

**SELECTED MANAGEMENT PRACTICES OF SCHOOLS FEEDING
PROGRAM AND SOCIAL EQUITY AMONG PUBLIC PRIMARY SCHOOL
PUPILS' OF TIATY WEST SUB COUNTY, BARINGO COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial in Fulfillment of the
Requirements for the Award of the Degree of Master of Education in
Educational Management of Chuka University**

CHUKA UNIVERSITY

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DECLARATION AND RECOMMENDATIONS


Declaration

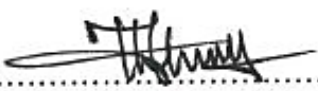
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Recommendations

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DEDICATION

I dedicate this work to my mum Sally Chelimo Kanda and my siblings; Joy Cheruto Lomariwo, Epignosis Toroitich Kigen.

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First and foremost, I am deeply grateful to Almighty God for providing me with the strength, wisdom, and perseverance to complete this study. This journey would not have been possible without the unwavering support, guidance, and encouragement from several individuals and institutions.

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ABSTRACT

The initiation of the School Feeding Program in Kenya was driven by the multifaceted goal of not only improving enrollment and attendance rates but also fostering social equity within public schools. This comprehensive approach recognizes the interconnected nature of nutritional support in education, seeking to create an inclusive learning environment that addresses both immediate needs and broader societal goals. Despite this fact, there remains a notable gap in understanding the management practices of school feeding programs and social equity among public primary school pupils' in Tiaty West Sub County, Baringo County, Kenya. This study sought to achieve the following objectives: to establish the relationship between the implementation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya; to establish the relationship between community involvement and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya; and to establish the relationship between the evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. This study utilized Urie Bronfenbrenner's Ecological Systems Theory and Critical Theory. The research adopted a descriptive survey design. The study focused on the educational landscape in Tiaty Sub-county, involving 77 headteachers, 77 parent representatives, 6 Curriculum Support Officers (CSO), 77 class teachers, and 2,219 pupils, totaling 2,456 participants. The sample size of 344 respondents was determined using Slovin's formula. Data was collected through survey questionnaires, interviews, and focus group discussions. Prior to the actual study, a pilot study was conducted in Tiaty East Sub County, a neighboring sub-county with similar conditions, to refine the research instruments and ensure their appropriateness. The research instruments underwent a thorough validation process involving expert reviews and adjustments to ensure the questions aligned with the study's objectives and effectively measured the intended variables. Additionally, the reliability of the instruments was estimated using Cronbach's alpha correlation coefficient to ascertain that the measurements are consistent with a minimum of 0.7 correlation coefficient deemed appropriate. Thematic analysis was applied to qualitative data, focusing on identified study themes, while quantitative data was analyzed using descriptive and inferential statistics. SPSS version 26 aided data analysis. The data analysis matrix guided the statistical procedures applied to answer each research question and test the formulated hypothesis. The study found that the implementation of the School Feeding Program (SFP) significantly impacted social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya, with headteachers and class teachers expressing high satisfaction with resource distribution and positive effects on equity. However, parents' representatives had mixed views on meal quality and hygiene, leading to non-significant associations in their perceptions, while significant associations were noted among headteachers and class teachers. The findings of this research are expected to shape policies and practices on the implementation, community involvement, and evaluation of school feeding programs in fostering social equity in the educational context of Tiaty West Sub-County, Baringo County, Kenya.

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ABBREVIATIONS AND ACRONYMS

COVID-19:	Corona Virus Disease 2019
CSO:	Curriculum Support Officer
FCI:	Food Corporation of India
GK:	Government of Kenya
HGSMP:	Kenya Home Grown School Meals Programme
KMOE:	Kenya Ministry of Education
MDG:	Millennium Development Goals
NFDE:	National Fund for Development of Education
NGOs:	Non-governmental Organization
NMK:	Njaa Marufuku Kenya
SFPs:	School Feeding Programs
UNICEF:	United Nations International Children's Emergency Fund
WFP:	World Food Program

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Educational institutions play a pivotal role in shaping the trajectory of individuals' lives by providing a structured and comprehensive environment for learning and personal development (Kolbe, 2019). Beyond the fundamental task of imparting academic knowledge, schools serve as crucial hubs for fostering social skills, critical thinking, and character building. Schools are places where pupils not only acquire subject-specific expertise but also develop essential life skills, resilience, and a sense of responsibility. Schools create a community that promotes diversity, inclusivity, and a spirit of cooperation, preparing pupils for the challenges of an interconnected world. Moreover, schools are instrumental in identifying and nurturing individual talents, whether they be in academics, sports, arts, or leadership. By offering a rich array of experiences, extracurricular activities, and support systems, educational institutions contribute significantly to the development of pupils, equipping them with the tools they need for success in both their academic pursuits and future endeavors.

