





shows that majority of the respondents had attained a post graduate level of education and would therefore contribute adequately to the study.

**Table 1: Community participation**

Statement	A	U	D	M	SD
	%	%	%		
Community is consulted in the design of the programme	31.6	2.5	65.8	2.4	0.234
There is community level structures to establish communication (e.g. provincial administration, county rep and the like)	58.2	3.8	37.9	3.8	0.152
There is a committee comprising representation of parents, teachers and students	50.6	3.8	45.6	2.5	0.224
Community contributes to pay the cooks or firewood used in cooking	21.5	6.3	72.2	1.8	0.368

**Key:**A – Agree; U – Undecided; D – Disagree; M – Mean; SD – Standard Deviation.

In this section of the first research objective sought to examine the extent to which community participation affects implementation of School Feeding Programme. According to research finding in (Table I) majority 58.2% of the respondents agreed that there is community level structures to establish communication e.g. provincial administration, county representatives with a mean of 3.8 and also (50.6%) agreed that there is a committee comprising representation of parents, teachers and students with a mean of 3.8. These findings are consistent with those of Cole (2007) who argued that community participation is considered necessary to get community support for planning and development. The findings also concur with the Young (2005) who observed that with local involvement, communities become a valuable resource for schools and contribute significantly to the sustainability of health promotion interventions. On whether community contributes to pay the cooks or firewood used in cooking majority 72.2% of the respondents disagreed with a mean of 1.8 and a deviation of 0.368. Also 65.8% of the respondents disagreed with a mean of 2.4 and a deviation of 0.234 on the statement that community is consulted in the design of the programmes. According to Talbot and Verrinder (2005) community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making. School feeding programmes that incorporate some form of parental or community contribution, whether it be a cash payment or in kind through donated food or labour, tend to be the strongest programmes. According to the WFP School Feeding Programme (2001), parents associations have proven to be key to community participation.

**Table 2: Needs Assessment within the Community**

Statement	A	U	D	M	SD
	%	%	%		
Need assessment is thoroughly done before the project commence	65.8	6.3	27.8	3.2	0.321
All stakeholders are involved in need assessment	44.3	0.0	55.7	2.7	0.214
All issues, problems and opportunities are considered	20.3	10.1	69.6	1.9	0.623
The community included school feeding as one of the priorities in	51.9	10.1	37.9	2.3	0.135

local development plans					
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**Key:**A – Agree; U – Undecided; D – Disagree; M – Mean; SD – Standard Deviation.

The study sought to establish the extent to which the needs assessment within the community affects the implementation of School Feeding Programme. majority 65.8% of the respondents agreed that Needs assessment is thoroughly done before the project commence with a mean of 3.2 and majority 51.9% agreed that the community is included school feeding as one of the priorities in local development plans with a mean of 2.3. On the other hand, Majority 69.6% of the respondents disagreed on the statement that all issues, problems and opportunities are considered with a mean of 1.9. 55.7% disagreed on the statement that; All stakeholders are involved in needs assessment with a mean of 2.7. These findings are in line with O’Brochta (2002) who argued that the sponsoring group may be organized for the needs assessment project only, or it may be an existing group or groups which assume responsibility for the needs assessment. Either way, the sponsoring group must contribute time, leadership, management and its good name and reputation to the project. Njuguna et al (2004) observed that community groups and interested citizens should be invited and encouraged to participate.

**Table 3: Policy and Regulatory Frameworks**

Statement	A	U	D	M	SD
	%	%	%		
There are procedures for consultation with participants.	62.0	6.3	31.6	3.2	0.321
The consultation process is open, transparent	55.6	17.2	26.6	2.7	0.214
Staff are trained on knowledge of School feeding Programme	25.3	3.8	74.7	1.9	0.623
There are resources to manage the School feeding Programme	24.1	8.8	65.8	2.3	0.135
There is an implementing unit and implementing arrangements for the school feeding programme in the school	34.2	17.7	48.1	2.3	0.135
There is a monitoring and evaluation plan for measuring whether goals of the programme are meet	41.8	6.3	51.9	2.3	0.135
Report are frequently produced	37.9	0.0	62.0	2.3	0.135

