to cope with (Finan, 2010). Feeding programmes attract children to school because they get something to eat at the end of the day than staying at home hungry, so poor parents used feeding programmes as a way of feeding their children during the day instead of employing baby sitters as they go to do their businesses. This became an issue to teachers on how to handle this large number. It caused overpopulation in terms of class management. The schools were unable to provide quality food which was well balanced. Also some parents became uncooperative once asked to give support in terms of money. In the other hand, some parents did not give their children food at home claiming that they would eat at school (Munyiri, 2010).

The high population and limited resources has sabotaged the implementation of SFP which in return has affected school enrolment and attendance in schools. In Kenya today, large percentage of children drop out at primary level and for those who go through secondary education most of them fail examinations because they were not nurtured well during the time when their brains were developing This may be attributed to poor implementation of SFP as they were under fed during their early stage of development. Inadequacy in implementation process may hinder the benefits of SFP (WFP Report, 2010).

Lack of clear guidelines on pre-school management and pre-school teacher payment affects school feeding programmes. There are no clear guidelines on the formation and operations of pre-school committees developed by NACECE. Some schools have outstanding balances of money meant to support the programme but has not been paid by parents. Due to this the head teachers are unable to pay teachers, buy food for the pupils and pay cooks. It may make the teachers and the cooks to leave the job and go elsewhere .USDA, (2010) and Osiemo (2014) looked at management as a challenge hindering implementation of sustainable SFP. There is need therefore to focus on the factors hindering the implementation of sustainable school feeding programmes particularly in preschools in Marani sub county, Kisii county.

2.5 Parents' Support on the Implementation of Sustainable SFP

To enhance successful implementation of sustainable school feeding programmes, there is need to involve parents who are major stakeholders to ensure their children attend school to the end (USDA, 2010). According to USDA (2010), implementation of the SFP was introduced mainly to increase pupils, enrolment in rural areas, arid and semi-arid areas that are affected by climate change and weather patterns seriously. These regions are characterized by hardships that make children not to attend school instead help their parents to sustain and fend for their families. They have no value for education as they see their children as sources of money. The SFP was introduced to help reduce costs of these families and have their children attend school to get access to education (USDA, 2010). The parents need to be made to understand the benefits of education and the importance of SFP for it to be successful. This will enhance implementation of sustainable SFP and having parents to participate towards the same.

Those schools which are not supported by NGO's require parents to contribute money, labor, and firewood and fetch water so that their children would receive the daily meal allowance, compromising the full effect of the meal incentive (Finan, 2010). Rural schools without firewood, clean water and money to pay cooks found it difficult to provide daily meal services without burdening parents for missing items

According to Ouko (2012), school feeding programmes face a lot of challenges in Kenya thus implementation becomes a problem. There was also irregular supply of water which made head teachers to obtain water from other sources whose safety is not assured. Thus the programme became tedious and involving for parents.

In some schools the community gives assistance in preparing meals for pre-school children. They assist in implementing SFP and at the same time they improve their relationship with parents, teachers and children. They also learn more about their children`s behavior and character (Bundy *et al*, 2009). The parents also provide food security. According to Munyiri (2010), parents struggle to improve SFP by constructing kitchens, pay cooks, fetch water, and provide utensils like cups, sauce pans and plates. Sometimes they offer to serve the children. In Africa, where there is SFP food is given to children who attend school regularly but in some areas enrolment still remains low compared to other areas (United States and Disaster Assistance Support Programme, 2013). This is because the level of poverty is high in such areas thus prevents parents from participating fully in the implementation process.

Parents and communities tend to organize themselves to prepare meals. This appears to be true even for communities with little or no prior organization and management organization experience. Community involvement contributes to programme management,

complimentary activities and in the long term, programme sustainability. WFP's 2011 baseline and follow up surveys of its school feeding programmes in 19 countries showed that 72% of parents were contributing money to the WFP to assist school feeding programmes, and 84% of the school's parents teacher association (PTA) included women.

In Uganda, parents participated as cooks and staff while households made a nominal monetary contribution to the programme. There was no sense of community ownership both in Uganda and Ghana. In Ghana parents also did the same as in Uganda. They cooked for free and provided food in season. They also decided on what to buy and when to do it and at what cost. They also oversaw the cooking and feeding of the children. According to this research, parents in Ghana and Uganda were positive to school feeding programmes.

According to Alderman (2010), parents participated as cooks and staff in the implementation of programmes of SFP in Uganda. They also contributed money for the well-being of the programme.

According to the MOE-Kenya (2010), parents often cannot provide basic needs or physiological needs to their children because of poverty. Sometimes such children go to the streets as street boys and girls because their parents are ignorant. In Kenya parents seem to have failed to support SFP due to lack of sensitization. They need to be taught the importance of food to their children. Once they see the need of feeding their children, they will also see the need of supporting the implementation of sustainable SFP in their schools. It is the role of the parents to love and own the programme (The researcher`s own opinion) High poverty level has hindered the parents from participating in the implementation of a sustainable SFP. Parents can participate in raising funds to buy food, preparation of kitchen gardens as well

as cooking meals for their children (Munyiri, 2012).Participation of parents in school feeding programmes can be attributed to lack of knowledge, finances and motivation. There is need also to look at the support given by parents in the implementation of sustainable SFP in Marani Sub County.

2.6 The Influence of Funding on the Implementation of Sustainable SFP.

Financial support is very crucial for any programme to be successful. In today's life, money is what matters most for anyone to succeed in doing any project, without it you cannot move anywhere, you will be stagnated. Preschool investments should be increased to expand service coverage, improve them and ensure their sustainability. Management should be put in place to control the funds and plan the programme (Vangas-Baron, 2013). In developed countries likes the U.S.A, money is not a problem so for them to implement a school feeding programme is a walkover. Their work is to put an effective management in place because they have the funds. So to get food stuff is not an issue, the issue is the implementation and sustainability of the programmes. But still they need to have people who can manage and others to monitor and evaluate the programmes, otherwise mismanagement of funds may take place. This will lead to failure of the programme

According to Peel (2016), findings from different countries showed that there are different challenges facing school feeding programmes. In Botswana for example, for forty five years continuously the government has successfully implemented its national school feeding programmes witnessing a high enrolment and attendance rates associated with availability of food in school. The government in partnership with WFP have continued to finance the programme and involved communities like parents, teachers and small scale farmers in implementing the programme

According to Amolo (2014) sustainability of these programmes became difficult because they depended on donor funding. So the programme dies off when the donor stops donating. Also the programmes concentrated mostly in areas where they originally started, ignoring other areas which might have been in need of the same services today.

According to Edoardo and Aulo (2013), the challenges facing the implementation of sustainable school feeding programmmes in Mali are programme financing and management. The programme which relies on donor funding mainly, when this funding is strained, its implementation is affected. In Namibia SFP is financed fully by the government which contributes 80%, while the remaining costs are covered through community contributions most of which are in-kind. (Republic of Namibia 2012a).In Osun State in Nigeria, the innovative system of checks and balances has been developed over years has ensured good governance due to the model which is a good practice within the country and the region.

According to Akanbi & Alayande (2011), cooks procure food in almost every two weeks for fifty children per a cook inspiring smallholder participation . However the funding capacity is limited and this affects implementation of the programme. The current budget is a strain on the finances of the state (Akanbi and Alayande 2011).

According to Peel (2016), findings on a Sub-Sahara African Countries school feeding programmes, it is true to conclude that planning, financing and community participation influence implementation of school feeding programmes. The report noted that the programme rely on donor funding which to a greater extent influences its implementation. Donor funds are not guaranteed hence they are available depending on availability of such

funds and policies initiated by respective donors. Majority of schools in arid and semi-arid areas and in urban informal settlements depends on donor communities for supply of food stuff and funding of the programme. To ensure contribution from donors and other agencies are well utilized towards the SFP, there must be a competent management in place (Munuhe, 2014; Osiemo, 2014).

The financial investment plan and financial structure adopted during programme implementation can determine if the programmme would be implemented as per the schedule. Financing of SFP in Kenya is funded from various sources for example government funds, donor funds, contributions from corporate organizations, religious institutions among others (Osiemo, 2014). He further argued that with a two tire government system in Kenya, there is need to have a well-coordinated financing structure to utilize the allocated funds towards implementation of school feeding programme

Osiemo (2014) established that funding and funds utilization influence implementation of school feeding programmes. He also argued that schools lack the capacity to enhance implementation of programmes hence funding provided would not meet the demand. He noted that with increased enrolment and lack of facilities like kitchens, inadequate cooking equipment, dining hall stretched the funding allocated towards implementation of the school feeding programme. According to Finan (2010), funds are allocated towards implementation of a sustainable programme but mismanagement of funds pose a challenge towards the programme. It was also observed that without proper management and accountability structures of funds allocated towards programme implementation. The allocated funds would not make the desired impact. There is need to manage effectively funds allocated to ensure maximum output is achieved through implementation of school feeding programme.

Finan (2010) stated that financially strapped schools require those poor families to contribute money, labor water and firewood to receive their daily meals allowances, compromising the full effect of school meal incentives. Osiemo (2014) established that funds, physical facilities, proper school management and monitoring and evaluation were very important for success of School feeding programme. The researcher recommends that the government and donor communities should take full responsibility for establishing running and managing school feeding programmmes.

Despite the benefits of school feeding programmes many children especially those ones from poor families or vulnerable do not enjoy the fruits of SFP projects and if they do the programmes are not sustainable because of many challenges such as funding, poverty, managerial issues, food insecurity and harsh climatic conditions (Wanjohi, 2010). Wanjohi observed that SFP are money oriented programmes that require constant funding to ensure successful implementation and sustainability.

Although the government of Kenya has taken efforts to have control of school feeding programmes by introducing the Home Grown School Feeding Programme (HGSFP) and inter operation among its ministries that is Education and Agriculture. Funding is a major challenge due to increased number of pupils enrolling to schools due to introduction of Free Primary Education (FPE).Managerial challenges have greatly contributed to challenges experienced during implementation of SFP (Wanjohi, 2010).This ranges from financial management to resources management that hinders successful school feeding programmes. While various international organizations such as World Food Programme (WFP), UNESCO, UNICEP and World Bank have continued to support school feeding programmes in Kenya, there still evident of gaps especially in schools located in arid and semi-arid areas

(ASAL) and those in urban informal setup. WFP and SFP in Kenya dedicate 32 United States Dollars (USD) per a child per a week (WFP, 2014). However, this is just very little like a drop of food in the ocean in Kenyan schools. There is need therefore to implement sustainable school feeding programmes in the country through the government and the community support interventions that include but not limited to introduction of school farming programmes among other climate changes adaptation pros (WFP, 2014). There is also need to understand the effects of planning, community participation, funding, monitoring and evaluation on implementation of SFP in Kenya.