Management practices of a school feeding program encompass the strategic approaches and operational procedures involved in planning, executing, and overseeing the program's activities (Ibrahim, 2023). These practices entail various components, including the efficient implementation of systems for food procurement, meal preparation, and distribution to students. Additionally, fostering community involvement engagement and collaboration is essential for garnering support, building partnerships, and ensuring the program's sustainability (Johnson et al., 2021). Logistical coordination plays a crucial role in managing the transportation, storage, and delivery of food supplies to schools, ensuring timely and effective provision of meals. Quality assurance measures are imperative to uphold food safety standards, monitor meal quality, and address any concerns related to nutritional value and safety. Moreover, establishing robust monitoring and evaluation mechanisms enables the program to assess its impact, track key performance indicators, and make informed decisions to enhance effectiveness and address emerging challenges.

The management practices of school feeding programs addressed include implementation, community involvement and evaluation. While other management practices like legal frameworks, infrastructure development, logistical coordination, and quality assurance are indirectly referenced in the text, they are not explicitly discussed as management practices. However, they play significant roles in supporting the successful implementation and sustainability of school feeding programs, albeit not highlighted in this specific context.

Educational institutions can achieve success in fostering comprehensive development by prioritizing the mitigation of hunger. The effective implementation of School Feeding Programs (SFPs) within schools emerges as a viable strategy to proactively contend with this concern. The initiation of the School Feeding Program in Kenya can be traced to the year 1979, marked by the distribution of milk packets among pupils by the government. Subsequent to this, comprehensive implementation transpired in 1980 through a cooperative endeavor between the government of Kenya and the World Food Program (WFP) which saw schools in Arid and Semi-Arid Areas benefit from the SFPs. Similarly, many programs have been implemented in developing countries to improve the physical health and psychological health of pupils in educational institutions. School feeding is a long standing and popular development assistance program in developing countries. This initiative resonates well with learners' development which is a transformative philosophy that extends beyond traditional educational paradigms, emphasizing the multidimensional nature of a student's development (Yacek, 2017). Incorporating School Feeding Programs not only addresses the immediate concern of hunger but also stress a commitment to social equity, ensuring that all pupils, regardless of their socio-economic background, have equal access to the vital resources necessary for their comprehensive development.

Social equity as posited by Gentle and Kimble (2021) refers to the principles of fairness, justice, and equal opportunities within a society. Social equity entails ensuring that all individuals, irrespective of their background or characteristics, have access to the same resources, rights, and opportunities. Social equity involves creating an environment where diversity is embraced, and every individual feels valued, respected, and actively engaged in social, economic, and educational activities (Rice & Rud, 2018). Social

equity aims to eliminate discriminatory practices, address systemic inequalities, and foster a society where everyone can fully participate, contribute, and benefit. Despite the acknowledged importance of social equity in fostering a just and harmonious society, there remains a research gap in understanding the specific ways School Feeding Programs (SFPs) intersect with social equity, warranting further investigation to identify potential discrepancies and opportunities for improvement in ensuring equal access and engagement for all individuals involved.

The study by Ferrero, Wineman, and Mitchell (2023) entitled *Changes in school feeding operations during the COVID-19 pandemic: evidence from 139 countries*, investigated the shifts in school feeding operations amid the COVID-19 pandemic, utilizing data from the Global Survey of School Meal Programs. The study employed a combination of quantitative and qualitative methodologies to offer a comprehensive overview of how the pandemic affected school feeding programs worldwide. The findings reveal that a significant proportion of primary and secondary school-age children globally depended on school meals during the 2020/2021 academic year, with wealthier regions showing higher coverage compared to poorer ones. Moreover, the research emphasizes the pivotal role of school meal initiatives in enhancing school attendance and academic performance, particularly among vulnerable groups such as low-income pupils and girls, drawing upon existing literature. Additionally, it highlights the supplementary services provided by these programs, such as deworming treatments and nutrition education, emphasizing their contribution to children's overall well-being. However, a concerning trend emerges as the study notes a decline in the provision of these supplementary services between 2019 and 2021, suggesting broader implications for children, particularly in economically disadvantaged areas, beyond mere meal access. Situated within the context of the COVID-19 pandemic, the research encompasses a global perspective, leveraging data from a diverse array of countries and employing a mixed-methods approach to capture the breadth of changes in school feeding operations. Despite its comprehensive nature, a significant research gap surfaces regarding the monitoring and evaluation of school feeding programs. While the study sheds light on the operational adjustments and hurdles faced by these programs during the pandemic, it lacks a thorough examination of monitoring mechanisms essential for assessing program efficacy, identifying areas for

enhancement, and guiding evidence-based policymaking. Consequently, future research endeavors should prioritize the development of robust monitoring frameworks tailored to the specific context of school feeding initiatives, particularly in low-income settings, to ensure their resilience and effectiveness amidst emergencies and sustained programs in the long term.

