

Relationship Between School Feeding Programme And Pupils' Transition From A Class To Another In Public Primary Schools In Kitui County, Kenya

Evelyne Mwendwa

Diploma in G/C, Bed Arts with G/C, Med,
Ongoing PhD Student Maasai Mara, Narok, Kenya

Abstract: School Feeding Programme (SFP) was implemented in Kenya in 1980 by the government of Kenya in collaboration with World Food Programme (WFP). The objective of this study was to examine the relationship between SFPs and the pupils' efficiency in learning in public primary schools in Kitui County which is deteriorating regardless that there are SFPs. The study assessed transition from a class to another. The study used Classical Liberal Theory of equal opportunity and Maslow's theory of Human motivation. The study used descriptive survey research design. The target population was 374 head teachers and class seven teachers. The sample size was 112 head teachers which was 30% of the target population. These schools were sampled randomly. The researcher wrote the names of all the schools under feeding Programme in separate pieces of papers, mixed them thoroughly and randomly picked 112 pieces in order to sample the head teachers of those schools. The researcher also sampled five percent (19) class seven teachers of the target population. The researcher wrote the names of all the schools with class seven in pieces of papers mixed them thoroughly and randomly picked 19 of them and sampled the class seven teachers of those schools. This made a total of 131 respondents. The research instruments used were the questionnaires for head teachers which produced quantitative data and structured interview questions for class seven teachers which produced qualitative data. To test validity of the research instruments, a piloting study was carried in two schools (10%) of the sample target of 19 class seven teachers. Reliability of the research instruments was done using test-retest method. Quantitatively collected data was analyzed using Descriptive Statistics and Pearson r product moment with the help of SPSS software while qualitatively collected data was analyzed using Focus by Question Analyses Strategy by establishing similarities and differences from the class seven teachers' verbatim. Analyzed results were presented using tables, graphs and pie-charts. Results show that there was a significant relationship between SFP and transition of pupils in public primary schools in Kitui County. Findings from the interviews further confirmed that there was a significant relationship between SFP and the pupils transition from a class to another. The Null hypothesis was therefore rejected and led to the acceptance of the Alternative hypothesis that there is significant relationship between SFP and the pupils' transition from a class to another in public primary schools in Kitui County.

Keywords: School Feeding Programme, Transition, enrolment, Attendance, verbatim.

I. INTRODUCTION

School Feeding Programme (SFP) can be used to address temporary hunger to make a significant contribution in the improvement of efficiency in learning. Kenya is a signatory to many international agreements that have among other things

recommended the attainment of Universal Primary Education (UPE). School feeding programme is aimed at achieving this course in Kenya. When pupils feed in schools learning is achieved efficiently and educational objectives are fulfilled to curb educational wastage. Educational wastage can be defined as an inefficient use of educational resources. Wastage

involves dropouts, repeaters, pre-mature withdrawal, misguided types of education, un-employment of school leavers and even brain drain. Education wastage can be described from the perspective of the education planners as, when an investment does not produce either its desired or anticipated results or produces these results at a scale considerably lower than it was set for itself. All the above mentioned issues can be fully controlled if feeding Programme are fully introduced in schools, supported and implemented in totality in the whole country. Learners will be confined in schools and learn as per the individuals' rate of understanding. There will be no disturbance of movement here and then. Most scholars who have seriously studied the relationship between the economic development of life and an array of social and cultural factors, including education have concluded that there is a close relationship between education level and prosperity towards economic growth, they could not demonstrate a clear causal relationship. The UNESCO commission (1996) indicates that there have been developments in the recent years in continuing education especially designed to speed up economic growth. Education has been reviewed both as an economic investment and as a means of human development. As an investment, it is essential for national development, and simultaneously it contributes to personal development and fulfilment. In this sense, School feeding programme should be implemented and supported fully worldwide because they lay foundation for education.

II. BACKGROUND OF THE STUDY

The availability of school meals is considered to have a positive effect on cognitive development and learning as a number of studies have maintained (Adelman, 2008; Kristiansen, 2007). Investing in education is a key component which leads to the development of a country. Education is a fundamental right for a person for effective contribution to the development of a country since it enhances equity, diversity and lasting peace as stipulated by World Education Forum Education for all in 2000. Successful transition of pupils from a class to another can be sustained through provision of food which can be done through implementation of feeding programme in schools.

Meals produced at school are intended to give energy for the mental and physical activities to the body and brain to function and enhance pupils' alertness during class hours. According to the Newspaper (The Star January, 19,2017) by Lydia Ngoolo, the former Kitui Senator David Musila with the former Mwingi North MP John Munuve commended that, Kitui County should restart feeding plans in all the primary schools in the county so as to keep kids in schools for transition to take place successfully. The two leaders in Kitui County urged the government to re-introduce the SFP in the whole county so as to keep children in school.

The Kenyan Home Grown School Meals Program (HGSM) is designed as a safety net strategy to increase food supply, improve incomes and reduce hunger and malnutrition. The program, adopted from the externally sponsored program was aimed at making school feeding a national program rather than a select for a few schools. Currently, the program targets

2115 schools with a beneficiary level of 760 895 pre-school and primary school children in nationally selected schools in 60 arid and semi-arid sub counties. The program is designed in such a way in links with agricultural development agencies to aid in purchase and delivery of food from the local community. Therefore, the program does not only address nutritional and educational challenges for the poor children but also creates a consistent and predictable market for small scale farmers within the localities.

