

Parental Participation and Attitude towards School Feeding Program In Early Childhood Development Centres In Roret Division, Bureti District in Kenya

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Abstract

The School Feeding Program (SFP) is an essential aspect of child growth and holistic development. To establish a functional SFP, parents should be involved in all procedures to ensure sustainability of the program which will cater for children from diverse socio-economic backgrounds hence academic achievements among Early Childhood and Development (ECDE) children. The purpose of this study was to determine parental socio-economic status, educational level, marital status, background and attitude towards establishment of SFP in Roret Division, Bureti District in Kericho, Kenya. The target population consisted of ECD teachers, Head teachers, children, parents and Quality Assurance and Standards Officers (QASO). The schools were first placed in two strata of public and private category then schools were randomly selected comprising of 48 ECD teachers, 24 Head teachers, 720 children, 480 parents and 2 QASO. Data was collected through questionnaires administered to ECD teachers, interview schedule for QASO, Head teachers and parents, achievement tests were set and administered to children in ECD Centres. Observation and checklist was used by the researcher to verify what had been said by respondents and validate what was reported through questionnaire. The data collected was presented analysed and reported in terms of percentages, frequencies, means, chi-square and F-test. The result obtained showed that parental socio-economic status, educational level, marital status, type of school have an impact on a functional school feeding program in Roret Division, Bureti District. Establishment of a successful SFP is based on parental participation and necessary attitude towards SFP because when they participate in all the proceedings they'll own the program and make it sustainable. The study is of significance as the findings would assist DICECE officers, teachers, Parents, QASO and policy makers to establish functional and sustainable SFP in all ECD centres in Roret Division and all areas with the same characteristics as Roret Division in Kenya.

Keywords: parental participation, attitude, school feeding programme, ECD centres, Kenya

INTRODUCTION

A School Feeding Program (SFP) is essential to provide a balanced diet to ECD children which would in turn enable the children to increase their attention span hence better academic achievement. To establish a functional SFP, parents should be involved in all the procedures to ensure implementation and sustainability of the program which will cater for children from diverse backgrounds.

The School Feeding Program is a crucial component in the development of a holistic child. The effect of under nutrition on young children aged (0-8) can be devastating and enduring. Good nutrition is the first line of defence against numerous childhood diseases, which can leave their mark on a child for life. In the area of cognitive development, psychomotor and affective domain "when there isn't enough food, the body has to make decision about how to invest the

limited foodstuffs available. Survival comes first, growth comes second. A healthy child will concentrate more in class work hence developing the cognitive part. He can also play to develop physically and will interact with others with a lot of ease and grow in self esteem.

According to Early Childhood Development and Education (ECDE) standard guidelines of Kenya (2006) the school going children require enriched porridge and a balanced diet at lunch hour to increase their attention span. Establishment of a successful SFP is based on parental participation and necessary attitude towards SFP because when they participate in all the proceedings they'll own the program and make it sustainable.

In the year 2003 the Kenyan Government re-introduced Free Primary Education (FPE) to all

public primary schools in Kenya aiming at boosting primary enrolment and retention of pupils in schools. However attendance of ECDE did not increase proportionally. Some parents kept their children at home and have them move straight to standard one. The purpose of this researcher therefore sought to establish the relationship between parental socio-economic status, marital status, education level and attitude towards establishment of SFP.

Role of School Feeding Programs

School Feeding Programs (SFPs) and other school-based nutrition and health programs can motivate parents to enrol their children in school and to see that they attend regularly, programs effectively reduce absenteeism and drop outs.

Most important of these, iodine and iron directly affect cognition. Meeting the iron and iodine needs of school- aged children can translate into better school performance. Increased community involvement in schools, particularly where programs depend on the community to prepare and serve meals to children are more effective than schools with less community involvement. Factors that contribute to hunger in school children includes the long distance children have to travel to school, cultural meal practices that include no or little breakfast or lack of family time or resources to provide adequate meals to children before or during the school day.

In Peru 23 malnourished and 29 well nourished 9 to 11 year old boys were studied to assess the effect of breakfast on cognitive performance. Breakfast was nutritionally fortified beverage and baked grain product fortified with Iron, similar to the meal provided in the government – sponsored school breakfast programs. A series of cognitive test were administered in an experimental setting. Speed in performing a short-term memory test and discrimination of geometric patterns were improved under the breakfast condition in both groups. The effect was more pronounced in nutritionally disadvantaged children (Pollit, Jacoby and Cueto, 1995).