In a study conducted in Indonesia in Malang Regency Ishak, entitled Parent Willingness to Pay for School Feeding Programs in Junior High Schools, Masahide, Ai and Masao (2023) concluded that many parents intended to use and are willing to pay for the food cost of school feeding, indicating that schools could offer pupils more nutritious meals and improve their communities' overall health and well-being leading to enhanced student attendance and academic performance. SFPs addresses immediate needs, particularly for vulnerable and marginalized groups, creating a more equitable learning environment. By mitigating hunger, the SFPs fosters a sense of equality, promotes regular attendance, and enhances the physical and cognitive development of pupils. Additionally, the parental engagement inherent in SFPs creates a supportive atmosphere, transcending academic concerns and nurturing social cohesion. While the study in Indonesia highlights the positive impact of SFPs on nutritional support, attendance, and academic performance, it is essential to extend the research focus beyond these immediate outcomes. Further investigation is warranted to determine the extent to which implementation of SFPs contribute to fostering social equity within school communities, ensuring that the benefits are distributed equitably among all pupils, including vulnerable and marginalized groups. Understanding the broader societal implications helps refine and enhance the effectiveness of SFPs in promoting inclusive learning environment.

The implementation of India's school feeding programs, exemplified by the Mid-Day Meal Program dating back to the 1920s, showcase a robust framework with state government support and legal backing, notably mandated by the Indian Supreme Court in 2001 for universal coverage (Bundy et al., 2009) Operated through the Food Corporation of India (FCI), the decentralized system provides state-level autonomy with central government aid in resources and infrastructure development. Despite achievements, challenges persist in ensuring program quality and consistency

nationwide. Kenya can learn from India's model, emphasizing decentralization, infrastructure improvement, and logistical coordination to bridge the gap in implementing its own feeding program, necessitating legal frameworks, sustainable funding, and infrastructure enhancement.

According to Bundy et al. (2009) the Brazilian school feeding program, enshrined in the national constitution and integral to the government's Zero Hunger Program, serves nearly 37 million children annually, making it one of the world's largest programs. Managed by the National Fund for Development of Education (FNDE), its highly decentralized implementation involves significant community participation and oversight. Local governments are mandated to spend at least 70 percent of allocated funds on food, with a focus on local procurement. The program's success is attributed to robust legal frameworks, community involvement, and measures to counter corruption. This highlights a significant gap in Kenya's context, where a similar level of legal backing, decentralized management, and community involvement is lacking, potentially inhibiting effective implementation and sustainability of school feeding initiatives.

The study by Kiilu and Mugambi (2019) sheds light on the status of school feeding policy initiatives in primary schools in Machakos County, Kenya, focusing on implementation, funding, and impact on attendance. While the research provides valuable insights into the current state of these programs and emphasizes their importance in enhancing child retention, it also highlights a significant gap: the heavy reliance on community funding, which poses challenges due to limited resources among parents. This reliance diminishes the effectiveness of the initiatives and emphasizes the need for increased state involvement to sustain them effectively. However, the study falls short of exploring in-depth the dynamics of community involvement and the specific challenges and opportunities it presents in the context of school feeding programs. Therefore, a research gap emerges regarding the understanding of community involvement strategies, their effectiveness, and the potential for leveraging community resources more effectively to support sustainable implementation of school feeding programs in Kenya and similar contexts.

Despite the acknowledged importance of school feeding programs (SFP) in enhancing primary education, positively impacting individuals and communities, and addressing immediate hunger needs, there remains a noticeable gap in the research regarding the sustained effects on social equity by learners after the implementation of SFP. These programs, designed to contribute to overall student well-being and development, are rooted in the recognition of primary education as a fundamental human right (Van, 2023; Veriava & Paterson, 2020). By ensuring access to essential necessities for physical and cognitive development, SFPs manifest this right.

While the anticipated contribution of the SFP to social equity is acknowledged, the specific impact on these aspects, especially in the aftermath of program implementation, is not thoroughly explored. The potential of SFPs to eliminate economic disparities by providing nutritious meals to all pupils, irrespective of socio-economic backgrounds, highlights its significance. This creates a compelling research gap that warrants investigation into the post-implementation phase, specifically focusing on how the SFP continues to promote social equity. This research gap becomes particularly crucial when considering the vulnerable community of Baringo County, Kenya, and emphasizes the need for a comprehensive examination of the enduring implementation of SFP on social dynamics in this context.