Though several studies have been done on factors influencing implementation of sustainable SFP In public preschool centres impacts of SFP on education performance and enrolment differ depending on the implementation of SFP. Also several studies have found the relationship between education and poverty thus the poor are highly deprived and so are their children Oyefade (2014). Several studies have been done on the influence of school feeding programmes on pupils enrolment but not much have been achieved because of poverty of the parents. In poorer countries, Afridi (2011) found out that a national meal programme in India led to attendance increase among girls but not boys so not all children have benefitted from SFP.

In Kenya research has been done on the factors influencing implementation of sustainable School Feeding programme but not much has been done in Marani sub-county. There is no evidence in the DEO'S office. Githuku (2015) did a research on the effects of school feeding programmes on enrolment. The literature gap in this study is that despite positive indication that school feeding programmes increases enrolment in schools, there is no evidence of how this programme impacts on drop-out rates in Kenya. Some studies were done in countries

which are financially stable whereas Kenya is unstable thus the implementation of SFP is a problem. According to Bundy et al (2011), states that underfunding of SFP in Kenya and other developing countries has remained a challenge there is need therefore for stakeholders to support these programmes. It has also been left in the poor parents who cannot make any contributions to the programme.

In Kisii County, ECDE has been left to the county government. The National government gives money to the county government so that it can take care of ECDE as a whole. But unfortunately the county pays only the ECDE teachers at least one teacher per school and the rest are left to parents for example extra teachers are paid by parents while feeding programmes are funded by parents and also learning materials are bought by parents. So parents are overburdened. Thus most parents leave their children at home to wait until they reach grade one where they don't pay any levies. The identified lacuna influenced the undertaking of the current study

2.7 Summary of Literature Review and Research Gaps

According to Kerzner (2013), planning is an important process that enables project managers to implement the programme as desired by stakeholders. The important functions of management are monitoring and evaluation. They are there to ensure that programme goals and objectives are achieved and implementation process remains on track. Monitoring and evaluating the progress of a programme is one of the most important management functions. It is very vital because it is a determinant of programme success (Kerzner, 2013).The literature reviewed on school feeding programmes indicated that programmes face a lot of challenges ranging from lack of funds, food stuff, poor management, planning, monitoring and evaluation. Awuor (2016) study findings revealed that poor planning and utilization of

funds affected successful implementation of SFP. The findings also revealed that lack of parents' support and involvement and also lack of monitoring and evaluation mechanisms also contributed to unsuccessful implementation of a sustainable SFP. To enhance successful implementation of sustainable school feeding programmes, there is need to involve parents who are major stakeholders to ensure their children attend school to the end (USDA, 2010).

According to Finan (2010), funds are allocated towards implementation of a sustainable programme but mismanagement of funds pose a challenge towards the programme. It was also observed that without proper management and accountability structures of funds allocated towards programme implementation. The allocated funds would not make the desired impact.

Olubayo (2015) study findings also showed that financial utilization, effective management influenced highly successful implementation of SFP. From the studies done by Awuor (2016) and Olubayo (2015), there exists gaps in SFP implementation and sustainability cycle as far as the availability of food stuff, management, funding, parents' support are concerned. Programmme management lacks the ability to ensure programme implementation and sustainability is done successfully. Poor management of funds allocated towards implementation of programmes influence negatively the implementation process. Also lack of proper procedure in procurement process contributed to unsuccessful implementation of programmes.

USDA (2010) and Osiemo (2014) indicate that mismanagement of funds allocated towards implementation of the school feeding programmes influenced negatively implementation process. Munuhe (2014) cited that for a programme to be implemented successfully there is

need to have a monitoring and evaluation team in place to ensure problems are addressed. The literature reviewed showed that the factors as management, planning, parents' support, availability of finances, monitoring and evaluation can either influence the programme negatively or positively. Hence this study seeks to investigate the factors influencing implementation of sustainable school feeding programmes in public preschools in Marani Sub-County, Kisii County where implementation of sustainable SFP is a struggle.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with research methodology. Methodology involves procedures of data collection, data processing and reporting. The chapter comprises of research design, location of the study, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability, data collection techniques and data analysis, legal and ethical considerations.

3.2 Research Design

According to Crewell (2012), research design is the scheme; outline or plan a researcher uses to generate answers to research problems. This study used descriptive survey research design to investigate factors influencing implementation of sustainable school feeding programmes in public ECDE centres in Marani sub-county, Kisii County. This study used descriptive survey design to obtain information from the selected sample without tampering with the result (Kothari & Gang, 2014). Descriptive survey design is cheaper and it enables analysis of data from a larger area within a short time (Gatara, 2010). This survey design sought to describe a unit in details to bring a deeper insight and better characteristics of the population under study in details. It allows an in-depth investigation of the problem at hand to provide detailed information and better understanding of the problem.

3.3 Research Site

Location of the study is the actual geographical area of study (Creswell, 2012). The study was done in Marani Sub-county in Kisii County which is found in Kenya. It is 20km from

Kisii town which is the headquarters of Kisii County. Marani Sub County has an area of 123.8km^2. It is bordered with Kisii Central to the west, Kisii south to the south and Rachwonyo to the north. It has a rich fertile soil with enough rainfall throughout the year, so majority of the people engage in farming thus there is a lot of food in Kisii County resulting in high productivity of people. The Sub-County has many preschools to cater for the high population. However, according to Kisii County schools census report (MOE, 2017), most of ECDE centres in Marani Sub County had dysfunctional school feeding programmes. The few centres with well-functioning and sustainable feeding programmes have attracted overwhelming number of children and thus inadvertently jeopardizing the quality of early childhood education. To this end, the site was found appropriate for the current study.

3.4 Target Population

Population refers to an entire group of individuals, events or objects having common observable characteristics that a researcher wishes to investigate (Sekaran, 2013). Kothari and Gang (2014) declare that it is the physical representation of the population which comprises of all the units that are potential members of a sample. Target population in this case is a particular group of people who were identified for research, the total group from which the sample is drawn. The target population for the study was drawn from all the public ECDE schools in Marani Sub County. According to Kisii County schools census report of 2017, Marani Sub County had 50 public ECDE centres with 1,000 children and 100 preschool teachers. The study targeted 50 head teachers and 100 preschool teachers.

Table 3.1 Target Population

Description	Population
Number of preschools	50
Head Teachers	50
Preschool Teachers	100
Total	200

3.5 Sample and Sampling Procedures

The sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample one can make certain conclusions about the characteristics of the population from which it was drawn (Bryman & Bell, 2015). Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done within the available time and resource. Patton (2002) recognizes 30% as an adequate sample in a survey study. The target population for head teachers was 50 and that one for preschool teachers was 100.The researcher, therefore, sampled 30% of head teachers and 30% of preschool teachers for the study. This translated to 15 head teachers and 30 preschool teachers (two teachers per a school). Through simple random sampling 15 schools were selected. In most schools, the lead or the senior preschool teacher did some management roles on behalf of the head teacher and was better placed to furnish information on availability of food stuff, parents support, funding and management of the school feeding programme. Thus, from each of the 15 schools the lead or senior preschool teacher was

selected to take part in the study. Further, through simple random sampling, 15 head teachers were selected from the 15 sampled schools. Table 3.1 shows the study sample frame.

Table 3.2 Study Sample Frame

Category of Respondents	Population	Sample	Percentage (%)	Sampling Technique
Head teachers	50	15	30	Purposive
Preschool teachers	100	30	30	Purposive
Total	150	45	30	

3.6 Data Collection Measures

The study employed preschool teachers' and head teachers' questionnaires

3.6.1 Preschool Teachers' Questionnaire

According to Bryman and Bell (2015), questionnaires are useful for gathering information from respondents who are a sample representative of a population. Both closed and open-ended items were used in this study. The questionnaires were designed to ensure that responses from respondents provided information on the main issues involved (Sekaran, 2013). The questionnaire consisted of 6 sections-A, B, C, D, E and F. Section A gathered demographic information, section B solicited information on the availability of food stuff in the study area, section C gathered information on management, section D collected data on parents support while section E solicited information on the funding of school food programme. Section F collected data on aspects of sustainable school feeding programme (SFP) and which was the study dependent variable.

3.6.2 Head Teachers' Questionnaire

The Head teachers' questionnaire is semi-structured because it contains both closed ended Likert type of items and open ended questions. It consists of sections A B C D E (Appendix II).section A gathered information on demographic data, section B gathered data on availability of food stuffs, as section C collected data on management of SFP, while section D collected data on parents support and section E gathered information on the influence of funding.

3.7 Pilot Testing of Data Collection Instruments

It is important for a researcher to test tools before using them, to ensure their validity, reliability and practicability (Creswell, 2012). So piloting was done in order to establish the credibility of the tools by testing clarity of language, time taken to respond, procedure of administering, length and layout of tools. Fraenkel, Wallen & Hyun (2012) posit that the number of people involved in piloting should be about 10 % of the sampled number. Thus, the study involved 2 head teachers and 5 teachers from the neighboring Kisii Central Sub County for pilot testing. This group did not participate in the actual study but they had similar characteristics with those who participated in the actual study. The participants were encouraged to comment and make suggestions which were later used to improve various items. The main aim of the pilot study was to enhance validity and reliability of the data collection instruments.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity

Validity is the extent to which the information collected by the researcher reflects what is being studied. Kothari and Gang (2014) pointed out that validity measures the accuracy of the instruments used in obtaining the anticipated data which can meet the objectives of the study. According to Mugenda and Mugenda (2009) validity is a measure of the degree to which results obtained from the analysis of data actually represent the phenomena under study that is the extent to which the research tool collects the data or information it is supposed to collect. The instruments that were used were checked, rechecked and thoroughly discussed to make sure that they give valid information. The work of validating the questionnaires was done prior to the data collection exercise. The researcher therefore sought the opinion of the university research supervisors in ascertaining both content and construct validity of the data collection instruments.

3.8.2 Reliability

According to Mugenda and Mugenda (2009) reliability refers to the consistency of two measures of the same kind, which is to what extent the two measures produce results which have no measurement error. Test and re-test method was used to gauge the consistency of the study questionnaires. During the pilot study, questionnaires were administered twice to the same group of teachers with a duration gap of two weeks. Test-retest reliability of the teachers' questionnaire was measured by correlating the two sets of data and a Pearson coefficient of 0.75 was obtained. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Thus, the preschool teachers' questionnaire was found to be appropriate for this study.