Statement of the Problem-Food has been acknowledged as one of the tools that help in the efficiency in learning in public primary school pupils. Education is one of the economic developmental factors in the world; therefore, effective strategies for providing education to pupils should be well formulated especially in primary schools since primary schools lay the learning foundation worldwide. Efficiency in learning in Kitui County has not been achieved positively. Learning has been characterized by high rate of repetition, high rate of drop-up rates and stagnation in the same class in the county. Education standards have deteriorated over the past years. This is attributed with the county's poor performance in the National examinations. In the beginning of the academic years, the enrolment is high but and the end of the completion of the courses the enrolment reduces. Drop-outs increases as the year matures. Absenteeism increases and attendance in classes reduces in various schools. Transition from a class to another reduces with time regardless that these schools are under school feeding programme. This inspired the researcher to research so as to assess the relationship between school feeding Programme and transition of pupils from a class to another in learning in the County.

Purpose of the Study and the Research Hypothesis-This study was set to assess the relationship between school feeding programme (SFP) and the pupils' transition from a class to another in public primary schools in Kitui County by examining the transition of pupils from a class to another in public primary schools in Kitui County, Kenya. This study used the Hypothesis

"There is no significant relationship between school feeding programme and pupils' transition from a class to next class in public primary schools in Kitui County.

III. SIGNIFICANCE OF THE STUDY

The empirical data obtained by the study will be useful to various stakeholders in education. These include parents and pupils, teachers, administrators, policymakers, Non-governmental Organizations churches in Kitui County and beyond. Findings of this study were intended to help all these stakeholders in all matters partaking feeding. The findings of this study can be used by the WFP to improve on their effectiveness and efficiency when laying their strategies on supplying food to their sponsored schools. The findings of this study could help other researches to identify the knowledge gaps which will lead them to carry out further studies related to this subject matter. The results may inspire other academicians to develop the desire of doing research in this area and do further studies. Other stakeholders will be inspired to promote school feeding programme, hence increasing

educational outcomes of the learners. Finally, this study closes a gap in the field of school feeding.

IV. JUSTIFICATION OF THE STUDY

This study is valid because there are some problems and challenges involved pertaining school feeding programme and transition rates. According to World Food Programme 2008, SFP is an incentive for vulnerable families to retain children in school and improve on the pupils' yearly transition. This makes this study significant, relevant and timely. Therefore, this study intended to assess the relationship between school feeding Programme and pupils' transition from a class to another in Kitui County which is deteriorating.7. Limitation and Delimitation of the Study. The major limitation of this study is that there was limited literature about this subject matter. The researcher had to read intensively to gather enough data in this area. Results of the sample taken in this study may not be generalized since the study covers only one county and it did not include private schools. The researcher had to travel for quite a distance from sampled school to another since they were sparsely distributed but eventually succeeded. The roads were not tarmacked and were rough which was quite disturbing for the researcher though the researcher finally gathered the required information. Availing the required documents and answering the set questions for the interviews had some challenges, some head teachers were not able to produce the required documents. Other respondents were reluctant to fill or answer the questions appropriately but the researcher encouraged them and all was well. The study involved 374 schools with 374 head teachers and 374 class seven teachers, whereby the researcher had sampled 112 head teachers and 19 class seven teachers' preventatives of the sampled schools. The researcher focused on the relationship between school feeding Programme and the pupils' transition from a class to another in public primary schools in kitui county. The period for the study was between April and August 2018 within Kitui County only. The study assumed that all the pupils in the 374 schools accessed the meals provided through the feeding programme and also used two theories to complement one another as indicated below.

Classical Liberal Theory of equal Opportunity- This theory expresses that there should be equal opportunities of similar treatment of people in every area including education as evidenced by education for all in Kenya (John Dewey in 1946). The basic assumption of this theory is that every child is born with innate talents and capabilities therefore, education systems should be designed with a view of a pupil taking advantage of the inborn talents that could accelerate social promotion (Sherman & Wood 1982). This theory demands that opportunities including education to be availed to individuals at schools and barriers, for instance hunger to be curbed through provision of food through school feeding programme. This would enable the learners to be more effective and efficiency in learning and it would enhance pupils' transition from a class to another. When food is provided to schools it will enable pupils from different family backgrounds to access education equally and at ease. A number of researchers have applied the Classical Liberation

Theory of Equal Opportunity especially in the education sector. Classical Liberal Theory of Equal Opportunity is applicable due to the fact that it focuses on promoting equal opportunity to achievement of individual educational goals.

V. ABRAHAM MASLOW'S THEORY OF HUMAN MOTIVATION

Abraham Maslow's theory of human motivation which was developed in 1943. The theory explains that human beings aim to meet their basic needs, they also aim to meet successfully higher needs in the form of a pyramid as established by Maslow. Maslow's Hierarchy of needs has often been presented in a hierarchical pyramid with five levels with the largest and most fundamental at the bottom and the need for self-actualization at the top. At the base of the hierarchy are the physiological needs, followed by safety needs, love/belonging, esteem, and self-actualization, which is the topmost need at the top of the pyramid (Jerome, 2013). According to Huit (2006), physiological needs refer to the needs of human beings in order to satisfy physiological processes such as hunger, bodily comfort, or thirst. It is the lowest yet the most basic type of need since it is about survival. On the other hand, safety needs refer to the need for one's security. Need for belonging entails the desire of an individual to feel loved through association with others or being accepted by others in group or the mainstream society. The need for esteem refers to the desire of an individual to feel competitive through achievements in places of work or recognition and approval by peers or superiors. Finally, self-actualization refers to the ability of an individual to realize one's full potential. It is associated with absolute success as defined by all aspects of the society. This theory fits this study because it highlights the importance of food which is provided through SFP. When need for food is fulfilled, the fulfilment of other needs will follow. The findings of the study revealed that transition of pupils from a class to another, requires availability of food in school on a regular basis. Therefore, the use of Maslow's theory of human motivation showed that food, as a physiological need, is essential for learners to remain in school and learn.