STATEMENT OF THE PROBLEM

Parental socio-economic status, their educational level, availability of infrastructure and resources has been a challenge in the establishment of a successful school feeding programmes in Kenya. Undernourished children consume little energy and other essential nutrients whereas over nourished children become over weight leading to health problems and social stress

Parental involvement in School Feeding Program in ECDE is manifested by many factors that include methods of sensitization, awareness, capacity building, poverty, Free Primary Education,

management and cultural beliefs. The researcher therefore seeks to establish parental involvement and attitude towards SFP, their educational level, socio-economic status, marital status, type of school in relation to school feeding program in Roret Division in Kenya.

SCOPE AND LIMITATION OF THE STUDY

This study was concerned with establishing relationship, if any, between; parental socio-economic status and attitudes towards School Feeding Program, type of school and provision of SFP, parental educational level and attitudes towards SFP, marital status and attitudes towards School feeding program and academic achievement among ECDE learners in Roret division, Kenya. It did not set out to assess any variables outside those mentioned which would in anyway affect implementation of SFP. It was concerned with the parents whose children attend ECDE, if investigated their knowledge and attitude towards SFP. The population of interest in this research included; parents, ECD teachers of the sampled 24 schools and head teachers in those 24 schools, pupils in ECD level and 2 quality Assurance and standards officers. They were asked to provide information that would later be used to describe them.

The study had limitations; some respondents were suspicion and fearful in the initial stages of the study despite the assurance given to them. There were cases of language barrier and illiteracy for some respondents and therefore the responds given might not have been appropriate. English or “Kiswahili” was the media of communication but the researcher encountered cases of visually impaired and deaf respondents. However, this was overcome by re-assuring the respondents of confidentiality of information given, establishing of rapport with the respondents, and responses that were unreliable and invalid were tackled by triangulating the data through interviews and observation. The researchers also hired the services of sign language expert to cater for the challenged respondent.

MATERIAL AND METHODOLOGY

The researcher employed a cross-sectional survey design. The design was considered appropriate because it involved collecting data at one point in time within a school term across participants who include children, parents, ECD teachers and QASO of administrative division of Bureti District. Data collected through cross-sectional survey emerge from a sample and can be generalized to a wider population (Cohen et. al, 2004). The survey was suitable because it led to the use of different methods to collect data. The cross-sectional designs are used to collect data on current trends, opinions of a population. In order to analyze the objectives outlined

in this study, the researcher conducted a cross-sectional survey in 24 schools.

Target Population

The target population consisted of all ECD centres in Roret Division, all ECD teachers, Head teachers, QASO and parents. In November 2009 there were 80 ECD centres in Roret Division comprising of 60 public ECD centres and 20 private centres. A total of 1600 parents, 720 ECD children, 80 Head teachers and 2 Quality Assurance and Standards Officers (QASO) according to information from Roret Divisional Office.

Study Sample and Sampling Procedure

The representation of the sample is determined by the sample size, sampling frame and procedures used for selection of the sample (Fowler, 2002). Bryman (2004) holds the view that in social research, researcher handles many variables which may impact on the data analysis process. In line with the variables for the study a total of 24 schools (30%) were selected. Stratified sampling method was used to select 8 private schools and 16 public schools. The schools were categorized on the basis of availability of SFP. Once schools had been selected, the accessible Head teacher, ECD teacher, parents and children constituted the study sample.

Variables

During sample selection a consideration was given to the type of school. There were several independent variables against the SFP programme. The independent variables were identified as follows:

- a) Parental Socio-economic status and marital status
The variables isolated to be studied in this category were four in total. These were parental socio-economic status, educational level, background and marital status in relation to participation and attitude towards implementation of SFP.
- b) Type of school
The variables isolated to be studied in this category were two in total, private and public school. It was found out that all private schools had SFP while only two out of sixteen public schools had a functional SFP.

Methods for Data Collection

A method for data collection refers to the techniques used for collecting data Bryman (2004). Researchers commonly use interviews, questionnaires, tests, observation schedule to collect data. A researcher chooses the method(s) which suit(s) the objectives of the study.

To meet the objectives of this study, information about parental socio-economic status, educational

level and marital status was collected. School characteristics based on the type of schools which comprised of public and private schools. To achieve this, self report questionnaire for ECD teachers were used. Other instruments for data collection were interview schedule for parents, Head teachers and QASO, achievement tests was administered to ECD children. Finally observation checklist was used to validate information from previous instruments.