In light of the challenges in pupil enrollment, attendance, and retention in rural areas, particularly in Tiaty West Sub-County, Baringo County, this research seeks to investigate the relationship between management practices of school feeding programs and social equity among public primary pupils' of Tiaty West Sub County, Baringo County, Kenya. The availability, management, and quality of meals are critical factors influencing enrollment, attendance, retention, and overall academic performance (Bekidusa, 2020; Galaa & Saakaa, 2011; Awojobi, 2019; Nafula, 2015). This study may contribute to valuable insights to the ongoing discourse on social equity in education, with a focus on practical interventions such as school feeding programs to enhance the overall well-being and development of individuals and societies.

1.2 Statement of the Problem

In the educational landscape, there exists an ideal vision of institutions as equalizing platforms, where pupils, regardless of socio-economic background, have equitable access to resources for holistic development, thereby fostering social equity. However, this vision is often marred by the reality of persistent challenges, particularly evident in rural regions such as Tiaty West Sub-County, Baringo County, Kenya. Here, the management of school feeding programs could be leading to significant hindrances in pupil enrollment, attendance, and retention. While numerous studies have highlighted the benefits of school feeding programs in improving educational outcomes, few have focused on the specific management practices of school feeding programs and their relationship with social equity. The existing research tends to focus broadly on access and benefits, and relationship between selected program management practices and social equity concern. Moreover, there is urgent need to understand how these management practices intersect with social equity, particularly in marginalized and underserved communities for the posterity of the school feeding program. This study seeks to address this gap by investigating the school feeding program management practices in Tiaty West Sub-County and its influence on educational outcomes and equity.

1.3 Purpose of the Study

The purpose of the study was to examine the selected management practices of school feeding programs and social equity among public primary schools' pupils of Tiaty West Sub County, Baringo County.

1.4 Objectives of the Study

The following objectives guided the study:

- i. To explore the relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.
- ii. To establish the relationship between community involvement in school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

- iii. To establish the relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

1.5 Hypothesis of the Study

The following hypothesis were tested at 0.05 significant level:

H₀1: There is no statistically significant relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

H₀2: There is no statistically significant relationship between community involvement in school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

H₀3: There is no statistically significant relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

1.6 Significance of the Study

This study is likely to benefit educational institutions and administrators by providing insights into the intersection between management practices of school feeding programs and social equity among public primary school pupils' in Tiaty West Sub County, Baringo County, Kenya. Findings would inform decisions about the implementation of SFPs, ensuring equal access and participation. Parents and community members stand to gain an understanding of the role of SFPs in fostering community involvement and shared responsibility for the well-being of primary school pupils, empowering them to actively support such programs. Researchers and academia find a foundation for future investigations in the identified research gap, while NGOs and development organizations can tailor their initiatives based on insights into the sustained effects of SFPs on social dynamics and inclusion. Additionally, pupils and advocacy groups can leverage the study's findings to advocate for improved SFPs, recognizing their potential in addressing immediate needs and promoting social equity and inclusion. Overall, the study contributes to shaping policies and practices that foster social equity and community involvement in the educational context of Tiaty West Sub-County, Baringo County, Kenya.

1.7 Scope of the Study

This research focused on examining the relationship between selected Management practices of school feeding programs and social equity among public primary school pupils in Tiaty West Sub-County, Baringo County, Kenya. The study encompasses an exploration of the extent to which management practices of SFPs contribute to social equity among pupils of primary school of Tiaty West Sub-County. The geographic scope is specifically tailored to the unique context of Tiaty West Sub-County, acknowledging the challenges in pupil enrollment, attendance, and retention in rural areas. The study emphasizes the distribution, community involvement and monitoring of SFPs as critical factors influencing enrollment, attendance, retention, and overall academic performance but with keen focus on social equity. The sample was made up of pupils in grade six, head-teachers and parent representatives in Tiaty West Sub-County.

1.8 Limitation of the Study

While striving to offer valuable insights into the relationship between School Feeding Programs management practices and social equity among public primary school pupils in Tiaty West Sub-County, Baringo County, Kenya, the following limitations need acknowledgment. The geographic scope is confined to Tiaty West Sub-County, potentially limiting the generalizability of findings. Mitigation strategies include emphasizing the specific contextual relevance in discussions and recognizing the need for further research to validate findings in diverse settings. The reliance on cross-sectional data may limit insights into longitudinal effects; to address this, future research could incorporate longitudinal studies to capture evolving dynamics. Methodological constraints, such as potential biases in self-reported data, were mitigated by employing diverse data collection methods and triangulation. The study's focus on SFPs might overlook external factors; to address this, discussions emphasized the contextual limitations and highlight the need for a holistic examination of influencing variables in research.

