AN EVALUATION OF THE IMPACT OF SCHOOL FEEDING PROGRAMME ON RETENTION IN LEARNING OF ECDE CHILDREN IN KILGORIS CONSTITUENCY, NAROK COUNTY, KENYA.

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ABSTRACT

The purpose of the Study was to evaluate the impact of School Feeding Programme (SFP) on retention in learning by ECDE children in Kilgoris constituency in Narok County in Kenya. The specific objectives of the study were, to: Determine the influence of SFP on attendance and enrolment of ECDE children in pre-school in Kilgoris constituency, establish whether the SFP had an effect on the status of retention of ECD children in the constituency and to find out the impact of SFP on participation of children in pre-school activities in the constituency. The study employed descriptive survey design to evaluate the impact of SFP in retention of learners. The study population comprised of 289 ECDE Centers with a population of 453 teachers. A sample of 310 of the population was selected. This was distributed as follows: 136 ECDE teachers, 87 head teachers and 87 parent representatives. Purposive simple random sampling technique was employed in selecting the sample. The study used questionnaires and an interview schedule for data collection. The instruments were tested and re-tested before they were used. Reliability of instruments was arrived at by applying Pearson correlation coefficient measure. A coefficient of +1 was obtained and used for the study. Data were analyzed and presented using descriptive statistics specifically and means. The study established that SFPs were important in the retention, enrolment, attendance and participation in learning by ECDE. The study concluded that SFP was effective, should be expanded to ensure greater improvement in retention of pre- school children. The study recommended that parents be active participates to the programmes for achievement of desired objectives, further study be conducted to assess micronutrients values in SFP and collective bargain between MOEST and other stakeholder to expand and improve SFP in all ECD centres in the country. If implemented by GoK the study would be beneficial to all ECD stakeholders and Education development partners in Kenya.