VI. CONCEPTUAL FRAMEWORK

A conceptual framework shows the relationship between the independent and the dependent variables. The interaction of the variables' relationship is indicated by the arrows. In this study, the conceptual framework was based on the relationship between school feeding programme and the learners' transition from a class to another as indicated in figure1.

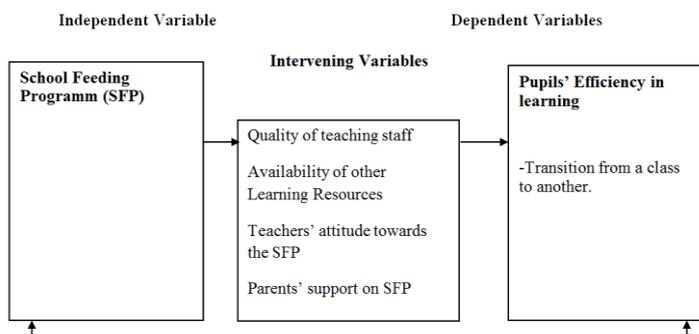


Figure 1: Conceptual Framework

The study conceptualized on the relationship between SFPs and the learners' transition from a class to another as an indicator of pupils' efficiency in learning of public primary school pupils in Kitui County. When food is provided, theoretically the learners are expected to be receptive to learning enhancing positive efficiency in learning in the pupil. Availability of food determines the overall goals of the programme. Therefore, lack of food would definitely make the programme useless. Finally, monitoring and evaluation is an essential component of the school feeding programme. Monitoring ensures that the programme is tracked on periodical basis; hence any deviations are identified and corrected in time.

VII. LITERATURE REVIEW

The literature explored has a wealth input in the study on school feeding programs and pupils' efficiency in learning of the primary school pupils in public primary schools in Kitui County. Transition of pupils from a class to another has been used as an indicator for this factor. However, most of this literature, has a number of gaps that would be addressed to improve this field of study. The past studies in this literature review showed the effort towards identifying the specific relationship between the feeding programme and primary school pupils' efficiency in learning in various parts of the world. There is little evidence that SFP has positive relationship with efficiency in learning and that SFP only improves learning, when the food is accompanied by other factors related to quality learning such as quality teaching staff and quality learning materials, teachers' attitude towards the SFP and the parents' support towards the Programme. The social economic factors that hinder efficiency in learning can be addressed through school feeding Programme.

VIII. RESEARCH DESIGN

The study adopted descriptive survey research design because it is suitable for this study. The researcher focused on gathering and justifying the current information and conditions. The use of surveys refers to an approach of collecting information through asking questions. It uses approaches such as focus group discussions, interviews, and questionnaires to ensure that questions are answered. Further, since it is difficult to ask questions to every individual in the population under study, a survey research design allows

selection of a representative sample of participants that will be involved in the study, and the findings of the study are applied to the larger population. According to Creswell (2003) survey design is economical and has a rapid turn round in data collection. It can also facilitate gathering of information from a large area within a short period of time at a low cost. Therefore, in a study such as this one covering all primary schools in Kitui County, a survey research design is the most appropriate.

To conduct a survey research design, the first step involves identification of the study population. This is followed by sampling the study population to identify a representative sample that will take part in the study. After identification of the study sample, data collection tools are identified and designed to suit the identified respondent characteristics. Data collection is then scheduled and performed, while data is analyzed through appropriate techniques. The researcher personally administered the questionnaires to the head teachers and left them to work at their own phase however the researcher was there for any clarification. The researcher also interviewed the class seven teachers and recorded down the responses given by the teachers. These responses were later used by the researcher for analyzing the qualitative data. This created high response rates as well as good return rate. The researcher compared responses from the head teachers and the ones from the class seven teachers. The researcher got similarities and differences that helped the researcher to get the relationship between school feeding programme and the pupils' efficiency in learning.

IX. TARGET POPULATION

The target population for this study was 374 head teachers and class seven teachers in the only schools under feeding Programme. The study targeted the head teachers and the class seven teachers of these schools because they are the key informants of the data required for the study under investigation. In Kenya, the school feeding programme have been implemented in primary schools for a long period of time. Therefore, they have evolved over the years through various challenges and their achievements can easily be observed when studied. This is unlike secondary schools, where school feeding is either partially implemented or not implemented at all. Therefore, the choice of primary schools for this study was inspired by the ease of availability of study population.

Sampling Techniques and Sample Study-According to Orodho and Kombo (2002), sampling is the process of selecting number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

The researcher used simple random sampling to sample the schools hence the head teachers and class seven teachers of these schools. According to the rule of thumb as stated by John Curry professor for Educational research, 30% is convenient for sampling a big population like the 374 schools to be studied. This translated to 112 schools out of which the researcher used the 112 head teachers of these schools. The

researcher wrote the names of the 374 schools in separate pieces of papers, put them in a container and mixed them thoroughly. The researcher randomly picked 112 pieces which is 30% of the target population, these head teachers were sampled.