Questionnaire

The structured questionnaires had close-ended questions which limit the type of answers the respondents can provide. Structured questionnaires generate responses which can be subjected to statistical analysis (Cohen et al, 2004). The questionnaire for teachers, were written in English, while for parents 'Kiswahili' the language they understood most. Certain questions in the questionnaires were open-ended while others were close ended.

Interview Schedules

The researcher employed the use of interview to QASO, Head teacher and parents in data collection to establish the parental background and attitude towards SFP and academic achievement among ECD children. Interview was easy to administer and a great deal of information was gathered since the respondents could seek for clarification on what the researcher was asking in relation to parental participation and attitude towards SFP and the impact of SFP on academic achievement at ECDE level.

Observation Checklist

This tool allowed the researcher to interact with the numbers of the group to be studied in which the researcher become an active participant. The tool helped to ascertain how SFP is established at the school, involvement of parents in preparation and supply of foods stuff in public ECD centres. The researcher observed the kind of food and number of times that the children are supplied with food. Observation was done in two public schools that had SFP and private schools that had SFP but varied on the type of food given to the children. This tool assisted to establish the type of school and success of SFP and to determine parental attitude towards SFP. School children in school with SFP scored higher than those without SFP and the relationship between SFP and academic achievements was observed.

RESULTS AND DISCUSSIONS

Data analysis, presentation and interpretation are reported in this section in pursuit of the following objectives;

- i) To describe the socio-economic status, educational level, marital status of parents whose children engage in ECD centre.
- ii) To determine the attitude of parents towards

school feeding program.

- iii) To establish the relationship between parental background and their attitudes towards school feeding program.

Descriptive statistics and inferential statistics were used in the analysis. The results were presented in form of tables.

Demographic Characteristics

The first objective of the study sought to establish the socio-economic status, educational level and marital status of parents whose children engage in ECD. The sex of parents interviewed during the study comprised of 79% female and 21% male as shown on the Table 1 below. The gender parity is in favour of female parents. These indicate that most female parents attend to the young school going children more than their male counterparts.

Table 1: Sex of Parents, (n = 480)

Sex	Frequency	Percent
Male	101	21.0
Female	379	79.0

Source: Research data (2011)

The education level of parents comprised of 51.7% with secondary education, 36.9% college level of education, 9.2% had primary education and 2.3% university education as shown in Table 2 below. This indicates that majority have formal education which is a factor in determining the choice of type of school to enrol their children.

Table 2: Education Level of Parents, (n = 480)

Education Level	Frequency	Percent
Secondary	248	51.7
Primary	44	9.2
College	177	36.9
University	11	2.3

Source: Research Data (2011)

The income of parents showed that 51.7% earn income of between Kshs. 1001-5000, per month 45% had income of between Ksh.15,001- 20,000 per month however 2.3% earn between Ksh.10,001-15000 per month and the least 1% of the parents earn between Ksh. 5001-10,000 as summarized in Table 3. This indicates that majority of parents in Roret Division earn less than Kshs. 5,000, implying that majority of female parents falls in this category as shown in table 1 above. This will also impact on the SFP and the choice of school the pupils will attend

Table 3: Parents Income, (n = 480)

Income	Frequency	Percent
1001-5000	248	51.7
5001-10000	5	1.0
10,001-15000	11	2.3
15001-20,000	216	45.0

Source: Research Data (2011)

The marital status of parents who had children in ECD showed that 37.3% were married and 62.7% were single parents as shown in the Table 4 below. Most of the single parents took their children to ECD as compared to married parents because they would like to do other tasks to earn a living during the day. The married parents preferred having their children at home as they do other chores at home during the day.

Table 4: Marital Status, (n = 480)

Marital status	Frequency	Percent
Married	179	37.3
Single	301	62.7

Source: Research Data (2011)

Finding on Parental Attitude towards SFP

The second objective of the study sought to determine the parent’s attitudes towards School Feeding Program. The attitudes of parents towards the school feeding program were varied from positive to negative as summarized in Table 5 below. 52.7% of parents had positive attitude that ECD was important and 47.3% had negative attitude. 52.3% of parents had positive attitude that government provide funds for SFP and 47.7% of the parents had negative attitudes and 52.7% of parents had positive attitude that they contribute food for SFP and 47.3% had negative attitudes. 55% of parents had negative attitude that School feeding program was important, 52.7% of parents had negative attitude that ECD important, 97.9% of parents had negative attitude that of their involvement in school feeding program and 52.7% of parents had negative attitude towards their funds contribution towards SFP. The findings indicate that parents were split nearly half - half on the school feeding Programme, but were nearly unanimous on not being involved in the programme.