**Key:**A – Agree; U – Undecided; D – Disagree; M – Mean; SD – Standard Deviation.

The third research objective sought to investigate how policy and regulatory frameworks affects implementation of School Feeding Programme. Majority 62.0% of the respondents agreed on the statement that there are procedures for consultation with participants with a mean 3.2 and also majority 55.6% of the respondents agreed on the statement that the consultation process is open, transparent with a mean of 2.7. On the other hand, majority 74.7% of the respondents disagreed on the statement staff are trained on knowledge of school feeding programme with a mean of 2.7. 65.8% also disagreed that there are resources to manage the School feeding Programme with a mean of 2.3. These findings concur with the WFP (2008b) report

which indicated that establishing clear policies on school feeding for school health is a critical first step to ensuring the sound implementation of school feeding. School feeding programme policy should be based on a correct assessment of the situation in a particular country. Briggs (2008) argues that policies regarding the health-related practices of teachers and students can reinforce health education. Teachers can act as positive role models for their students, for example, by not smoking in school and eating healthy foods. The process of developing and agreeing upon policies draws attention to these issues. The policies are best developed by involving many levels, including the national level, and teachers, children, and parents at the school level.

The fourth research objective sought to investigate the extent to which financial management affects implementation of the School Feeding Programme. The study established that majority 65.5% had training on financial management and 34.5% did not.

**Table 4:** Financial Management

Statement	A	U	D	M	SD
	%	%	%		
There is capacity to plan and budget needs	34.2	6.3	59.5	4.1	0.541
There is a budget plan in place	55.7	6.3	37.9	3.9	0.414
There are plans to finance the programme in future	54.4	0.0	45.6	3.5	0.554
A good percentage of the finances can be sourced from small scale farmers	68.4	3.8	27.8	3.1	0.457

**Key:** A – Agree; U – Undecided; D – Disagree; M – Mean; SD – Standard Deviation.

Majority 68.4% agreed that a good percentage of the finances can be sourced from small scale farmers with a mean of 3.1. Also majority 55.7% agreed that there is a budget plan in place with a mean of 3.9. On the other hand, majority 59.5% of the respondents disagreed on the statement that there is capacity to plan and budget needs. These findings are in line with the findings of Koontz and Weihrich (2001) who indicated that as the programme becomes national, it needs a stable and independent funding source. This may be through government core resources or through development funding. In the long-term, a national budget line for school feeding is needed. According to Masset and Gelli (2011) stable funding is a prerequisite for implementation and sustainability for any projects. Typically, governments plan and budget for their priorities on an annual basis based on a national planning process. The degree to which school feeding is included in this planning and budgeting process will determine whether the program gets resources from the national budget and whether it benefits from general budget support allocations (Ayieko, 2005).

### Regression Analysis

Regression analysis was used to generate an equation applied to the independent variables in order to best predict the dependent variable in the model. Each independent variable is associated with a regression coefficient describing the strength and the sign of that variable's relationship to the dependent variable.

A model summary was generated providing the values of R, R Squared, Adjusted R Square and Standard error of the estimates for dependent and independent variables. The results are shown in table

### Results of Multiple Regressions

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	0.709	0.712	0.633	0.8121

The value of R in the model was 0.709 showing a very strong correlation between SFP implementation in public primary schools in Emuhaya Sub-County, Kenya and the independent variables which included needs assessment, community participation, financial management, policy and regulatory framework. The study further showed, R-square (0.712) which measured the proportion of the variation in the SFP implementation in public primary schools in Emuhaya Sub-County, Kenya that was explained by variations in the independent variables.

The four independent variables that were studied, explain 63.3% of SFP implementation in public primary schools as represented by the adjusted R<sup>2</sup>. This therefore means that other factors not studied in this research contribute 36.7% of the SFP implantation in public primary schools. Therefore, further research should be conducted to investigate the other factors (36.7%) that affect the implementation of in public primary schools in Emuhaya Sub-County, Kenya.

### Analysis of Variance for the Independent variables

Analysis of Variance (ANOVA) was used to determine the linear relationship among the variables under investigation. Using this method, the sum of squares, degrees of freedom (df), mean square, value of F(calculated) and its significance level was obtained. The results are shown in Table below.