3.9 Data Processing and Analysis

Data analysis is the process of bringing order and the meaning of information collected (Kombo & Tromp, 2010). The researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses to remove outliers. Data were coded 1and analyzed using statistical package for social sciences (SPSS version 22) to generate descriptive statistics in terms of means and percentage and standard deviations. The findings were presented in tables, charts and bar graphs for clarity. The four hypotheses of the study were tested by use of multiple regression analysis. The regression equation was in the form:

$Y= \beta_0+ \beta_{1X1}+\beta_{2X2}+ \beta_{3X3}+ \beta_{3X4} + \varepsilon$ and where

Y = Implementation of sustainable SFP

X_1= Availability of food stuff

X_2 = Management of SFP

X_3 = Parents support

X_4 = Funding of SFP

3.10 Legal and Ethical Consideration

Before proceeding with data collection and analysis, approval was sought from Africa Nazarene University, the Kenya National Commission for Science, Technology and Innovation (NACOSTI). Additionally, permission to interact with teachers was sought from the administrative personnel of the participating schools. The participants were informed (transmittal letter) of the nature and purpose of the study. Additionally, respondents were made aware that their participation was voluntary and that they had the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and anonymity of the participants, including removal of names and details from quotes and

descriptions that might have revealed the identity of an individual, and by using numeric labels when quoting the participants' statements.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This study investigated factors influencing implementation of sustainable school feeding programmes in public ECDE centres in Marani Sub-county. This chapter presents the findings of this study and the interpretations thereof. The chapter first presents the demographic data of the respondents and thereafter presents the analysis of items according to the objectives. The research objectives which guided the analysis were to: assess the influence of availability of food stuff, examine the influence of management, establish the influence of parents support, and examine the influence of funding on implementation of sustainable school feeding programmes.

4.2 Response Rate

The study sampled thirty preschool teachers and fifteen head teachers. All the sampled preschool teachers and the head teachers filled and returned the questionnaires. Thus, the return rate was 100.0 % for both preschool teachers and head teachers. Fraenkel et al. (2012), postulate that a response rate of more than 60 per cent is normally sufficient for a study.

4.3 Demographic and Background Information

The researcher found it necessary to find out the demographic information of the respondents. This would ensure the identification of demographic related gaps within the study and how they determine the understanding of the objectives of the study.

4.3.1 Gender of Respondents

This study considered the gender of respondents as an important variable. It was for the head teachers and ECDE teachers. The findings are presented in table 4.2

Table 4.2: Gender of Respondents

ECDE	Teachers		Head Teachers	
Gender	**No.**	**%**	**No.**	**%**
Male	5	17%	12	80%
Female	25	83%	3	20%
Total	**30**	**100%**	**15**	**100%**

The information on Table 4.2 shows 5 (17%) of the ECDE teachers were male while 25(83%) were female. This shows that female teachers were more than male teachers. It also shows that male head teachers were more than female head teachers 12 (80%) of the head teachers were male while 3 (20%) were female. This shows that in leadership male teachers out number female teachers while in teaching preschools female teachers are more than male teachers. In conclusion female teachers are the most in preschools compared to males teachers. Pre-school activities are seen as majorly for women thus there is gender disparity in teaching pre-schools. Therefore the government should try to finish the gender imbalances in pre-schools. Let the government try to implement gender equality. The same thing applies to Parliament where you find that men are more than women. Thus in leadership males out do the females. According to the culture of the Africans, females were seen as weak vessels who were not allowed to talk in front of men They were meant to be in the house as house wives, Thus, were not even allowed to go to school.

4.4 Length of Service for ECDE Teachers and Head teachers

The length of service of the ECDE teachers and head teachers was as presented in table 4.3

Table 4.3: Length of Service for ECDE Teachers and Head teachers

Length of service (years)	**Pre-school Teachers**		**Head Teachers**	
	No	**%**	**No**	**%**
1-5	3	10%	2	13%
6-10	24	80%	5	33%
11-15	2	7%	6	40%
16-20	1	3%	2	13%
Total	30	100%	15	100%

Table 4.3 shows that 3 (10%) of the preschool teachers and 2 (13.3%) of the head teachers had a working experience of 1-5 years while 24 (80%) preschool teachers and 5 (33.3%) head teachers had an experience of 6-10 years. It also showed that 2 (13.3%) preschool teachers and 6 (40%) head teachers had worked for 11-15 years. Likewise 1 (3.3%) preschool teacher and 2 (13.3%) head teachers had an experience of 16-20years. This proves that most of the respondents had worked for more than 10 years and so they were able to give information on factors influencing implementation of sustainable school feeding programmes in public ECDE centres in Marani sub-county Kisii County.

Table 4.4: Age of Respondents

	Head Teachers		**Preschool Teachers**		
Year	F	%	F	%	
20-30	1	6.7	7	23.3	31-
40	2	13.3	18	60	
41-50	4	26.7	5	16.7	
Above 50	8	53.3	0	0	
TOTAL	**15**	**100%**	**30**	**100%**	

The findings on table 4.4 show that 7 (23.3%) of the pre-school teachers were between 20-30 years of age. The majority of the pre-school teachers had their ages between thirty and forty which was 18 (60%). This shows that they are mature and able to deal with issues related to feeding young children. They are also able to guide and advice parents on the importance of having feeding programmes in pre-schools. These are the teachers who have undergone training on ECDE.

Data also revealed that 5 (16.7%) of the pre-school teachers were between 41-50 years while there was none above fifty years. Most of the ECDE teachers are of the right age for the programmes (SFP).The findings also show that 1(6.7%) of head teachers were between 20-30 years while 2 (13.3%) were between 30-40 years. Data reveals that 4 (26.7%) of the head teachers were between 41-50 years. The majority of the head teachers 8 (53.3%) were above fifty years. This implies that leadership was in the hands of elderly head teachers who were about to retire and they are tired of working. Sometimes it becomes difficult for them to implement SFP because they are about to go home.

4.5 Influence of Availability of Food Stuff on Implementation of Sustainable SFP.

The first objective sought to assess the influence of availability of food stuff on the implementation of sustainable school feeding programmes in ECDE centres in Marani Sub County. To achieve the objective, a set of statements in form of a scale were posed to indicate the extent to which they agree or disagree with them. The questionnaire responses were coded such that Strongly Disagree (SD), Strongly Agree (SA), Disagree (D), Agree (A) and Neutral (N). However for easier interpretation, the responses were collapsed into three columns of Agree (A), Disagree (D), and Neutral (N). The results from the respondents were represented in table 4.5

Key: A=Agree D= Disagree N=Neutral F-Frequency T=Total

Table 4.5: ECDE Teachers' Responses on the Influence of Availability of Foodstuff

Statement	Agree		Disagree		Neutral		Total	
	F	%	F	%	F	%	F	%
Food is grown in the school garden	3	10	25	83.3	2	6.7	30	100
Parents provide food in the school	25	83.3	3	10	2	6.7	30	100
Food is provided by the government	2	6.7	25	83.3	3	10	30	100
Food is provided by NGOs	1	3.3	28	93.3	1	3.3	30	100
Children carry packed food to school	10	33	15	50	5	16.7	30	100
Children are given take home ratio	3	10	25	83.3	2	6.7	30	100
Food make children attend regularly	25	83.3	2	6.7	3	10	30	100

Data on table 4.5 shows that most teachers 25 (83.3%) disagreed that food was not grown in the school garden whereas 3(10%) teachers agreed. But2 (6.7%) teachers were neutral

because they did not indicate anything. With the provision of food by the parents, 25 (83.3%) of teachers said that it was the role of parents to provide food for their children. Two (6.7%) agreed that the national government provided food stuff for SFP while 25 (83.3%) disagreed with the statement while 3(10%) did not say anything. Those ones who disagreed said that the national government caters for only grade one to eight leaving preschools in the hands of poor parents who cannot afford to put a plate on the table. They also disagreed 28 (93.3%) with the statement which indicated that NGOs provided food stuffs while1 (3.3%) disagreed with the statement and at same time teachers10 (33.3%) disagreed with the statement which said that pupils carry packed food to school.15 (50%) agreed with the statement while 5(16.7%) were neutral. Teachers agreed 3(10%) that children were given take away ratio while 25(83.3%) disagreed with the statement.2 (6.7%) were neutral. The findings also found out that 25(83.3%) teachers agreed that implementation of SFP makes children to attend regularly while 2(6.7%) disagreed whereas 3(10%) were neutral. In general these findings are the same as those ones found by World Bank (2011) which states that SFP is seen as a way of getting children into school thus improves their health and education outcomes. Also it increases enrolment, reduce absenteeism and improved food insecurity in households.

Table 4.6: The HT's Response on The Influence of Availability of Food Stuff

Statement	Agree		Disagree		Neutral		Total	
	F	%	F	%	F	%	F	%
Food is grown in the school garden	0	0.0	15	100	0	0.0	15	100.0
Parents provide food in the school	12	80.0	2	13.3	1	6.7	15	100.0
Food is provided by the government	1	6.7	13	86.7	1	6.7	15	100.0
NGOs provide food cooked in the school	1	6.7	14	93.3	0	0.0	15	100.0
The children carry packed food to school	3	20.0	10	66.7	2	13.3	15	100.0
Children are given take home ratio	2	13.3	11	73.3	2	13.3	15	100.0
Food makes attendance regular	13	86.7	1	6.7	1	6.7	15	100.0
Improve academic performance	9	60.0	4	26.7	2	13.3	15	100.0
Food improves the health of the children	10	66.7	2	13.3	3	20.0	15	100.0

Data on table 4.6 shows that the majority of head teachers 15(100%) disagreed with the statement which stated that there is food grown in the school garden. 12 (80%) of the head teachers agreed that parents provide food in the schools while 2 (13.3%) disagreed as 1 (6.7%) were neutral. Whereas 13 (86.7%) of the head teachers said that the government does not support the implementation of SFP in terms of food stuffs. It was only 1 (6.7%) who agreed while 1 (6.7%) were torn between the two.

Data also revealed that 86.7% of the head teachers said that SFP makes learners attend regularly while 1 (6.7%) disagreed as 1 (6.7%) were neutral. Data also revealed 14(93.3%) said that NGOs does not support SFP in giving them food stuffs while 1 (6.7%) disagreed.

The findings further showed that 10 (66.7%) of the head teachers said that pupils do not

carry packed food to school while 3 (20%) agreed with the statement and 2 (13.3%) were neutral. The findings further revealed that 11 (73.3%) of the head teachers disagreed with the statement which said that children were given take home ratio while 2 (13.3%) agreed and 2 (13.3%) were neutral.