The head teachers of these schools formed the sample size to answer the questionnaires items to get the quantitative data. The researcher sampled 5% of the class seven teachers that translated to 19 class seven teachers. The researcher gave numbers to all schools among the 374 schools which had class seven and randomly picked 19 schools. The class seven teachers from these schools formed the other part of the sample size to be interviewed to get the qualitative data. This totaled to 131 respondents. According to Gall, Gall & Borg (2003), a smaller percentage for the qualitative data is allowed provided the respondents are the key informants. Interviewing takes longer time and it is cumbersome so it requires few respondents, thus the choice of 19 class seven teachers was applicable. As in this study, the head teachers and the teachers are the key informants and they were knowledgeable enough because they had served in their respective schools for quite a long period. .

	Target Population	Sampling%	Sample
Head teachers	374	30	112
Class seven teachers	374	5	19
Total	748	35	131

Table 1: Sample for the study

X. RESEARCH INSTRUMENTS

The researcher used the questionnaires and structured interviews guide. Questionnaires can yield quantitative data and the interview guide can yield qualitative data. To collect the quantitative data, the researcher personally distributed the questionnaires to the 112 head teachers. From their responses, the researcher collected quantitative data. The researcher conducted face-face interviews to the 19 class seven teachers; from their responses through verbatim, the researcher got the qualitative data that was required for the study.

PILOTING OF THE RESEARCH INSTRUMENTS

The role of piloting is to ensure that the selected or modified instruments suit the study. Piloting of research instruments is necessary since it enables the researcher to check whether the items are clear to the respondents, whether they give the needed information and to estimate the time the respondents require to respond to the items. Therefore, a pilot is necessary to inform the researcher on what to expect during the study especially concerning the tools and instruments to be used, hence preparing for the study adequately. It is suggested that a pilot study sample should be 10% of the target population. In this case, the researcher used 2 schools for piloting which is 10% of 19 schools. Schools for piloting were selected randomly from the list of the 264 schools which were not sampled and they were in the feeding programme. The researcher personally administered the research instruments to this small group of the respondents. This enabled the

researcher to make sure that everyone sampled respondent not only understands the questions and the interviews but understands them in the same way. It also helped the researcher to understand if the respondents were feeling comfortable with the instruments. The researcher was able to know how long the research would take to be completed from piloting experience.

XI. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

According to Mugenda and Mugenda (1999), validity refers to the degree to which the empirical measure or several measures of the concept accurately measures the concept. For purposes of the study, the adopted instruments were piloted to subjects in the exact same way they would be used in the real study. Irrelevancies and ambiguities were identified. The overall information obtained from this pilot study was used to modify the instruments in order to improve the degree to which they accurately measured concepts during the real study. Hence, through this approach, a pilot study which is successful increases validity of the study instruments.

Gay (1976) has stated that validity is that degree to which a test or a tool measures what it is supposed to measure. It is the accuracy, meaningfulness and the degree to which results obtained from the analysis of the data actually represent the phenomenon of the study (Mugenda & Mugenda, 1999). To ensure validity of the instruments, the researcher sought guidance from her supervisors who are experts in her area of study. They discussed the instruments and observed their validity so as to avoid ambiguity and misinterpretation by the respondents which could arise at the time of data collection.

Reliability is the level of internal consistency or stability over time. It means the degree of accuracy that the measuring instruments provide. It is essentially a measure of degree to which research instruments yield constant results of data after repeated trials, Mugenda & Mugenda (2003). Reliability of instruments is therefore, consistency in producing the same results, over a number of repeat. To test for reliability, the researcher used test-retest method. The researcher administered the instruments to a group of respondents that was used in piloting and collected the responses. After some time; the same instruments were administered to the same respondents to compare the results with the initial responses with the later. The higher the co-efficient, the higher the reliability of the instruments and vice -versa. The study had correlation coefficient of 0.78, hence the instruments were reliable.

XII. DATA ANALYSIS

Data was analyzed using the results from the head teachers' opinions assessing the relationship between school feeding programme and the pupils' efficiency in learning and it was presented using descriptive tables. The information in these tables show the head teachers' views pertaining the relationship between school feeding programme and the pupils' efficiency in learning. The quantitative data was

presented in descriptive tables indicating the frequency and the percentages of the head teachers' opinions towards the relationship between school feeding programme and the pupils' efficiency in learning. Qualitative data was also presented by analyzing the data given by various teachers pertaining various interview questions, comparison was made and a certain conclusion was arrived at.