1.9 Assumptions of the Study

The study was based on the assumption that:

- i. School Feeding Programs are effective in achieving their intended goals, such as improving enrollment and attendance rates, and promoting social equity among primary school pupils.
- ii. Community involvement plays a crucial role in enhancing social equity within the context of school feeding programs.

1.10 Operational Definition of Terms

The following is the operational definition of terms used in the study:

Community involvement: Community involvement, as operationalized in this study, refers to the active involvement, participation, and collaboration of parents, community members, and other stakeholders in the well-being and educational experiences of primary school pupils in Tiaty West Sub-County. The operational definition includes assessing the extent to which School Feeding Programs foster community involvement by involving stakeholders in the planning, support, and shared responsibility for the program's success.

Evaluation: In the context of this study evaluation refers to the systematic assessment of the school feeding programs implemented in Tiaty West Sub County, Baringo County, Kenya. This includes examining various aspects of the programs such as their effectiveness in addressing social equity among primary school pupils, the efficiency of resource utilization, the satisfaction levels of stakeholders involved, and the overall impact on the target population. Evaluation involves collecting, analyzing, and interpreting data to determine the strengths, weaknesses, opportunities, and threats of the school feeding programs in relation to their intended goal of promoting social equity among primary school pupils.

Implementation: Refers to the process of putting into action or executing the school feeding program in Tiaty West Sub County, Baringo County, Kenya. This includes all the steps involved in initiating, organizing, managing, and sustaining the program, such as choosing the schools to be allocated, planning for food in schools, preparing meals, distributing them to primary school pupils, and addressing any challenges or issues that may arise during its execution.

School Feeding Programs (SFPs): In the context of this study, a School Feeding Programs refers to a systematic initiative implemented within public primary schools in Tiaty West Sub-County, Baringo County, Kenya, aimed at providing regular and nutritious meals to pupils during the school day. The operational definition encompasses the planning, implementation, and management aspects of the program, including the source, quality, and distribution of meals, with a focus on its impact on social equity and inclusion

Social Equity: For the purposes of this study, social equity is operationally defined as the fair and just distribution of resources, opportunities, and rights among primary school pupils in Tiaty West Sub-County, irrespective of their socio-economic background, gender, or other characteristics. The focus is on assessing the extent to which School Feeding Programs contribute to reducing disparities, ensuring equal access to educational resources, and fostering an environment where every student has an equitable opportunity for holistic development.

CHAPTER TWO

LITERATURE REVIEW

2.1 Management Practices of School Feeding Programs

Management practices of school feeding programs according to World Food Program (2016) encompass a holistic approach to the implementation, community involvement, and evaluation of school feeding initiatives. Through careful planning and coordination, these practices ensure the smooth execution of program activities, including menu planning, resource allocation, and quality control measures. Engaging the community through stakeholder involvement, awareness campaigns, and feedback mechanisms fosters ownership and support for the program, while also facilitating transparency and accountability. Evaluation efforts focus on collecting and analyzing data to assess the program's impact on student health, nutrition, academic performance, and social equity, with findings used to drive continuous improvement. By integrating these practices, school feeding programs can effectively address the needs of primary school pupils while promoting community participation and achieving sustainable outcome.

School feeding programs are initiatives implemented by governments or non-profit organizations to provide meals to pupils in educational institutions. These programs aim to address issues such as hunger, malnutrition, and poor attendance in schools. The specific details of school feeding programs can vary from country to country and even within regions. However, common features include providing nutritious meals, improving pupils' health and well-being, and promoting regular attendance and academic performance. The purpose of the school feeding program was to offer children the chance of having food at school to enhance regular attendance and retention, which would boost their focus and academic achievement (Mkanyika, 2014). World Food Program (WFP) started a global initiative in 2001 to improve millions of children's access to education worldwide. This is after the World Food Program (2001) assessment report that revealed that 66 million school children around the world were going to school while hungry. Further, WFP report (2008) noted that promoting education is equal to freeing people from the effects of poverty and social inequalities. Thus, as a means of luring kids to school and sustaining their attendance, the WFP initiators considered it wise to distribute food to millions of school children around the

globe annually. The program concentrated on regions with the lowest enrollment, retention, attendance and performance rates (WFP, 1999).

In the context of education, the impact of malnutrition is evident in various aspects such as school attendance, retention, enrollment rates, and overall academic performance. Studies on pupils consistently reveal a strong correlation between health, nutrition, and academic achievement, emphasizing the significance of well-nourished and healthy children in the educational setting (Nafula, 2015). The relationship between enrollment, retention, and nutritional well-being is apparent, as children who are in good health are more likely to attend school regularly. The essential role of physical and mental health in the learning process cannot be understated, with physical well-being encompassing bodily health and mental well-being influencing cognitive functions.