The majority of the head teachers 10 (66.7%) stated that SFP improves the health status of the pupils while 3 (20%) were neutral and 2 (13.3%) disagreed with the statement. The findings also showed that 60% head teachers revealed that SFP improves academic performance while 26.7% disagreed with the statement and 13.3% did not know what to say.

Table 4.7: Enrolment in Schools with Sustainable SFP and those ones without SFP

	Schools	**Enrolment**
Schools with SFP	12	80%
Schools without SFP	3	20%
Total	15	100%

Data on table 4.7 showed that enrolment in schools with sustainable school feeding programmes had high enrolment while those ones without sustainable SFP had low enrolment.

4.6 The Influence of Management on the Implementation of Sustainable SFP.

The second objective of this study was to examine the influence of management on implementation of sustainable school feeding programmes in Marani Sub-County.To achieve the objective a set of statements in form of a scale were posed to indicate the extent to which they agree or disagree with them. The questionnaire responses were coded such

that strongly agree (SA), agree (A), strongly disagree (SD), disagree (D) and neutral (N). For easier interpretation, the responses were collapsed into three columns of A=Agree, D=Disagree; N=Neutral. The respondents' responses were presented in table 4.8.

Key: A=Agree; D=Disagree; N=Neutral; F=Frequency; T=Total

Table 4.8: ECDE Teachers' Response on the Influence of Management

	Agree		**Disagree**		**Neutral**		**Total**	
Statement	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
SFP is managed by head teachers	0	00	30	100	0	0.0	30	100.0
SFP is managed by parents	3	10	25	83.3	2	6.7	30	100.0
SFP management team monitors and evaluates	5	6.7	20	66.7	5	6.7	30	100.0
Management of SFP as many challenges	25	83.3	2	6.7	3	10.0	30	100.0
Preschool teachers are the managers of SFP	22	73.3	4	13.3	4	13.3	30	100.0
SFP has no clear guideline on management	27	90.0	3	10.0	0	0.0	30	100.0
The county government manages SFP	0	00	30	100	0	0.0	30	100.0

The findings from table 4.8 showed that all the preschool teachers 30 (100%) disagreed that school feeding programmes are not managed by head teachers; nobody disagreed with the statement or was uncertain. SFP is managed by parents was another issue whereby 25 (83.3%) of the preschool teachers stated that it was a problem which hinders the implementation of SFP whereas 3 (10%) agreed while 6.7% were neutral. Majority of the

teachers 20 (66.7%) stated that there was no management team to monitor and evaluate the implementation of sustainable SFP. This was agreed by 5 (16.7%) of the teachers whereas 5 (16.7%) were uncertain.

Most teachers 25 (83.3%) teachers agreed that management of SFP has challenges; whereas 6.7% disagreed while3 (10%) were neutral. Majority 22 (73%) of the teachers agreed that preschool teachers are the managers who aid the implementation of school feeding programme. But 4 (13.3%) disagreed while (13.3%) were neutral. The findings of the study revealed that majority of the teachers agreed that 27 (90%) SFP has no clear guidelines on management of SFP.

The findings showed that all the teachers (100%) agreed that the county government does not manage the implementation of sustainable SFP. The County manages only the teachers' salary and ignores SFP. So this implies that the implementation of SFP is not easy with all these problems. That is why there is low enrolment in pre-schools in Marani sub-county. This is in line with Oyefade (2014).

Key: SA=Strongly Agree A=Agree SD=Strongly Disagree D-Disagree N=Neutral

Table 4.9: The HT's Responses on the Influence Management

Statement	Agree		Disagree		Neutral		Total	
	F	%	F	%	F	%	F	%
SFP is managed by head teachers	1	6.7	13	86.7	1	6.7	15	100.0
SFP is managed by parents	2	13.3	12	80	1	6.7	15	100.0
SFP management team monitors and evaluates	3	20	10	66.7	2	13.3	15	100.0
Management of SFP has many challenges	11	73.3	2	13.3	2	13.3	15	100.0
SFP is managed by preschool teachers	13	86.7	1	6.7	1	6.7	15	100.0
SFP has no clear guidelines on management	15	100.0	0	0.0	0	0.0	15	100.0
The county government manages SFP	0	00	15	100	0	0.0	15	100.0

Data from table 4.9 shows that 13 (86.7%) head teachers denied that SFP is not managed by head teachers. They manage grade one to eight while 1 (6.7%) of the head teachers agreed and another 1 (6.7%) was neutral. School feeding programme is managed by parents was another issue which was disagreed by 2 (80%) of the head teachers whereas 2 (13.3%) head teachers agreed while 1 (6.7%) was neutral.

Majority 11 (73.3%) of the head teachers agreed that SFP has many challenges on the side of management whereas 13.3% disagreed while the same percentage was uncertain. Most 13 (86.7%) head teachers cited that SFP is managed by preschool teachers which they said

was the major cause of not succeeding in the implementation of SFP in their schools because the preschool teachers do not have funds for the same, while 1 (6.7 %) disagreed and 1 (6.7%) were neutral at the same time.

Data from the table indicated that all, 15 (100%) of the head teachers disagreed that SFP is not managed by the county government which has led to the failure of implementing SFP in public ECDE centres because it caters for the salaries of a few teachers, The findings from the study also showed that nearly all head teachers agreed 15 (100%) that there is no clear guidelines on management of SFP in preschools 10 (66.7%) of the head teachers said that there is lack of SFP management teams to do monitoring and evaluation process on the programme implementation in schools while 3 (20%) disagreed and 1 (6.7%) were neutral.

4.7 The Influence of the Parents' Support on the Implementation of Sustainable SFP

The third objective of this study was to establish the influence of parents support on implementation of sustainable SFP in Marani Sub-County, Kisii County. To achieve the objective, a set of statements were posed to indicate the extent to which they agree or disagree with them. The questionnaire responses were coded such that strongly agree (SA), agree (A), strongly disagree (SD), disagree (D) and neutral (N) were collapsed into three columns of A=Agree, D=Disagree and N=Neutral. The responses from the respondents were represented in table 4.12

Key: **A= Agree D= Disagree N=Neutral F=Frequency T=Total**

Table 4.10: ECDE Teachers Responses on the Parents' Support

	A		D		N		T	
Statement	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Construct kitchens	20	66.7	5	16.7	5	16.7	30	100
Pay preschool teachers	15	50	10	33.3	5	16.7	30	100
Provide firewood	22	73.3	5	16.7	3	10	30	100
Fetch water	25	83.3	3	10	2	6.7	30	100
Provide utensils	28	93.3	1	3.3	1	3.3	30	100
Parents buy food	30	100	0	0	0	0	30	100
Employed as cooks	30	100	0	0	0	0	30	100

Data from table 4.10 shows that most of the pre-school teachers that is 22 (73.3%) were of the opinion that parents are the ones who provide firewood for their children to be prepared breakfast. But 5 (16.7%) disagreed while 3 (10%) were just neutral. This implies that it is the role of parents to provide firewood for the preparation of porridge for their children. This is in line with Munyiri (2010).

Data also revealed that 25 (83.3%) of the teachers agreed that parents fetch water for the preparation of porridge whereas 3 (10%) disagreed while 2 (6.7 %) were neutral. Findings of the study also revealed that 30 (100%) of the teachers agreed that the parents are the ones who pay cooks. The majority of the teachers that is 30 (100%) agreed that it is the work of the parents to buy food for their children. They also agreed that it is the role of parents to construct kitchens. Majority of the teachers 20 (66.7%) agreed while 5 (16.7%) disagreed

and 5 (16.7%) were neutral. So this implies that it was the role of parents to see that SFP is available in their schools (Alderman, 2010).

Key: A=Agree D= Disagree N=Neutral F=Frequency T=Total

Table 4.11: HT's Responses on Parents' Support

	A		D		N		T	
Statement	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Construct kitchens	13	86.7	1	6.7	1	6.7	15	100.0
Provide firewood	12	80.0	2	13.3	1	6.7	15	100.0
Fetch water	10	66.7	3	20.0	2	13.3	15	100.0
Employed as cooks	11	73.3	3	20.0	1	6.7	15	100.0
Parents buy food	13	86.7	1	6.7	1	6.7	15	100.0
Provide utensils	15	100.0	0	0.0	0	0.0	15	100.0

The findings from the head teacher's responses on the role of parents on SFP confirmed that majority of the head teachers 13 (86.7%) agreed that it was the work of the parents to construct school kitchens while 1 (6.7%) disagreed and 1 (6.7%) were neural. The findings also revealed that 10 (66.7%) of the head teachers confirmed that parents fetch water for the preparation of meals for their children. 3 (20%) disagree with the statement while 2 (13.3%) were neutral. It was also the role of the parents to employ cooks, this was agreed by 11 (73.3%) while 3 (20%) disagreed as 1 (6.7%) was neutral. 13 (86.7%) buy food whereas 1 (6.7%) disagreed as 1 (6.7%) were neutral, this proved what Alderman (2010) said. Those head teachers who disagreed did not have feeding programmes in their schools so they did not know what others do.

4.8 The Influence of Funding on Implementation of Sustainable SFP

The fourth objective of the study was to examine the influence of funding on the implementation of sustainable SFP. To achieve this objective, a set of statements were posed to indicate the extent to which they agree or disagree with them. The questionnaire responses were coded such that SD=Strongly Disagree D=Disagree, SA=Strongly Agree, A=Agree N=Neutral. For easier interpretation, the responses were collapsed into three columns that is A=Agree D=Disagree N=Neutral. The responses from respondents of the study is presented in table 4.12

Table 4.12: ECDE Teachers' Responses on the Influence of Funding

Key: A= A=Agree D=Disagree N=Neutral F=Frequency T=Total

	A		D		N		T	
Statement	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Adequate funding	5	16.7	20	66.7	5	16.7	30	100
Funds were disbursed in time	0	0	30	100	0	0	30	100
Government allocated funds	0	0	25	83.3	5	16.7	30	100
SFP was funded by parents	26	86.7	2	6.7	2	6.7	30	100
Funds were allocated sparingly	0	0	30	100	0	0	30	100
Funds influence implementation	27	90	2	6.7	1	3.3	30	100
Management and accountability	0	0	28	93.3	2	6.7	30	100
SFP was funded by county	1	3.3	28	93.3	1	3.3	30	100

The findings on table 4.12 showed that majority of preschool teachers 20 (66.7%) revealed that there was no funds which were to be adequate because the programmme was under the parents who were poverty stricken. 5 (16.7%) agreed while 5 (16.7%) were neutral. All teachers said that the disbursement of funds was not there which was to be done in time. At the same time 25 (83.3%) of the teachers revealed that the government did not allocate any funds to ECDE centres to cater for implementation of sustainable SFP. 5 (16.7%) disagreed while 5 (16.7%) were neutral The findings also revealed that all the preschool teachers 30 (100%) disagreed that funds were not allocated sparingly because the national government allocates funds to grade one to eight leaving out preschools. Majority of the teachers agreed 26 (86.7%) that parents are responsible for giving funds for implementation of sustainable SFP, while 2 (6.7%) disagreed and 2 (6.7%) were neutral. Most 27 (90%) teachers agreed that the availability of funds influence implementation of sustainable SFP whereas 2 (6.7%) while 1 (3.3%) were neutral. The teachers also disagreed that there was no management and accountability systems in place to ensure funds were used efficiently. This was agreed by 28 (93.3%), 2 (6.7%) were neutral while none agreed with the statement. They also disagreed 28 (93.3%) that SFP is not funded by county, while 1 (3.3%) disagreed and 1 (3.3%) were neutral.