Quantitative data was also analyzed using Pearson r Product Moment Correlation with the help of Statistical Package for Social Sciences (SPSS). In this study, the main objective was to investigate whether there is any relationship between school feeding programme and the pupils' efficiency in learning in public primary schools in Kitui County. The correlation method was therefore used to identify existence of a linear correlation between the two variables. The coded data was calculated to determine the relationship between school feeding programme and pupil' efficiency in learning, which was indicated by the pupils' enrolment, retention, attendance and transition from one class to another. Qualitative analysis involves classification of data into patterns in order to produce results. In this study, the use of qualitative analysis was necessary because it fully lead to understanding different aspects of the study objective. For instance, qualitative analysis was used in evaluating the attitude of teachers towards school feeding program using Focus by Question Analysis procedure. Qualitative data was analyzed after interviewing the class seven teachers and recording their verbatim from the 16 interview question items (See Appendix 11). Data was analyzed by comparing responses got from different interviewees' verbatim. Using this method, the researcher had all the answers given by each respondent for each question then comparison was done to get out similarities and differences. Major ethical issues encountered in this study included informed consent, respect for anonymity, confidentiality, and respect for privacy. However, all of them were adequately addressed. Before engaging into the actual field work, the researcher got an authorization permit from National Commission for Science, Technology and Innovation (NACOSTI) as it was stated by the letter issued at Maasai Mara University School of post graduates. After getting the permit, the researcher submitted a copy to the County director of education Kitui County to be allowed to conduct the research in the sampled schools as well as from the county commissioner Kitui County and permission was granted. During the actual data collection, respondents were required to voluntarily participate in the study. Respondents were not compelled to participate in the study and they were asked to sign the consent form. For instance, all respondents were informed of their status of participation in the study as voluntarily, hence they could withdraw any time without any conditions. Questionnaires provided stated that writing of names or contacts for the respondents was voluntary; hence this was essential in maintaining anonymity, privacy was observed especially during interviews, where respondents felt more comfortable responding to interview questions in privacy. Finally, the respondents were promised that the information provided during interviews would not be disclosed regardless of its purpose. The findings of the study were presented in a generalized manner. As pertains confidentiality, the respondents were requested to omit their

names while filling the questionnaires. No reference was used for individual schools or any respondent participating in the study. On the other hand, other ethical issues that had to be adhered to include the researcher's acknowledgment of sources used to prevent plagiarism and para- plagiarism and referencing of the resources used in the study.

XIII. RESPONSE RATE

The researcher expected a total of 131 respondents comprising 112 head teachers and 19 class seven teachers' representatives. However, due to various challenges encountered during the process of data collection, the researcher was not able to get maximum response. Only 108 (96.43%) of the head teachers were able to fill and return their questionnaires as required and 15(78.95 %) of the class seven teachers' representatives were able to be interviewed. Some of the challenges that led less than expected response included, return of blank questionnaires and constant postponement of interview schedule by some of the teachers' representatives. Nevertheless, there was adequate response to warrant reliable results. The respond rate is presented in figure 2 which indicates the number 108(96.43% of the head teachers who were able to fill their questionnaires successfully and the class seven teachers' representatives 15(78.95%) who were able to be interviewed accordingly, Creswel (2014), asserts that response rate of 70% and above is adequate to validate the findings of a study. As pertains the case of this study, both the response rates were above 70% and they were able to allow the researcher to proceed with the analysis.

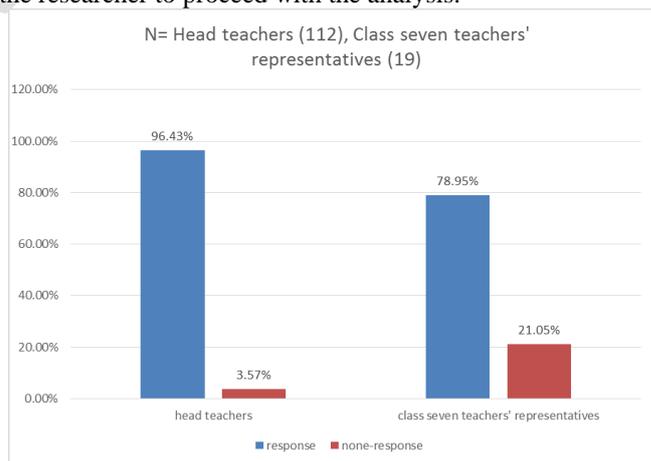


Figure 2 Response rate

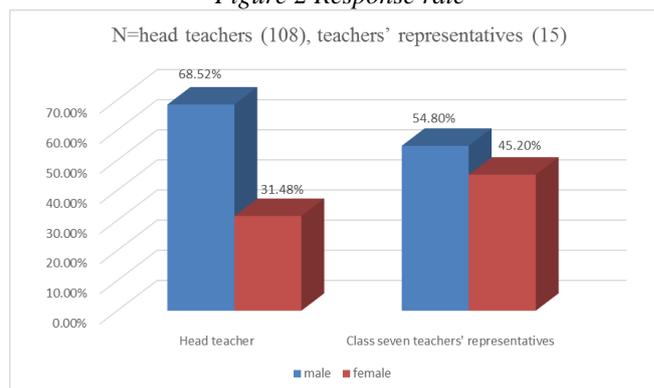


Figure 3: Gender information of Respondents

The researcher recorded the gender of both the head teachers and the class seven teachers' representatives in the study under investigation to know the composition of gender majority of the leaders' gender in leadership

The above figure 3 shows that 74(68.52%) of the head teachers were male while 34(31.48%) were female. On the other hand, 8(54.8%) of the class seven teachers' representatives were male while 7(45.2%) were female. The findings imply that most of the persons in leadership and class teachers were male, an indication of existing gender disparities in leadership of public primary schools in Kitui County. The findings further reveal that the disparity was rifer when it comes to head teachers' level. In fact, it was very rare to find a primary school headed by a female head teacher. This further points to underlying fundamental debate on how efficiency in learning especially when it comes to girls' education could be affected by male dominated school leadership. This information indicates how effective the male leaders can manage school feeding Programme in Kitui County since they are the majority.