Early malnutrition and deficiencies in micronutrients have far-reaching consequences on a child's physical, mental, and social development. Physical health issues arising from malnutrition include mortality, reduced immunity, stunted growth, and underweight conditions. Furthermore, cognitive performance is negatively impacted by early malnutrition and micronutrient shortages. Short-term hunger can detrimentally affect focus, concentration, and interest, particularly in nutritionally vulnerable children. Research has demonstrated that fasting, such as skipping breakfast, has adverse effects on cognitive function, underscoring the critical link between nutrition and academic success, especially in children (Kristjansson et al., 2007). Therefore, understanding the relationship between school feeding programs and social equity and inclusion becomes imperative in addressing these multifaceted challenges and promoting a holistic approach to child development and education.

Nutritional concerns significantly impact various aspects of education, encompassing attendance, school dropouts, enrollment, retention, and academic performance. Studies on pupils enhance a robust association between health, nutrition, and academic success, emphasizing the superior performance of well-nourished and healthy children compared to their peers (Nafula, 2015). This correlation extends to enrollment and retention, as children in good health and well-nourished are more likely to attend school consistently. Both physical and mental health play pivotal roles in the learning process,

with physical health addressing overall bodily well-being and mental health influencing cognitive functions. Early malnutrition or micronutrient deficiencies can detrimentally affect a child's physical, mental, and social development, leading to consequences such as mortality, weakened immunity, stunted growth, and underweight conditions. Reduced cognitive performance has been linked to early malnutrition and micronutrient shortages. Short-term hunger can negatively impact focus, concentration, and interest, as evidenced by research, including that of Kristjansson et al. (2007), highlighting the adverse effects of fasting on cognitive function, especially in nutritionally vulnerable children.

Student involvement in learning, defined as the active and voluntary participation of pupils in educational activities, is essential for effective engagement in class. However, numerous children globally face obstacles that hinder their optimal participation in learning. In response, the United Nations World Food Program initiated the distribution of school meals in underprivileged communities, aiming to facilitate children's attendance at school (WFP, 2001). Considering the profound impact of meal quality on a child's cognitive well-being, it is crucial to examine how the quality of meals provided influences enrollment and retention.

Holistic education, as defined by Miller (2012), revolves around the idea that individuals discover their identity, meaning, and purpose through relationships with people, the natural environment, and humanitarian ideals like peace and compassion. Miller's definition emphasizes diverse educational options and enhances the individual's significance in the educational process. Holistic education seeks to instill in youth a deep respect for life and a passion for learning, achieved through direct engagement with the environment rather than a compartmentalized curriculum. This approach encourages curiosity, making learning inherently captivating and inclusive when educational administration supports pupils in feeling connected to the entirety of the universe. The adaptability of holistic education to diverse learning preferences and the evolving needs of human populations is a notable strength (Lauricella & MacAskill, 2015). This study aims to investigate the relationship between the management practices of school feeding programs, examining key indicators such as implementation, community management and evaluation.

Kenya grapples with significant educational and nutritional challenges stemming from widespread poverty and high child malnutrition rates. Despite initiatives like Free Primary Education, issues such as stunting and micronutrient deficiencies persist, hindering children's development (Drake et al., 2016). While Kenya boasts a longstanding history of school feeding programs dating back over three decades, discontinuations due to cost concerns highlight the necessity for sustainable funding models. Though partnerships with organizations like the World Food Programme (WFP) have expanded coverage, gaps in reaching vulnerable populations and ensuring long-term sustainability persist. The Homegrown School Meals Programme (HGSMP), launched in 2009, stresses the government's commitment to addressing food insecurity and enhancing educational outcomes. However, challenges persist in linking school feeding to local agriculture for sustainable procurement, particularly in arid regions. Both the HGSMP and the Njaa Marufuku Kenya (NMK) program aim to integrate school feeding with agricultural development, yet face obstacles in sustaining financing and ensuring community ownership beyond initial support periods. The decentralized supply chain models of both programs seek to promote food security and market access for small-scale farmers, highlighting the critical need for improved linkages between education and agriculture, sustainable financing mechanisms, and enhanced community involvement to ensure long-term success.

The Kenya Home Grown School Meals Programme (HGSMP) employs a structured approach involving coordination at various levels, with the Ministry of Agriculture leading at the national level and local committees managing implementation. Funding primarily originates from the Kenyan government with international aid supplements. Challenges include securing consistent funding and addressing regional disparities in educational access (Drake et al., 2016). Community participation through School Management Committees is vital, particularly in integrating school feeding with agricultural initiatives. Both the HGSMP and NMK aim to intertwine school feeding with agricultural programs, benefiting both schools and communities. NMK specifically concentrates on enhancing agricultural techniques and community involvement. Despite evidence suggesting positive impacts on local agriculture and educational outcomes, challenges persist in sustaining financing beyond initial support periods. Policymakers must rigorously assess costs and impacts while enhancing

program design and delivery. Capacity building among stakeholders and integration into national policy frameworks are essential for ensuring sustainability and effectiveness in the long run.