Key: A=Agree D=Disagree N=Neutral F=Frequency T=Total

Table 4.13: The HT's Responses on the Influence of Funding

Statement	A		D		N		T	
	F	%	F	%	F	%	F	%
Adequate funding	3	20	10	66.7	2	13.3	15	100
Funds were disbursed in time	2	13.3	12	80	1	6.7	15	100
The government allocated funds	0	00	15	100	0	00	15	100
SFP was funded by parents	14	93.3	00	00	1	6.7	15	100
Funds were allocated sparingly	0	00	15	100	0	00	15	100
Funds influence implementation	13	86.7	1	6.7	1	6.7	15	100
SFP was funded by the county	0	00	15	100	0	00	15	100
Management and accountability Systems were in place.	4	26.7	9	60	2	13.3	15	100

The findings of the study on table 4.13 showed that 3 (20%) of the head teachers agreed that there was adequate funding while 10 (66.7%) disagreed and 2 (13.3%) were neutral. At the same time 2 (13.3%) of the head teachers agreed that funds were disbursed in time by the government while 12 (80%) of the head teachers disagreed and 1 (6.7%) was neutral. All the HTs 15 (100%) disagreed with the statement which stated that government allocated funds for the implementation of SFP. 14 (93.3%) of the head teachers agreed that parents are the ones who fund the implementation of SFP and none disagreed while 1 (6.7%) was neutral. All the head teachers 15 (100%) disagreed that implementation of SFP is funded sparingly by the government

Majority of the head teachers agreed 13 (86.7%) that funding influence implementation of sustainable SFP. 1 (6.7%) disagreed while 1 (6.7%) were neutral. All head teachers agreed that there are no management and accountability systems in place to ensure that funds were used efficiently in their schools. 4 (26.7%) of the head teachers agreed that SFP was funded by the county government whereas 9 (60%) disagreed and 2 (13.3%) were neutral.

Table 4.14: Aspects of Sustainable School Feeding Programme

	A	**D**	**N**	**T**
Statement	**%**	**%**	**%**	**%**
Our SFP has a strategic plan	83.3	16.7	0	100
SFP runs on a well-structured timetable	100	0	0	100
SFP caters for divergent needs of children	100	0	0	100
Our cooks have under gone some training	100	0	0	100
The maintenance of certain level of food stuff reserve is duly observed	100	0	0	100
Our SFP observes the requirements of a balanced diet	16.7	166,7	16.7	100
Our SFP has through credible item suppliers	16.7	66.7	16.7	100
Our SFP is run through its own account	100	0	0	100

Findings from table 4.14 showed that majority of the preschool teachers (83.3%) said that their school had no strategic plan of implementing sustainable school feeding programmmes while 16.7% disagreed and none were neutral. They also disagreed all of them that they did

not have a well- structured timetable for school feeding programmes. Our SFP does not cater for the needs of needy children. They all disagreed that the cooks had not undergone any training at all, at the same time no stock of food stuff was there to be observed. Majority of the preschool teachers (66.7%) said that the children were given porridge which was not balanced, while (16, 7%) disagreed and (16.7%) were neutral. Majority of the preschool teachers(66.7%) said that they had no supplier of items while (16.7%) agreed and (16.7%) were neutral. All of them agreed that SFP is run through its own account.

4.9 Hypotheses Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the four independent variables in this study on the dependent variable (implementation of sustainable school feeding programme). The mean response values for each teacher associated with the study's four variables (availability of food stuff, management, parents support and funding) were regressed against the mean response on aspects of sustainable SFP. Tables 4.15, 4.16 and 4.17 depict the output of multiple regression analysis. Table 4.15 shows the model summary.

Table 4.15: Multiple Regression Model Summary

Model	R	R^2	Adjusted R^2	Standard error of the estimate
1	0.797	0.635	0.582	0.2458

Predictors: (constant), Availability of food stuff, management of SFP, parents' support of SFP, funding of SFP

Dependent variable: Implementation of School Feeding Programmes.

It was evident from Table 4.15 that there was a strong correlation between the observed values of dependent variable and the values predicted by the multiple regression models since *R* was 0.797. In other words, the observed mean response values of the extent ECDE centres implemented SFP had a strong correlation to the values predicted by the hypothesized multiple regression equation. Further, from Table 4.15, R^2 the coefficient of determination was found to be 0.635, implying that 63.5% of variance in implementation of SFP was attributed to the four independent variables. The remaining 36.5% of variance being contributed by other variables not considered in the current study. In order to ascertain the significance of the model, the values of *F* statistic and *p* value as shown in Table 4.16, are considered.

Table 4.16: Multiple Regression Model Significance (ANOVA)

	Model	**Sum of Squares**	**df***	**Mean Square**	***F***	**Sig.**
1	Regression	30.084	4	7.521	21.437	0.007
	Residual	8.658	25	0.345		
	Total	**38.742**	**29**			

df*- degrees of freedom.

Table 4.16 shows the analysis of variance (ANOVA) output. The *F*-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. Table 4.16 shows that the joint independent variables statistically significantly predict the dependent variable, $F(4, 25) = 21.437$, $p < 0.05$. Thus, the regression model was a good fit for the data. In order to ascertain the study multiple regression equation, the model coefficients as depicted in Table 4.16 were considered.

Table 4.17: Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**T**	**Sig. value**
1	(Constant)	0.284	0.127		3.081	0.173
	Availability of food stuff	0.348	0.153	0.299	2.746	0.013
	Management of SFP	0.562	0.284	0.549	4.821	0.006
	Parents' support of SFP	0.383	0.172	0.328	3.226	0.003
	Funding of SFP	0.544	0.246	0.521	4.191	0.018

Dependent variable: Implementation of SFP

Table 4.17 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3 + \beta_4X_4 + \varepsilon$ and where Y = Implementation of SFP, X_1= Availability of food stuff, X_2= Management of SFP, X_3 = Parents' support of SFP, X_4 = Funding of SFP while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 0.284 + 0.348\ X_1+ 0.562\ X_2+ 0.383X_3 + 0.544X_4$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the availability of food stuff increases positively by one unit, the level of implementation of SFP increases by 0.348 units (β = 0.348) while holding the other factors constant. Similarly, when management of SFP

improves by one unit, the implementation of SFP increases by 0.562 units (β = 0.562) while holding the other factors constant.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that the level of implementation of SFP will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.17 shows that had the most significant relative contribution to the prediction of implementation of SFP was management of SFP (β = 0.562) followed by the funding of SFP (β = 0.544) while availability of food stuff had the least influence (β = 0.348).

In order to test the study's four formulated hypotheses, the *t* statistic that tests whether a *B* value is significantly different from zero (H_0: β =o) was considered (refer to Table 4.17).

HO_1: Availability of food stuff has no statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County

As evident in Table 4.17, the unstandardized beta value for the school policy was significantly greater than zero (β = 0.348, t = 2.746, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the availability of food stuff in the schools catchment area had a statistically significant influence on implementation of sustainable school feeding programme in public ECDE in centres in Marani Sub-County.

HO_2: Management of SFP has no statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County

In reference to Table 4.17, the unstandardized beta value for the availability of teaching and learning resources was found to be significantly greater than zero ($\beta = 0.562$, $t = 4.821$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the management of SFP had a statistically significant influence on implementation of sustainable school feeding programme in public ECDE in centres in Marani Sub-County. This implied that implementation of sustainable SFP would be successful in ECDE centres with sound management.

HO_3: Parents' support of SFP has no statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County

As evident from Table 4.17, the unstandardized beta value for parents' support of SFP was significantly greater than zero ($\beta = 0.383$, $t = 3.226$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, parents' support of SFP had statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County. This implied that, schools where parents offered support to SFP were more likely to have functional sustainable SFP

HO_4: Funding of SFP has no statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County

Table 4.17 shows that the unstandardized beta value for funding was significantly greater than zero ($\beta = 0.544$, $t = 4.191$, $p < 0.005$). Subsequently, the null hypothesis was rejected,

hence, funding of SFP had a statistically significant influence on implementation of sustainable school feeding programme in public ECDE centres in Marani Sub-County. This implied that, ECDE centres with stable sources of funding were more likely to accomplish implementation of sustainable school feeding programme.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter five contains a summary of the study findings, conclusion and recommendation as per the objectives and suggestions of areas of further study. The main purpose of this study was to investigate what leads to dysfunctional school feeding programmes and how they can be implemented and sustained in public ECDE centres in Marani sub-County, Kisii county. The study objectives were: to assess the influence of availability of food on implementation of sustainable SFP, to examine the influence of management on the implementation of sustainable SFP, to establish the influence of parents support on the implementation of sustainable SFP and to examine the influence of funding on the implementation of sustainable SFP. Data was collected through the preschool teachers` and the head teachers questionnaires.

5.2 Discussion

This section discusses the results and analysis done on chapter four as per the four study objectives.

This section discusses the results and analysis done on chapter four as per the four study objectives.

5.2.1 The Influence of Availability of Food Stuff on Implementation of Sustainable SFP.

The first objective of the study was to assess the influence of availability of food stuff on the implementation of sustainable school feeding programmes on public ECDE centres in

Marani Sub County. The findings on Table 4.5and 4.6 showed that all head teachers 100% and preschool teachers 83.3% denied that their schools had no school gardens hence no food grown in the school, which could cater for the implementation of sustainable school feeding programmes in preschools.

Implementation of sustainable SFP becomes very difficult when the availability of food is limited. The findings concurred with Bundy and World Bank (2011), Lawson (2012) and Ouko (2012). These scholars found out that the availability of food stuff made the programme sustainable, improved school attendance rates also learners tend to do well in class. Food served has an attraction which made children to attend regularly because food was available. This boosted sustainability of the programme performance in school (WFP, 2012) and Ouko (2012) states the same. The finding also conceded with WFP,(2014) which states that hunger negatively affects the brain development of children and hinders their chance of educational success, hunger can cause distraction and lack of attentiveness and interest in learning.