XIV. LEVEL OF EDUCATION

Figure 4 shows that majority of the head teachers had a college level of education 90 (83.33%) while 16 (14.81%) of them had a university education level. Interestingly, there were 2 (1.85%) of the head teachers who had attained only secondary level of education, raising questions on how they ascended to the helm of leadership at a primary school level. Nevertheless, most of the head teachers had adequate educational qualifications to lead public primary schools and were expected to manage and scrutinize the role of School Feeding Programme in their schools. It is also important to note that the status of leadership in these primary schools was not in congruent with the Ministry of Education requirement in Kenya; the ministry requires that all school head teachers in primary schools must have acquired a masters' degree. However, in the case of Kitui County, very few head teachers had met this requirement by the time this study was conducted, an implication that most of the Ministry of Education guidelines were breached in these primary schools. It also points to poor implementation of policies since appointment of head teachers is done at Teachers' Service Commission (TSC).

XV. PERIOD OF SERVICE

Head teachers were asked to indicate the period they had headed their respective schools while teachers' representatives were asked to indicate the period they had been representatives as class seven teachers in the respective schools (Table 2). This information was necessary to know if the respondents had enough information of the schools they were leaders and more so if they could give information of the relationship of the school feeding programmes and efficiency in learning in the public primary schools in Kitui County. Majority of the head teachers and the class seven teachers' representatives had served in their schools in a period between

2-4 years an indication that they were knowledgeable enough to give information about their schools in relating to school feeding programme or any other activity.

Period	Head teachers		Teachers' representatives	
	Frequency	Percentage	Frequency	Percentage
0 to 1 year	20	18.5	3	20.0
2-4 years	56	51.9	7	46.7
5-10 years	32	29.6	5	33.3
Total	108	100.0	15	100

Table 2: Respondents' Period of Service in Public Primary Schools in Kitui County.

The results in Table 2 show that most of the head teachers 56(51.9%) and class seven teachers' representatives 7(46.7%) had served in their respective schools for 2 to 4 years. Another 32(29.6% of the head teachers and 5(33.3%) of the teachers' representatives had served in their schools for 5 to 10 years. Basically, the findings imply that both head teachers and teachers' representative who participated in this study had adequate experience relevant to the study. Much of the information sought required respondents with adequate experience with School Feeding Programs and the respondents demonstrated to have the right experience. Though adequate, it is important to note that a respondent with an experience of less than 10 years may not be in a good position to exploit the nature of school feeding program and its effectiveness in learning. However, it was assumed that these respondents had studied the history of the schools they were teaching since they were appointed in the positions of leadership.

TYPE OF THE SCHOOL

Head teachers were asked to indicate the type of the schools they were heading. The researcher needed this information so as to understand whether both boarding and day- schools were under feeding programme and the relationship the programme had with the pupils' efficiency in learning in Kitui County.

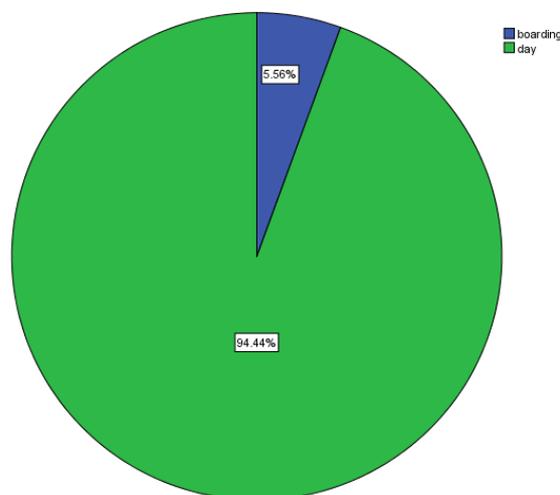


Figure 4: Head teachers' type of schools

The above figure shows that majority of the head teachers 106(94.44%) were from day primary schools while only 6(5.56%) were from boarding primary schools. The implication is that most of the public primary schools in Kitui County

were day schools, which also means that learning in such schools could greatly be affected by lack of proper feeding regimens. The findings show that provision of school feeding programme might have been the main factor considered when adopting boarding or day school mode of education. Owing to this fact, it appeared that parents and guardians were the ones carrying the biggest burden of feeding their children since children spent the longer part of their life at home especially when schools are closed.

Variable	F %	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Completion of the primary school course is low in your school.	F %	4 3.7	0 0	48 44.2	56 51.9	108 100
School feeding program has led to increased transition of pupils from a class to another.	F %	42 38.9	60 55.6	2 1.9	4 3.7	108 100
School feeding Programme has increased the rate of transition in your school since it was introduced.	F %	32 29.6	72 66.7	0 0	4 3.7	108 100
The trend of the pupils' transition from class to another can be rated to be poor despite the introduction of the School	F %	2 1.9	4 3.7	38 35.2	64 59.3	108 100
Feeding Programme. School Feeding Programme has highly curbed repetition rate in your school.	F %	5.0 46.3	56 51.9	2 1.9	0 0	108 100
School feeding Programme has reduced class repetition in your school.	F %	46 42.6	50 46.3	6 5.6	6 5.6	108 100

Table 3: Head teacher's opinion on SFP and Pupils' Transition from a Class to another in Public Primary Schools in Kitui County