Table 5: Parents Attitudes towards SFP, (n = 480)

Parents attitudes	Positive		Negative	
	f	%	f	%
Feeding program waste of funds	264	55.0	216	45.0
School feeding is important	216	45.0	264	55.0
ECD important	227	47.3	253	52.7
Parents be involved in school feeding program	10	2.1	470	97.9
ECD not important	253	52.7	227	47.3
Government to provide funds for SFP	251	52.3	229	47.7
Parents contribute funds towards SFP	227	47.3	253	52.7
Parents contribute food for ECD	253	52.7	227	47.3

Source: Research Data (2011)

Key: f – frequency, % - percent

The descriptive statistics were used to present the parental attitudes with respect to their mean standard deviation and standard error as shown in Table 6. The Chi - Square was also used to test the significance of parental attitude.

From the analysis the parents attitude on feeding program as a waste of funds, importance of SFP, and parents contribution of food for ECD SFP each had a significant relationship with the school feeding program with $X^2 = (4.8)$, (1) $p < 0.05$. Parents involvement in school feeding program had a significant relationship with the school feeding

program with $X^2 = (440.833)$, (1) $p < 0.05$.

From the analysis the ECD being important, government provide funds for SFP, ECD not necessary. Parents contribution towards SFP had no significant relationship with the school feeding program with $X^2 = (1.408)$, (1) $p > 0.05$.

Table 6: Descriptive and Chi Square Statistics, (n = 480)

Parents Attitudes	Mean	Std. Error	Std. Deviation	Chi Square	Asymp. Sig.
Feeding program waste of funds	1.4500	0.0227	0.49801	4.800	0.028
School feeding important	1.5500	0.0227	0.49801	4.800	0.028
ECD important	1.5271	0.0228	0.49979	1.408	0.235
Parent's involvement in school feeding prog.	1.9792	0.0065	0.14298	440.83	0.001
ECD not important	1.4729	0.0228	0.49979	1.408	0.315
Government to provide funds for SFP	1.4771	0.0228	0.50000	1.008	0.235
Parents contributes funds towards SFP	1.4729	0.0228	0.49979	1.408	0.235
Parents contributes food for ECD SFP	1.4771	0.0228	0.50000	1.408	0.028

Source: Research Data (2011)

The parents support on SFP were identified by 60.4% of the teachers to be average, 16.7% of parents did not support SFP, 14.6% had little support and 8.3% had a greater support as shown in table 7. The chi square statistics showed that teacher's perception on parents support on SFP was significant to the school feeding program, $X^2 = (32.833)$, (3) $p < 0.05$.

Table 7: Parents Support on SFP (n = 480)

	Percent	Chi-Square	df	Asymp. Sig.
Great	8.3	32.833	3	0.001
Average	60.4			
Little	14.6			
No support	16.7			

Source: Research Data (2011)

The parent's involvement in SFP was identified by 79.1% of the teachers to be able and 20.8% to be not able as shown in table 8. The chi square statistics showed that teacher's perception on parent's involvement in SFP was significant to the school feeding program, $X^2 = (13.50)$, (2) $p < 0.05$.

Table 8: Parent's Involvement in SFP (n = 480)

	Percent	Chi-Square	df	Asymp. Sig.
Quite able	20.8	13.500	2	0.001
Able	58.3			
Not able	20.8			

Source: Research Data (2011)

The teachers responded that parents who were not sure about paying the required fee comprised of 39.6%, termly payment of fees comprised of 31.3% and those who pay fees monthly being 29.2% as shown in table 9. The chi square statistics showed that teacher's perception on parents payment of required fees was significant to the school feeding program, $X^2 = (0.875)$, (2) $p > 0.05$.

Table 9: Parents Pay Required Fee (n = 480)

	Percent	Chi-Square	df	Asymp. Sig.
Monthly	29.2	0.875	2	0.646
Termly	31.3			
Not sure	39.6			

Source: Research Data (2011)

The parents who were not sensitized on SFP comprised of 37.5%, those who were sensitized once a term comprised of 31.3%, once a year 18.8% and once a month 12.9% as shown in table 10. The chi square statistics showed that teacher's perception on parent's sensitization on SFP was not significant to the school feeding program, $X^2 = (7.50)$, (2) $p > 0.05$.