2.2 Social Equity in Primary Schools

In the context of the World Food Programme (WFP), social equity is defined as the fair and just treatment of individuals, especially in ensuring equitable access to resources and opportunities, particularly for marginalized communities. The WFP's school feeding programs serve as an example of promoting social equity by offering essential nutrition to vulnerable children, thereby supporting both educational and social protection goals. These interventions help reduce disparities caused by factors like poverty and gender inequality, fostering a more inclusive environment that supports the educational advancement of marginalized groups, including girls and rural children (WFP, 2024). Through initiatives such as these, the WFP seeks to empower marginalized populations, contributing to broader goals of reducing social inequities (WFP, 2024).

Social equity in primary education is increasingly recognized as a critical area of focus, particularly in the context of school feeding programs (SFPs). These initiatives are designed to provide nutritious meals to children in schools, thus addressing food insecurity and promoting educational access. Globally, evidence suggests that SFPs significantly improve enrollment and attendance rates among vulnerable populations. The World Food Programme (2021) emphasizes that such programs not only fulfill nutritional needs but also serve as an incentive for families to send their children to school, especially in regions where economic barriers are prevalent.

In their study, Almeida and Brito (2022) found that SFPs have a profound impact on attendance in Brazilian municipalities, effectively bridging educational disparities among children from different socio-economic backgrounds. This relationship between nutrition and educational performance is critical, as Gelli et al. (2020) highlight that adequate nutrition is essential for cognitive development, which directly influences academic success. School feeding initiatives, therefore, play a pivotal role in enhancing

educational outcomes, particularly in low-income settings where food insecurity is a pressing concern.

Furthermore, the impact of SFPs extends to promoting gender equity in education. Bundy et al. (2018) argue that these programs can significantly reduce gender disparities by incentivizing families to prioritize girls' education. The provision of meals in schools often leads to increased enrollment rates for girls, who are frequently at a disadvantage due to socio-economic constraints. This perspective is supported by UNESCO (2020), which highlights the importance of SFPs in fostering gender equity and ensuring that all children have equal access to educational opportunities, regardless of their background.

Despite the promising outcomes associated with SFPs, challenges remain in their implementation. Handa et al. (2021) discuss logistical issues, funding constraints, and the necessity of community involvement for the success of these initiatives. They argue that addressing these barriers is crucial for SFPs to effectively promote social equity, particularly in underserved areas.

In the Kenyan context, school feeding programs have also been implemented with the aim of improving educational access and equity. The National School Meals Policy aims to ensure that all children, especially those from marginalized communities, receive nutritious meals to support their education. Evidence suggests that such initiatives have led to improved enrollment and attendance rates, particularly in arid and semi-arid regions where food insecurity is prevalent. As the country continues to face challenges related to poverty and access to education, the effective implementation of school feeding programs is vital for promoting social equity among primary school pupils.

2.3 Implementation of School Feeding Program and Social Equity

The implementation of a School Feeding Program encompasses the organized execution of various tasks aimed at providing nutritious meals to pupils within educational settings (WFP, 2016). Beginning with proper planning, which involves allocation and resource estimation, the process moves distribution to schools according

to established nutritional guidelines and safety standards. Distribution strategies ensure equitable access to meals for all pupils. Ultimately, effective implementation ensures that pupils receive nourishing meals that contribute to their overall health, well-being, and academic success.

The study by Ainely (2013) uncovered a compelling correlation between food availability, academic performance, and poverty, shedding light on the significant impact of food insufficiency on learners. However, while the research focused into the biological and emotional ramifications of food inadequacy, there remains a notable research gap concerning the implementation of school feeding programs as a potential solution to address these issues. Despite the established association between lower-income families and food insufficiency, there is a need for further investigation into the efficacy and challenges of implementing such programs, particularly in mitigating the adverse effects on academic performance and student well-being. Additionally, understanding the specific mechanisms through which school feeding initiatives could alleviate food insecurity and improve educational outcomes would contribute valuable insights to the existing literature. Moreover, exploring the possibility of how socioeconomic disparities intersect with the implementation of these programs could uncover barriers and opportunities for enhancing their effectiveness, thereby fostering equity in education for children from economically disadvantaged backgrounds.