Results in Table 5 show that head teachers 56(51.9%) strongly disagreed that completion of primary school course was low in their respective schools. Only 4(3.7%) of the head teachers felt that completion rate in their schools was low. On the other hand, majority 60(55.6%) agreed that School Feeding Program had led to increased transition of pupils from one class to another. Similarly, only 4(3.7%) of them strongly agreed that SFP had led to increased transition. Majority of the respondents 72(66.7%) further agreed that School Feeding Program had increased transition since it was introduced. There was a general opinion that after introduction of SFP, pupils started to move from one class to another faster than before. This can further be confirmed by the fact that majority of the head teachers 64 (59.3%) disagreed that the trend of transition from one class to another can be rated as poor even after introduction of School Feeding Program. Basically, close to 103(95%) of the head teachers were in disagreement with this assertion. Most of the head teachers attributed School Feeding Program with curbing repetition rates in their respective schools. At least 96(88.7%) of them agreed that repetition rates reduced under the courtesy of School Feeding Program.

From the nature of the responses given, it was clear that head teachers had strong opinions regarding the role of school

feeding program in transition. Some actually went ahead to explain how some pupils had always repeated classes as a result of failure to do examinations, hence failing to progress on the basis of inadequate assessment. While the variation in completion rates of primary schools across the schools under survey remained relatively unchanged, most of the schools had high rate completion rates an indication of tremendous changes after introduction of school feeding program. However, it was necessary that the researcher determined whether there was really a significant difference in observed completion rates before and after introduction of school feeding program in the schools under study.

After getting the descriptive results, the researcher decided to test the relationship between school feeding programme and the learners' transition from a class to another using Pearson correlation Coefficient moment. The researcher did the calculations with the help of SPSS software. Pearson Moment results ranges from -1to +1. When such results are posted, the indication is that there is total strong association between the variables measured,0 results indicate that there is no relationship or association between the variables been measured. Table 6 shows the results that were produced after testing the relationship between SFP and the pupils' transition from a class to another.

		School feeding program	Transition
Provision of school meals	Pearson Correlation	1	.669
	Sig. (2-tailed)		.011
	N	108	108
Transition	Pearson Correlation	.669	1
	Sig. (2-tailed)	.011	
	N	108	108

$P < 0.05, df=106:$

Table 4: Pearson Relationship Between Provision of School Meals and Pupils' Transition in Public Primary Schools in Kitui County

To test the relationship between provision of SFP and the pupils' transition from a class to another, the researcher used the second hypothesis which said; "There is no significant relationship between SFP and the pupils' transition from a class to another in public primary schools in Kitui County". The researcher employed the use of Pearson r correlation coefficient to determine the relationship between school feeding programme and the pupils' transition from a class to another and used 95% confidence level. The researcher used the data collected from the questionnaires that were filled by the head teachers seeking the relationship between SFP and the transition of the pupils as indicated in (appendix1). When computation was complete, the P-value was .011 and r value of.669 at an alpha level 0.05 as indicated in Table 6. The Pearson correlation of 0.669 indicated that, there was a significant relationship between SFP and the pupils' transition from a class to another in public primary schools in Kitui County. The p-value .011 was less than the chosen alpha level of 0.05 which was used to determine the rejection of the Null hypothesis and acceptance of the Alternative hypothesis that, there is a significant relationship between SFP and the pupils'

transition from a class to another in public primary schools in Kitui County. $P < 0.05$, $df = 106$. This means that SFP has a significant enhancement on the pupils' transition from a class to another. The Null hypothesis that 'There is no significant relationship between school feeding program and pupils' transition from a class to another in public primary schools in Kitui County was therefore rejected. The results show that school feeding programme had positive relationship with transition, an implication that the more the aspects of SFP were streamlined, the better and the rate of transition increased. The findings further show that schools that had well developed school feeding programme had better transition rates.

XVI. SUMMARY OF THE FINDINGS

As pertains the relationship between school feeding programme and primary school pupils' transition from a class to the next class. The findings of this study show that majority 60(55.6%) of the head teachers agreed that SFP had led to increased transition of pupils from one class to another in their schools. Some other head teachers 72(66.7%) agreed that SFP had increased transition since it was introduced in their schools as well 103(95%) of the head teachers disagreed that the trend of transition from one class to another can be rated as poor even after the introduction of SFP in their schools.

When the Pearson r product moment correlation was computed, the results were: significant $P < 0.005$ $df = 106$. The results show that there was a significant relationship between school feeding programme and the pupils' transition from a class to another in public primary schools in Kitui County. This led to the rejection of the Null hypothesis and to acceptance of the Alternative hypothesis that "There is significant relationship between school feeding programme and the pupils' transition from a class to another in public primary schools in Kitui County. From the results of the questionnaires filled by the head teachers, primary school learners were taking longer time to complete their studies because of inconsistent attendance to classes. At the same time, some class seven teachers' representatives explained that many learners were not able to do all the examinations hence being unable to move to the next classes. Teachers explained that transition rates increased tremendously after school feeding program was introduced in schools. The implication is that, with school feeding programme primary school pupils can be able to complete their studies within their expected cohorts. It can further be explained that transition rates increased significantly after introduction of school feeding programme. The results show that most of the schools recorded significant increases in the rate of transition after school feeding programme was introduced. In some schools the numbers were actually almost double compared to the numbers before school feeding was introduced in the various schools under study. According to the interview findings, the class seven teachers' representatives' verbatim were similar with the head teachers' opinions that there was positive association between SFP and the pupils' transition from a class to the next class among the public primary school pupils in Kitui County.