Table 10: Parents Sensitization on SFP (n = 480)

	Percent	Chi-Square	Df	Asymp. Sig.
Once a month	12.5	7.500	3	0.058
Once a term	31.3			
Once a year	18.8			
Not at all	37.5			

Source: Research Data (2011)

The parents who do not meet to review SFP comprised of 64.6%, with those who review once comprising of 31.3% and 4.2% often reviewed the SFP as shown in table 11. The chi square statistics showed that teacher's perception on parental meetings to review SFP was significant to the school feeding program, $X^2 = (26.375)$, (2) $p < 0.05$.

Table 11: Parents Meeting to Review SFP (n = 480)

	Percent	Chi-Square	df	Asymp. Sig.
Once	31.3	26.375	2	0.001
More often	4.2			
Not often	64.6			

Source: Research Data (2011)

Key: df – degree of freedom

Few parents who turn up whenever a meeting was called to discuss the SFP comprised of 47.9%, most parents 27%, very few parents 21% and the least

being all parents attending comprising of 4.2% as shown in table 12. The chi square statistics showed that teacher’s perception on parents who turn up for meetings was significant to the school feeding program, $X^2 = (13.50)$, (2) $p < 0.05$.

Table 12: Parents Who Turn Up (n = 480)

	Percent	Chi-Square	df	Asymp. Sig.
All	4.2	18.833	3	0.000
Most	27.1			
Few	47.9			
Very few	20.8			

Source: Research Data (2011)

Key: df – degree of freedom

Parental Background

The third objective of the study sought to identify the relationship between parental background and their

attitudes towards SFP. The cross tabulation was used to determine the significance between the parental background and their attitudes towards SFP and the results are summarized in Table 13. From the results it shows that there was significant relationship and association between parent’s income and their attitudes towards SFP. These can be attributed to the cross tabulation results that showed a significant relationship between parental income and their attitudes, school feeding program as a waste of funds, SFP being important, ECD being important, parents involvement in SFP, ECD being not important, government to provide funds for SFP, parents contribute funds towards SFP, parents contribution of food, SFP enhancing performance, SFP being not important and increase of enrolment with SFP.

Table 13: Relationship between Parental Income and their Attitudes towards SFP

Parental Income		Value	df	Asymp. Sig. (2-sided)
Feeding program waste of funds	Pearson Chi-Square	420.142(a)	3	0.001
	Linear-by-Linear Association	403.633	1	0.001
School feeding important	Pearson Chi-Square	420.142(a)	3	0.001
	Linear-by-Linear Association	403.633	1	0.001
ECD important	Pearson Chi-Square	460.405(a)	3	0.001
	Linear-by-Linear Association	445.423	1	0.001
Parents involvement in SFP	Pearson Chi-Square	12.482(a)	3	0.006
	Linear-by-Linear Association	11.904	1	0.001
ECD not important	Pearson Chi-Square	460.405(a)	3	0.001
	Linear-by-Linear Association	445.423	1	0.001
Government to provide funds for SFP	Pearson Chi-Square	414.505(a)	3	0.001
	Linear-by-Linear Association	399.741	1	0.001
Parents contributes funds towards SFP	Pearson Chi-Square	460.405(a)	3	0.001
	Linear-by-Linear Association	445.423	1	0.001
Parents contributes food for ECD SFP	Pearson Chi-Square	460.405(a)	3	0.001
	Linear-by-Linear Association	445.423	1	0.001
SFP enhance school performance	Pearson Chi-Square	480.000(a)	3	0.001
	Linear-by-Linear Association	465.646	1	0.001
SFP not important	Pearson Chi-Square	460.405(a)	3	0.001
	Linear-by-Linear Association	445.423	1	0.001
Enrolment in ECD increased with SFP	Pearson Chi-Square	6.175(a)	3	0.103
	Linear-by-Linear Association	5.890	1	0.015

Source: Research Data (2011)

Key: df – degree of freedom

The Pearson correlation was used to determine parental background and relationship with their attitudes towards SFP as shown in Table 14. Parental background was found to be positively correlated to ECD not important, Government providing of funds for SFP and parents contribution of food for ECD SFP $r = 0.964$; $r = 0.914$ and $r = 0.964$ respectively at 1% level of significance at 2 tailed.