A child may be in class but may not pay attention to a learning task if he or she is hungry, so the availability of food stuff influences implementation of sustainable SFP. The majority 83.3% of the preschool teachers agreed that parents provide for the implementation of sustainable SFP while 80% of the head teachers concurred with the findings of USDA (2010), (Alderman, 2010) and the baseline survey and follow up which was done by WFP (2011) over its school feeding programmes on 19 countries. They found out that parents contributed money for the implementation of the programme. 83.3% of the preschool teachers said that neither the national government nor the county caters for preschools. They only took care of grade one to eight. They also affirmed 93.3% that even the NGOs does not provide food stuff. 86.7 of the head teachers stated that the government does not provide

food for the implementation of sustainable SFP.93.3 of the head teachers declared that, even NGOs do not assist in the provision of food.

The role of the parents is to provide food stuff in schools where their children are learning. This study concurs with Finan (2010), Munyiri (2010). Most head teachers, 73.3% disagreed that children were not given take home ratio. At the same time 86.7% of the head teachers agreed that provision of food in school makes children to attend school regularly especially girls. 66.7% of the head teachers agreed that SFP improves academic performance and 66, 7% also agreed that health status of the children is also improved.

In reference to table 4.5, 83.3% of the preschool teachers agreed that parents do not give their children packed food to carry to schools because there is no food at home. They also agreed 83.3% that children attend school regularly and concentrate in class when SFP is available compared to when they are hungry. So the study noted that the implementation of SFP depended on the availability of food stuff. In short all the stakeholders agreed that the availability of food stuff influence implementation of sustainable SFP thus reduce absenteeism and improves academic performance. This study concurred with (Ouko, 2012) and (Amollo, 2014).

5.2.2 The Influence of Management on the Implementation of Sustainable SFP.

The second objective of this study was to examine the influence of management on the implementation of sustainable school feeding programme in Marani Sub-County. Many studies which were conducted by different scholars as Bundy & World Bank, (2011) have cited that SFP faces many challenges in Kenya which makes the implementation of the programme very difficult. The main challenge is lack of proper management as agreed by the preschool teachers and head teachers. These findings confirmed the findings of USDA

(2010), which stated that management is a challenge in the implementation of sustainable SFP. All the preschool teachers agreed that the HTs does not manage SFP, 73.3% of the preschool teachers agreed that they are the ones who manage the programme. The findings also stated that the work of the parents was to provide food cooked in school, pay the cooks, build the kitchens but they do not manage the programme. It concurred with Alderman (2010). In reference to table 4.8, more than half of the preschool teachers agreed that there is no management team in place who monitors and evaluates the implementation of SFP. Majority of the head teachers also stated the same. This was in line with Osiemo (2014) who observed that lack of adequate planning hinders proper management of the programmes. Thus lack of proper management contributed to challenges faced in implementing sustainable SFP. Also lack of management contributes to poor planning in public preschools. The findings of Edoardo & Aulo (2013) refuted that in Mali implementation of sustainable SFP has been hindered by lack of effective management and Kerzner (2013) also refuted that effective management is one which will acquire and allocate resources which will be used in implementing sustainable SFP. In reference to table 4.8 100% of preschool teachers agreed that they are the ones who manage SFP the HTs does not involve themselves in the implementation of SFP.

Majority of preschool teachers and head teachers agreed that there was no clear guideline on management of SFP in schools which gives direction on how to plan the process of implementing SFP. They also rejected the statement which quoted that the county is in charge of managing SFP. It only manages a few preschool teachers in terms of paying their salaries.

Data from table 4.13 showed that 86.7% of the head teachers agreed that lack of funds hinders the implementation of SFP while 6.7% disagreed with the statement. Majority, 80% of head teachers agreed that lack of community involvement affects the provision of SFP. Very few 6.7% of the head teachers disagreed. All the head teachers, 100% agreed that lack of support from the national government hinders the implementation of SFP. It is the head teachers' wish to get assistance from the government.

School feeding programmes have been left to poor parents who don't have anything to put on the table. The findings also showed that 100% head teachers agreed that the county pays teachers but does not allocate money for the provision of SFP. The head teachers, 86.7% said that most parents lack awareness on the importance of SFP while 6.7% disagreed. Majority of head teachers 73.3% agreed that most parents are ignorant on the importance of the programme. More than half, 66.7% of the head teachers agreed that there is lack of safe water to be used in schools for the preparation of meals while 20% disagreed.

5.2.3 The Influence of Parents' Support on the Implementation of Sustainable SFP.

The third objective of the study was to establish the influence of parents' support on the implementation of sustainable SFPs in Marani Sub-County, Kisii County. In reference to table 4.12 over half of the preschool teachers, 66.7% agreed that parents provide firewood used in the preparation of meals whereas 73.3% agreed that some parents are employed in the school as cooks to cook for their children. The preschool teachers, 83.3% agreed that the county is responsible for employing teachers while 10% disagreed. Majority of the teachers 93.3% agreed that it's the responsibility of parents to pay the cooks. The preschool teachers agreed 100% that it is the role of parents to buy food for their children and also construct the kitchens where food is prepared. This findings concurred with Munyiri (2010),

Alderman (2010) and MOE- Kenya(2010), who stated that parents struggle to improve SFP by constructing kitchens, paying cooks, fetching water and providing utensils which are used for serving and cooking food. The MOE-Kenya (2010) found out that the parents cannot provide physiological needs to their children because of poverty.

In reference to table 4.13 majorities of head teachers, 80% in Marani Sub-County agreed that parents are the ones who provide firewood while 66.7% agreed that the parents have the responsibility of fetching water used in the kitchen while 30% disagreed. Majority of head teachers, 73.3% agreed that the parents of the preschool children are employed as cooks to cook for their children. Majority of the head teachers, 86.7% agreed that it's the responsibility of parents to buy sugar and food for their children. They also agreed 100% that it's the role of parents to pay the cooks. It concurred with the study made by Alderman 2010).

The study found out that the provision of SFP has burdened the parents so much thus hindering its success, Most of them avoid paying levies for the same thus waits until their children attain the right age for grade one where money is paid by the national government.

5.2.4 The Influence of Funding on the Implementation of Sustainable SFP

The fourth objective of the study was to examine the influence of funding on the implementation of sustainable school feeding programmes in Marani Sub-County, Kisii County. In reference to Table 4.12 over half of the preschool teachers 66.7% indicated that there were no adequate funds to support the implementation of the programme.16.7% agreed while 16.7% were neutral. The finding was similar to Songa (2011) who indicated that high poverty level, insufficient resources; due to high population of children in need of food aid hinders the implementation of sustainable SFP. This showed that there is inadequate funding.

All the preschool teachers disagreed 100% with the statement that funds were distributed in time. They said that there were no funds to be distributed because the government allocated money for those children in grade one to grade eight leaving behind preschools. They were left in the hands of parents. The preschool teachers accepted 86.7% that parents provide funds for implementing and sustaining SFP. This concurred with Finan (2010) which indicates that schools cannot get the necessary inputs for implementing SFP without burdening parents. thus they have to give money for the same. HTs also concurred with this. They all agreed that parents are the ones who are in charge of ECDE as a whole. Bundy and World Bank (2011) stated that the underfunding of SFP in Kenya and other developing countries has remained a challenge. 90% of the preschool teachers agreed that funds influence implementation of SFP. It concurred with Munyiri (2010) and (WFP Report, 2010) which indicated that high population and limited resources has sabotaged the implementation of sustainable SFP which in return affects school enrolment and attendance. Amolo (2014) indicated that sustainability of SFP became difficult because they depended on donor funding thus the programme dies off when the donor stops donating.

60% of the head teachers and 93.3% of the preschool teachers said that there were no management and accountability systems in place to ensure that funds are used efficiently without any misuse. They also disagreed that the county does not fund the implementation of SFP. It is in charge of paying preschool teachers` salaries leaving behind the learners.

5.3 Summary of the Findings

This section presents the summary of the study findings in compliance to the objectives of the study.

5.3.1 Influence of the Availability of Food Stuff on Implementation of Sustainable SFP

The first objective of this study was to assess the influence of availability of food stuff on the implementation of sustainable school feeding programmes in ECDE centres in Marani Sub County. The study found out that all the schools under study had no gardens in their schools where they would grow food crops for the implementation of school feeding programmes. Most of the sampled schools in fact more than half had no feeding programmes. This might be because of lack of food stuff. It was found out that, it is the responsibility of the parents to provide food cooked for their children and all the necessary items needed like firewood, utensils and other materials needed to make the programmes successful and sustainable. This was evident by 83.3% of the preschool teachers and 80% head teachers. Also 86.7% of the head teachers and 83.3% of ECDE teachers disagreed that neither the government nor the NGOs assist in providing food for preschool children.

The study found out that school feeding programmes attract children to school thus makes them to attend always. This was accepted by more than a half of the respondents. These showed that SFP influences attendance rates. It was further established by majority of the preschool teachers and 73.3% of head teachers that the learners are not given take home ratio which was given in developed countries as incentives for girls to attend school regularly. More than half of the head teachers and 75.5% of preschool teachers agreed that SFP improves academic performance.

5.3.2 The Influence of Management on the Implementation of Sustainable SFP.

The second objective of the study was to examine the influence of management on the implementation of sustainable school feeding programmes in Marani Sub-County.The findings of the study showed that the preschool teachers are the managers of preschools. The

head teachers are less concerned about preschools. Lack of their support hindered the implementation of sustainable SFP. It was the parents' duty to support preschool programmes for example feeding programmes. The findings of the same study found that 83.3% of the teachers and 73.3% of the head teachers accepted that management of SFP had many challenges. The finding on the fact that preschool teachers are the managers of preschools was agreed by 73.3% of the preschool teachers and 86.7% of the head teachers. Majority of the head teachers and the preschool teachers agreed that school feeding programmes had no clear guidelines on management. Majority of the preschool teachers and head teachers that is 66.7% said that there was no management team in place to monitor and evaluate the implementation of sustainable SFP.

The findings of the study showed that all the head teachers and the preschool teachers agreed that the county government is not in charge of managing and implementing school feeding programmes. It is in charge of paying a few preschool teachers. So it showed that preschool management was in the hands of preschool teachers and partly assisted by the parents in providing the items necessary for implementing sustainable SFP in preschools.

5.3.3 The Influence of Parents' Support on the Implementation of Sustainable SFP.

The third objective was to establish the influence of parents' support on the implementation of sustainable school feeding programmes in Marani Sub-County, Kisii County. The findings of the study indicated that 86.7% of the head teachers said that parents are the ones who construct kitchens where meals are prepared for their children. Majority of the pre-school teachers that is 66.7% agreed on the same.