XVII. CONCLUSION

School feeding Programme are among the factors that can improve the economy of a country because learning can be received successfully when hunger is controlled. Feeding Programme are the only strategies used to cater for universal education which will improve education in a country. A country with educated people sustains high economy. Therefore, food Programme are very important and should be implemented worldwide to boost the economy. With this in mind, the researcher had the following conclusions. This study concludes that SFP was responsible for improved completion rates and reduced class repetitions. Findings from interviews with class seven teachers' representatives, their verbatim also show that completion and repetition statistics were significantly different after introduction of school feeding programme in the respective schools under study. The study finds a significant relationship hence the hypothesis that 'There is no significant relationship between school feeding programme and the pupils' transition in public primary schools in Kitui County' is hereby rejected and it has led to the acceptance of the Alternative hypothesis that, "There is significant relationship between school feeding programme and the pupils transition from a class to the next class in the public primary schools in kitui county.

XVIII. RECOMMENDATIONS AND SUGGESTIONS

- ✓ The study recommends that, the county government should liaise with the primary school administrators so as to expand the school feeding programme and include breakfast and supper so that more learners can be retained in schools to enhance pupils' transition.
- ✓ The researcher recommends that head teachers and teachers to utilize school feeding programme to ensure that more learners complete their studies within their respective cohorts.
- ✓ The researcher recommends that managers to go for benchmarking in other counties where feeding programme are being run successfully in support of learning efficiency.
- ✓ This study was delimited to only one County, Kitui, it is therefore important to conduct another similar study for the rest of the other forty-six counties in Kenya.
- ✓ The researcher recommends other studies to be conducted to investigate other factors that affect learning efficiency in Kitui County and in general the whole nation.

REFERENCES

- [1] Achoka, J.S.K. Maiyo, J. (2011), Horrifying disasters in Western Kenya; Impact on education and national development. Educational Research and Review Vol.3 (3). PP. 154-161.
- [2] Adam, J. Kamuzora, F. (2008). Research methods for business and social studies.

- [3] Adekunle, T. & Ogibogu, C. (2016). The Effects of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State, Nigeria. *World Journal of Education*.
- [4] Ademokun, O. Osungbade, K. & Obembe, T. (2014). A Qualitative study on status of implementation of school health programme in South Western Nigeria: Implications for healthy living of school age children in developing countries. *American Journal of Educational Research*, 2(11).
- [5] Adrogué, C. & Orlicki, M E. (2016). Do school feeding programs have impact on academic performance and dropouts? The Case of the Public of Argentine Schools.
- [6] Ahmed, A. (2004). Impact of Feeding Children in School: Evidence from Bangladesh.
- [7] Ahmed, A. U. & Del C.N. (2002). The food for education programme in Bangladesh: An evaluation of its impact on educational attainment and food security. Discussion Paper 138. Food Consumption and Nutrition Division. Washington, D.C: International Food Policy Research Institute
- [8] Ahmed, A. U. (2004) Assessing the performance of conditional cash transfer programmes for girls and boys in primary and secondary schools in Bangladesh. Project report prepared for the World Bank. Washington, D.C. International Food Policy Research Institute.
- [9] Ahmed, A.U. (2004). Impact of feeding children in school; Evidence from Bangladesh, Washington, DC: International food policy research Institute (IFPR).
- [10] Aila, B. (2012). The Impact and Challenges of School Feeding Programme in Enhancing Access to Primary Education in The Unplanned Settlements of Kibera in Nairobi. Retrieved from [http://ir-](http://ir-library.ku.ac.ke/bitstream/handle/123456789/5491/Ouko%20Boniface%20Aila.pdf?sequence=3)
- library.ku.ac.ke/bitstream/handle/123456789/5491/Ouko%20Boniface%20Aila.pdf?sequence=3
- [11] Ajani, O. (2012). The Effect of School Feeding Programme on Primary School Attendance in Rural Areas of Lagos State, Nigeria.
- [12] Arumugam, A. (2016). Understanding School Feeding Programmes in India and Tamil Nadu in addressing Classroom Hunger. *IRA-International Journal African Journal for the Psychological Study of Social Issues*, 12(1). of Education & Multidisciplinary Studies, 4(1).
- [13] Atta, G. & Manu, D. (2015). Ghana School Feeding Program: A Retrospective Review. Retrieved from <http://www.ijird.com/index.php/ijird/article/viewFile/75321/58614>
- [14] Barnabas, K. (2014) School Feeding Programme and its Influence on the Pre- School Children Academic Performance in Kaplong Zone Bomet County. Retrieved from http://cees.uonbi.ac.ke/sites/default/files/cees/barnabas%20project_0.pdf
- [15] Best, J. W & Kahnj. (2000). *Research in education*; New Delta: Prentice Hall India.
- [16] Bultenheim a.m. alderman H. & Friedman J. (2011). Impact evaluation of feeding programme in LAOPDR. Word Bank policy research working paper services, 5518.
- [17] Bundy, D., BURBANO, C., Grosh, M., Gelli A., Jukes and Drake, L., (2009) *Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector*, 2009, Washington, DC: World Bank/ World Food Programme.
- [18] CaLdes, N., and A. U. Ahmed. (2004) *Food for education: A review of Programme impacts*. International Food Research Institute, Washington, D.C. Mimeo.