*ANOVA results of the Regression Analysis*

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	11.211	4	2.802	9.874	0.0103
	Residual	6.382	146	0.0437		
	<b>Total</b>	<b>17.593</b>	<b>150</b>			

The significance value is 0.0103 which is less than 0.05 thus the model is statistically significance in predicting how various factors affect the implementation of SFP in public primary schools in primary schools in EmuhayaSub-County, Kenya. The F critical at 5% level of significance was 2.85. Since F calculated is greater than the F critical (value = 9.874), this shows that the overall model was significant. The relationship (p < 0.05) indicated a linear relationship among the variables under the study meaning there was 95% chance that the relationship among the variables was not due to chance.

Overall Coefficient Estimates for the Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	0.398	0.645		2.143	0.001
Needs Assessment	0.769	0.091	0.145	8.451	0.003
Community Participation	0.724	0.199	0.082	3.638	0.000
Financial Management	0.824	0.311	0.004	2.649	0.001
Policy and Regulatory Framework	0.812	0.254	0.045	4.521	0.004

As shown on Table above, needs assessment, community participation, financial management, policy and regulatory framework had a positive and significant effect in SFP implementation in public primary schools in Emuhaya Sub-County, Kenya as indicated by beta values. The relationships ( $p < 0.05$ ) are all significant with needs assessment ( $t = 8.451$ ,  $p < 0.05$ ), community participation ( $t = 3.638$ ,  $p < 0.05$ ), financial management ( $t = 2.649$ ,  $p < 0.05$ ) and policy and regulatory framework ( $t = 4.521$ ,  $p < 0.05$ ).

The results further shows the constant in this model is represented by a value of 0.398, which is the expected value of SFP implementation in public primary schools in Emuhaya Sub-County, Kenya when the values of the independent variables are equal to zero. Based on the analysis, the regression equation for the independent variable on the dependent variable resulted to the following:  $Y = 0.398 + 0.769 X_1 + 0.724 X_2 + 0.824 X_3 + 0.812 X_4$

Where  $Y =$  SFP Implementation  $X_1 =$  Needs Assessment  $X_2 =$  Community Participation  $X_3 =$  Financial Management  $X_4 =$  Policy and Regulatory Framework

## 6. Conclusion

Needs assessment, community participation, financial management, policy and regulatory framework has a positive and significant effect in SFP implementation in public primary schools in Emuhaya Sub-County, Kenya. Community participation enhances the implementation of school feeding programme to a greater extent. Public primary schools that depend on the community to organize and implement SFPs offer certain advantages like increasing the contact, and hence communication between parents and teachers, officials and others; giving parents the opportunity to become more aware of what goes on at schools. Needs Assessment of SFP programme in public primary schools should be carried out to establish the needs for a particular programme by systematically examining stakeholder's interest and knowledge, agency mission, authorities and capability, and its significance of particular environmental conditions or issues. Clear policies and regulatory framework on school feeding programmes ensures sound implementation of school feeding programme in public primary schools. Establishing clear policies on school feeding for school health is a critical first step to ensuring the sound implementation of school feeding (WFP, 2008b). Financial management is an important component of project design. When designing a project, the schools must

make a realistic assessment of both the fiscal requirements and the probable availability of funding with an aim of adhering to the set project budget.

## 7. Recommendations

Schools are the destination of feeding centers. They are supposed to mobilize the community to contribute to school feeding programmes. Community ownership of the SFP by emphasis on parents' involvement in the SFP management should be encouraged to increase community involvement in schools, particularly where programs depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement. Parent-teacher or other community associations can play a significant role in a SFP and ultimately assume some of the costs.

Schools should conduct needs assessment to establish how community leaders, teachers, local government entities or voluntary organizations can participate in identifying the most crucial needs in the community or area covered.

The government should instate SFP policies that work toward achievable goals. If the Kenyan government hopes to ensure the success of school feeding programmes there must be considerable and consistent investment in programs that increase educational access, participation, and quality especially among the most vulnerable and historically marginalized social groups. The school management committee should support the feeding programme in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding programme.

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