It was further established by 80% of the head teachers and 73.3 % of the pre-school teachers

agreed that parents provide firewood for cooking. The findings further established that the role of the parents was to fetch water and provide utensils to be used in cooking and serving the learners. This was agreed by 93.3% of the preschool teachers and more than half of the head teachers. So parents had a big role to play in the implementation of SFP.

The findings also showed that all the pre-school teachers and the head teachers agreed 100% that parents were employed as cooks. They also agreed 100% on the fact that parents are the ones who buy food to be cooked for their children in the schools where they learn.

5.3.4 To Examine the Influence of Funding on Implementation of Sustainable SFP

The fourth objective of this study was to examine the influence of funding on the implementation of sustainable school feeding programmes in Marani Sub-County. From the study findings, majority of the preschool teachers and head teachers said that there were no adequate funds for the implementation of sustainable SFP. It was also established by all preschool teachers (100%) and 80% of the head teachers that there were no funds which were to be disbursed in time. The government disburses funds for grade one to eight. So there were no funds which were to be disbursed for preschools.

All the head teachers and 83.3% of the preschool teachers said that the national government does not allocate any funds for preschools. It was further established that funds for the implementation of sustainable school feeding programmes was given by the parents. It was further established by all the head teachers and the preschool teachers that there were no funds distributed sparingly to cater for the implementation sustainable school feeding programmes.

The findings of the study indicated that majority of the preschool teachers 90% and 86.7%

of the head teachers agreed that funds influence implementation of sustainable SFP. The study findings also showed that there were no management and accountability systems in place to ensure that funds are used efficiently. More than half of the head teachers and preschool teachers gainsay this. It was difficult to implement SFP without funds.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

Most schools in Marani Sub-County do not have sustainable school feeding programmes in place. Most schools have dysfunctional school feeding programmes. The schools do not have school gardens where they can plant food crops which can be used to implement and sustain school feeding programmes. It was the role of the parents to provide the necessary food stuffs if the school needed to implement a school feeding programme. Preschools are still left in the hands of parents fully, so it is their duty to oversee the progress of the programme implementation. They are supposed to provide all the necessary materials in order for the programmes to kick off. It was also their work to employ the cooks, pay extra preschool teachers and provide utensils such as cups, plates and saucepans.

Over half of the preschools in Marani Sub-County had no feeding programmes because the government isolated preschools from primary schools, that is standard one to standard eight. The preschools were left with the parents as the national government does not support them, not even in terms of learning materials so the parents struggle until they despair. That is why implementation of sustainable SFPs has been a problem .When the county government took over preschools; it only employed a few teachers and left the rest to the parents. The County did not take into consideration matters concerning school feeding programmes. So to

implement sustainable SFP; there must be funds in place, and effective management to manage them. Management and accountability systems were not there even in those schools with SFP to ensure that there is proper planning and utilization of funds were used efficiently. All respondents agreed that schools with SFP had regular school attendance of pupils and good academic performance. In those schools with SFP; children were not given take home ratio as developed countries do to encourage them come to school always especially girls because they do not have enough.

In short, both the preschool teachers and the head teachers agreed that the national government has left school feeding programmes in the hands of poor parents who cannot afford to put a plate of food on the table for their families. The national government pays preschool teachers very little through the county government and the rest is left to the parents. All the respondents agreed that lack of finances and stakeholders support is the major hindrances in implementing sustainable SFPs.

5.5 Recommendations of the Study

Based on the findings of the study I made the following recommendations.

i. The study recommends that the National government should look for a way of providing food stuff or money for the same so that the implementation should be easy for the head teachers and preschool teachers and to relief the parents the burden of struggling to do the same.
ii. Schools with feeding programmes should have functional management and accountability systems in their schools to ensure that there is proper planning, utilization of funds. in order to implement sustainable programmes.

iii. The parents should be made aware of the importance of SFP so that they can be able to give support either morally or assist in building kitchens, assist in cooking for the children and even help in serving them .Parents should also give support in terms of money where necessary.

iv. The national government, NGOs, stakeholders and community should look for a way of funding SFP so that schools should have a sustainable school feeding programmes in place as funding is a major hindrance to implementation of sustainable school feeding programmes.

5.6 Suggestions for Further Research

This study focused on Marani Sub-County which is one of the sub-counties in Kisii County. So there is need to carry the same research in other sub-counties and if it has been done then a related study should be carried out so that the gaps created by this study may be dealt with, example the reasons of pupils' dropping out of school in the early years.

a. The study looked on the factors that influence implementation of sustainable school feeding programmes and there is therefore need to carry out the same research but to focus on other variables like enrolment, attendance rates, dropout rates and the health of the learners.
b. There is need to focus on other counties in Kenya to find out causes of unsustainable SFP in schools.
c. The study focused on the factors influencing implementation of sustainable school feeding programmes in public ECDE centres, there is need also to carry out a research on challenges of implementing sustainable SFP.
d. There is need to carry a study which will focus on factors influencing implementation

of sustainable SFPs in private preschools in Kenya.

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APPENDIX I: LETTER OF TRANSMITTAL

Dear Sir/Madam,

I am a post graduate student at Nazarene University conducting research on FACTORS INFLUENCING IMPLEMENTATION OF SUSTAINABLE SCHOOL FEEDING PROGRAMMES IN PUBLIC EARLY CHILDHOOD DEVELOPMENT CENTRES IN MARANI SUB COUNTY, KISII COUNY, KENYA. I therefore need to be granted permission by the university to collect data from respondents using questionnaires to solicit for information on the above topic. The information will be used for academic purposes and will be treated with sincerity and confidentiality.

Yours faithfully

Grace F. Kwena.

REG NO. 13SO4CMED038

Mobile no. 0723773900

APPENDIX II: PRESCHOOL TEACHERS QUESTIONNAIRE

You can tick where necessary or fill in the correct answers as the question demands.

SECTION A: Demographic data

1 Gender: Male ( ) Female (_)

2. . How old are you?

a) 20-30 years b)31-40 years c) 41-50 years c)Above 50 years

3. Which is your professional qualification as an ECDE teacher?

a) Certificate in ECDE ( ) c) Post diploma in ECDE ( )

b) Diploma in ECDE ( ) d) Master ( )

4. How long have you worked as an ECDE teacher?

a) 1-5 years b) 6-10 years c) 11-15 years d) above 15 year

5. Marital status

Married ( ) Single ( )

Section B: The Influence of the Availability of Food Stuff on Implementation of SFP

Below are statements regarding the availability of food stuff in the school, please tick appropriately the level of agreement depending on the conditions in your school

Key: SA=Strongly Agree A=Agree N-Neutral D=Disagree SD=Strongly Disagree

Statements	**SA-5**	**A-4**	**N-3**	**D-2 SD-1**
Parents provide food to be cooked in school				
Food is provided by NGOs				
Food stuffs are provided by the government				
The provision of food makes school attendance regular				
Children are given take away ratio				
Parents bring packed food from home				

SECTION C Influence of Management on Implementation of SFP

Below are statements regarding influence of management on implementation of sustainable SFP in schools. Please tick accurately the level of agreement depending on the condition in your school.

Key: SA=Strongly Agree A=Agree SD=Strongly Disagree D=Disagree N=Neutral

Statements	**SA**	**A**	**N**	**D**	**SD**
SFP is managed by head teachers					
SFP is managed by parents					
Programme management team conducts monitoring and evaluation process					
Management of SFP has many challenges					
Preschool teachers are the managers of SFP					
No clear guideline on SFP management					
SFP is managed by the county government					
SFP is managed poorly					

SECTION D: Influence of Parents support on the implementation of SFP

Below are statements regarding parents support on implementation of SFP. Please tick accurately the level of agreement depending on the condition in your school**.**

Key: SA=Strongly Agree A=Agree SD=Strongly Disagree D=Disagree N=Neutral

Statement	**SA**	**A**	**N**	**D**	**SD**
Construct kitchens used for cooking					
Pay preschool teachers salary					
Provide firewood					
Fetch water					
Employed as cooks					
Buy food stuffs					
Give funds for the implementation of SFP					

SECTION E: Influence of funding on implementation of SFP

In your own opinion, to what extent do you think funding influences implementation of SFP?

Great extent ( ) Moderate extent ( ) Neutral ( ) little extent ( ) Not at all

What is your level of agreement with the following statements regarding funding on implementation of sustainable SFP?

Statement	SA	A	N	D	SD
Funding of SFP was adequate					
Funds for the programme were disbursed in time					
Allocation of funds was done sparingly.					
Allocation of funds was done by the government					
Funding influence implementation of SFP					
It is the responsibility of the parents to fund SFP					
Management and accountability systems were in place to ensure funds were used efficiently					
SFP was funded by the county government					

SECTION F: Aspects of Sustainable School Feeding Programme

Please rate the following aspects of school feeding programme (SFP) in your school

Statement	SA	A	N	D	SD
Our SFP has a strategic plan					
Our SFP runs on a well-structured time table					
Our SFP caters for divergent needs of our children					
Our cooks have undergone some training					
Our SFP staff undergo the required routine medical check up					
The maintenance of a certain level of food stuff reserve is duly observed					
Our SFP observes the requirements of a balance diet					
Our SFP has through credible item suppliers					
Our SFP is run through its own account					

APPENDIX III: HEAD TEACHER'S QUESTIONNAIRE

This questionnaire is designed to assist the researcher to find out factors influencing implementation of sustainable SFP in public Preschool centres.

Section A: Demographic data

Please answer all questions honestly and exhaustively as requested. Tick your response or fill in the blank spaces provided

1. Write the name of your school in the blank space ……

2. Gender; Male ( ) female ( )

3. Age bracket;

a) 20-30 years b) 31-40 years c) 41-50 d) Above 50 years

4. For how long have you worked as a head teacher?

a) 1-5 years b) 6-10 years c) 11-15 years d) 16 and above

5 What is your level of education?

a) Post graduate b) Degree c) Diploma d) Certificate

SECTION B: Influence of Availability of Food Stuff on Implementation of SFP

6. Have you implemented a school feeding programme in your school?

Yes ( ) No ( )

7. If yes, is it sustainable? Yes ( ) No ( )

If no, give reason.

8. Below are statements regarding the availability of food stuff and its influence on SFP in preschools. Please tick appropriately the level of agreement depending on the condition in your school.