Parental background was found to be negatively related to parents involvement in school feeding program and parents contribution of funds towards SFP at 1% level of significance ($r = -0.158$ and $r = -0.964$ respectively) at 2 tailed.

Table 14: The Relationship between Parental Background and their Attitudes towards SFP (n = 480)

		Income
Parents be involved in school feeding program	Pearson Correlation	-0.158(**)
	Sig. (2-tailed)	0.001
ECD not important	Pearson Correlation	0.964(**)
	Sig. (2-tailed)	0.001
Government to provide funds for SFP	Pearson Correlation	0.914(**)
	Sig. (2-tailed)	0.001
Parents contributes funds towards SFP	Pearson Correlation	-0.964(**)
	Sig. (2-tailed)	0.001
Parents contributes food for ECD SFP	Pearson Correlation	0.964(**)
	Sig. (2-tailed)	0.001

Source: Research Data (2011)

** Correlation is significant at the 0.01 level (2-tailed)

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

The summary, conclusion and recommendation of the study are given below;

The Socio-Economic Status, Educational Level, Marital Status of Parents whose Children Attend in ECD Centres

Most of the parents interviewed during the study comprised of female compared to their male counterparts. The education level of parents comprised of majorly secondary education and college education. The education level of parents was a factor determining the choice of type of school to enrol their children. Those with university and college education require their children to have quality education and enrol them in private schools as opposed to those with secondary and primary education.

The income of most ECD parents range between Ksh. 1001-5000 per month with the least earning between Ksh.15,001- 20,000 per month. The parents with low income sources took their children to public schools; however those parents who had high income sources preferred private schools.

The marital status of parents who had their children in ECD and married were less than those who were single. The single parents took their children to ECD as compared to married parents, generally engage in income generating activities. The married parents preferred having their children at home as they do other chores during the day.

The Attitude of Parents towards School Feeding Program

Parents had mixed attitude towards the school feeding program. The parents had positive attitudes towards SFP as a waste of funds, ECD not important, government provide funds for SFP and parents contributes food for ECD School feeding program. Parents also had negative attitudes towards the

importance of school feeding program, ECD important, parent's involvement in school feeding program and parent's contribution of funds towards SFP.

From the Chi Square analysis the parents attitude on school feeding program as a waste of funds, SFP important, parents contribution of food for ECD SFP and parents involvement in school feeding program each had a significant relationship with the school feeding program. Furthermore the analysis portrayed the ECD being important, government provide funds for SFP, ECD not important and parent's contribution towards SFP without any significant relationship with the school feeding program.

Parental Background and Attitude Towards School Feeding Program

Parental background was found to be positively correlated to ECD not important, Government providing of funds for SFP and Parents contribution of food for ECD SFP at 1% level of significance at 2 tailed. Parental background was found to be negatively related to parent's involvement in school feeding program and parent's contribution of funds towards SFP at 1% level of significance at 2 tailed.

CONCLUSION

The education level of parents was a factor determining the choice of type of school to enrol their children. Majority of those with university and college education took their children to schools that perform better hence enrolled them in private schools as opposed to those with secondary and primary education, while those whose children are in public school supported the SFP. The parents with low income sources took their children to public schools. The research found that majority of women both married and single attends to their children in ECD Centres in Roret Division. This had a bearing on the attitude depicted by most respondents on the SFP that indicated a nearly 50 – 50 support for the programme, but not willing to be involved in it.

All the private schools had SFP whereas two out of sixteen public schools had the Programme. This indicates that the type of school determined availability of School Feeding Programme since parents in private school participated in SFP while those in public schools could not participate fully due to their meagre earnings.

RECOMMENDATION

From the study the following recommendations were drawn.

- a) The Kenya Government should support and empower women since majority of them are poor and bear the burden of attending to children below the age of 8 years. This will enable more parents to participate in implementation of sustainable school feeding program in Public schools.
- b) There is need to sensitize parents whose children are in public ECD Centres through capacity building and community mobilization on establishing a functional and sustainable feeding program,
- c) There is need for the introduction of SFP in all public schools since healthy children develops the cognitive part and concentrates more in class work.
- d) There is need for the Kenya Government to consider boarding facilities or build more schools close to users since distance has been known to contribute to hunger amongst children.

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