Key; SA=Strongly Agree A=Agree SD=Strongly Disagree D=Disagree NS=Not Sure

Statement	**SA**	**A**	**SD**	**D**	**N**
Food is grown in the school garden					
Parents provide food stuff					
Pupils are given take away ratio					
Food is provided by NGO's					
Food is provided by the government					
The preschool teachers buy food stuff					
Parents bring packed food from home					

SECTION C: The influence of management on the implementation of sustainable SFP

Key: SA=Strongly Agree A-Agree SD= Strongly Disagree=D=Disagree NS=Not Sure

9. Below are questions regarding management of SFP in your school, please tick the level of agreement depending on the conditions in your school on the issue of management

Statement	SA	A	SD	D	N
SFP is managed by the head teachers					
SFP is managed by parents.					
Programme management team is capable of conducting monitoring and evaluation process					
Management of SFP has many challenges					
Preschool teachers are the managers of SFP					
SFP has no managers					
SFP doesn't have a clear guideline on management					
SFP is managed by the county government					
Management of SFP is done poorly					

SECTION D: Parents 'support in implementing sustainable SFP.

10. What is the role of parents/ caregivers towards the provision of SFP?

Statement	SA	A	SD	D	N
Construct kitchens					
Pay preschool teachers					
Provide firewood					
Fetch water					
Employed as cooks					
Buy food					
Pay cooks					

11.Are parents fully involved in the implementation of sustainable SFP in your school? Explain

...……

……

……

12. If your school has a feeding programme, When was it started?

a) 2010 b) 2014 c) 2012 d) 2008

13. Who supports the school feeding programme in your school?

a) Parents c) Ministry of education

b) NGO d) County government

SECTION E: The influence of funding on implementation of sustainable SFP

Below are statements concerning funding of SFP in your school. Please tick the level of agreement depending on the condition of your school.

Key: A= Agree D=Disagree N=Neutral

Statement	SA	A	N	D	SD
Funding of school feeding programme was adequate					
Funds for the programme were disbursed in time.					
Allocation of funds was done sparingly					
Allocation of funds for SFP implementation was done by the government					
There is enough funds for the implementation of SFP					
Funding influences implementation of sustainable SFP. It was the responsibility of the parents to fund SFP					
A financial investment plan was available to ensure maximum utilization of funds					

APPENDIX IV: INTRODUCTORY LETTER FROM AFRICA NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

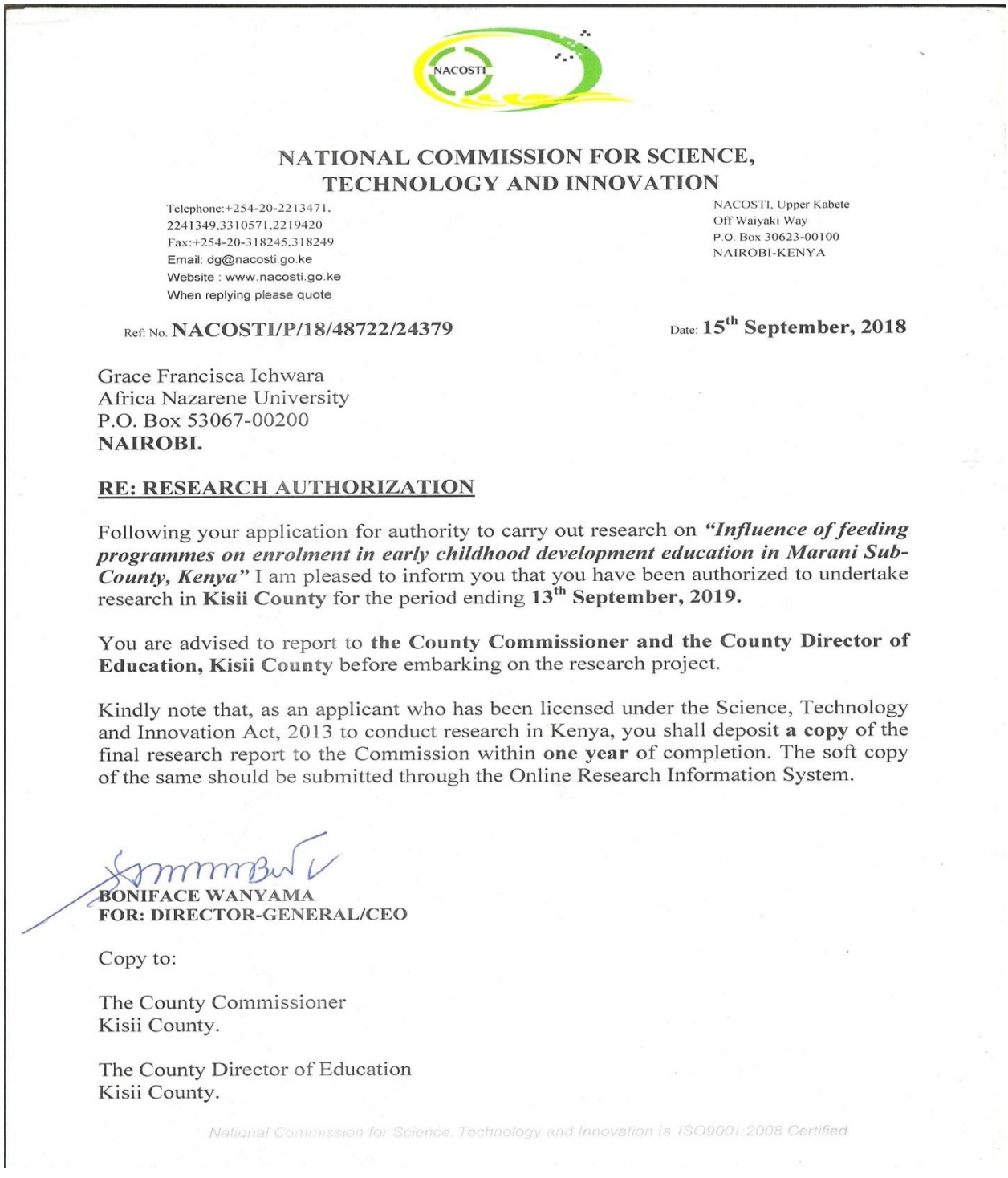
Mary Mosansa (13M04CMED035) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **Effectiveness of Government Funding in Addressing Challenges facing Early Childhood Development Education Teachers: A Survey Study of Nyamache Sub-County, Kenya."**

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed
DVC, Academic Affairs

P.O Box 53067 - 00200 Nairobi, Kenya • Tel: 020 252 7170/1 - 5 • Fax: 020 201 2233 • Cell: 0733 874 111 • Email: registrar@anu.ac.ke • www.anu.ac.ke

APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NACOSTI

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/48722/24379**

Date: **15th September, 2018**

Grace Francisca Ichwara
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of feeding programmes on enrolment in early childhood development education in Marani Sub-County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **13th September, 2019.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

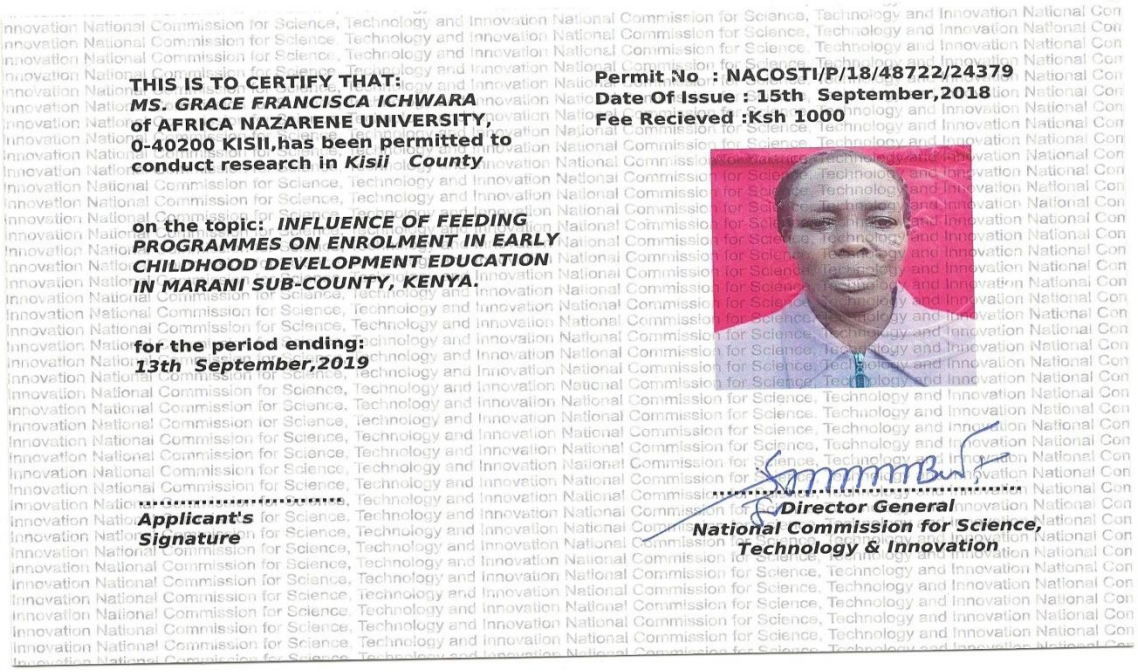
Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: NACOSTI RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MS. GRACE FRANCISCA ICHWARA
of AFRICA NAZARENE UNIVERSITY,
0-40200 KISII,has been permitted to
conduct research in *Kisii County*

on the topic: *INFLUENCE OF FEEDING PROGRAMMES ON ENROLMENT IN EARLY CHILDHOOD DEVELOPMENT EDUCATION IN MARANI SUB-COUNTY, KENYA.*

for the period ending:
13th September,2019

Permit No : NACOSTI/P/18/48722/24379
Date Of Issue : 15th September,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX VII: RESEARCH PERMISSION FROM TSC COUNTY DIRECTOR

MINISTRY OF EDUCATION

Telegrams: "EDUCATION"MARANI
Telephone:
Email: deomarani@yahoo.com
When replying please quote:
Our Ref:

DISTRICT EDUCATION OFFICE,
MARANI DISTRICT,
P.O. BOX 979 - 40200
KISII
17.07.2018

TO WHOM IT MAY CONCERN

Grace Kwena is a bonafide teacher from Marani sub-county.She has been allowed to collect data on ECDE feeding programme to defend her thesis.

SUB-COUNTY
DIRECTOR OF EDUCATION MARANI
P. O. Box 979 - 40200
KISII
DATE: 17/7/2018 SIGN.....

SIMON LODIONGOLE

SUBCOUNTY DIRECTOR OF EDUCATION

MARANI.

APPENDIX VIII: MAP OF KENYA SHOWING KISII COUNTY AND MAP OF KISII COUNTY, SHOWING MARANI SUB-COUNTY