Various global organizations have expressed their endorsement for the school feeding program as a vital component of humanitarian assistance (Bekidusa, 2020). It has been observed that this program plays a crucial role in elevating literacy rates and breaking the cycle of poverty, especially in developing nations. Moreover, the school feeding initiative has contributed to an increase in the number of literate individuals, which is fundamental for economic progress (Kiilu & Mugambi, 2019). The World Food Program (April, 2004) highlights several developmental benefits of school feeding, including promoting gender equity, alleviating hunger and poverty, fostering partnerships and collaboration, and enhancing health systems. By providing nutritious meals, these programs effectively address the persistent challenge of malnutrition in developing countries. Additionally, they serve as an incentive for families to support

their children's regular attendance at school, functioning as a safety net that can be utilized to assist families with children in need (Awojobi, 2019).

As per the information provided by the World Food Program (2009), school feeding programs are prevalent in nearly all high- and middle-income countries, with approximately 70% of the 108 low- and lower-middle-income nations receiving assistance from WFP. Notably, the primary financial support for WFP's school feeding initiatives comes from countries such as the United States, Italy, Brazil, Iceland, and Canada. This international effort has been acknowledged as a crucial tool in mitigating the impact of escalating food prices, enjoying strong political backing from these nations. Community involvement varies, with some communities actively contributing significant resources like food, firewood, labor, and utensils to the program. This collaboration proves mutually beneficial, as communities benefit either through voluntary donations or from the proceeds of goods sold, fostering a meaningful partnership.

The provision of meals refers to supplying food to pupils/pupils, and its impact on student engagement is considerable. Empirical studies emphasize the crucial role of regular meals in enhancing student participation. In Nigeria, the introduction of school meals resulted in increased participation, performance, attendance, enrollment, and retention, underscoring the significant impact of food availability (Nafula, 2015). Conversely, Bedikusa (2020), highlights the negative effects on enrollment, attendance, retention, and performance when meals are skipped. Irregular meal times can be attributed to various factors, including the absence of school meals, long distances to schools, cultural eating practices, and insufficient family resources to provide adequate meals for children, often leading to little or no breakfast.

However, a noteworthy discrepancy emerges when considering the relationship between the World Food Program (WFP) and social equity. While the studies indicate the positive impact of consistent provision of meals on student outcomes, the mention of rural areas by Bekidusa (2020), introduces a potential discrepancy. If the provision of meals is not consistent, there is a risk of pupils, especially in rural areas, dropping out of school, consequently affecting enrollment and retention. This suggests that,

despite the positive influence of school meals, there may be disparities in access and consistency, particularly in less urbanized regions. This raises questions about the broader implications of the WFP's initiatives and the need for equitable distribution to ensure that all pupils, regardless of their geographical location, can benefit consistently from the positive effects of school meals on education outcomes.

Awojobi (2019), discovered that hunger increased the likelihood of children dropping out of school, especially girls, in rural Pakistan. The majority of the poor world had introduced lunches, snacks, and take-home rations, which occasionally included micronutrient supplements and required a significant expenditure of resources. According to the Education Sector Report (2006), many nations around the world made great efforts to keep pupils retained in school after ensuring their enrollment through making food available at schools. The results were tremendous as it increased enrollment, attendance, retention and performance. Malnutrition, characterized by an imbalance or deficiency of essential nutrients in one's diet, poses a significant threat to the well-being of children, particularly in developing nations where its prevalence remains alarming. Despite the fundamental need for adequate nutrition, many children in such regions continue to face challenges in this regard. Certain African countries, in particular, exhibit persistent rates of child malnutrition with no signs of improvement, and indications suggest a worsening scenario. This public health issue is further exacerbated by poor socioeconomic conditions, as highlighted by Bekidusa (2020). The repercussions of malnutrition extend beyond physical health, adversely affecting the cognitive development of children.

2.4 Community Involvement in School Feeding Programs and Social Equity

Community involvement and empowerment encompasses allowing the community to participate either directly or indirectly in the school feeding program. Participation from the community fosters prosperity and project sustainability. By granting communities resources and authority, it also gives them the ability to influence their own destiny. Olukotun (2008) describes the idea as a fresh perspective that aims to provide rural residents more autonomy and a new set of responsibilities. One important factor is that projects with community participation are more likely to be sustainable and cost-

effective because of the fair distribution of project benefits, which results in better-designed initiatives.

Excellent management of school feeding program plays a vital role in the implementation and handling of school feeding programs. When management is poor they have a high tendency of the school feeding program failing or having the meals depleted before time hence pupils are subjected to days without meals. An example is when SFPs failed due to management in Afghanistan as reported by Galaa and Saakaa, (2011). School meal programs that meet student needs, combined with fair and responsible management, ensure quality and adequate meals are offered, and that the meals do not run out before the end of the term. Accountability requirements in Ghana mandate that the community should participate in school program to oversee the entire process; schools' management keeps records of not only food inputs but also enrollment, attendance and retention. This is done to ensure transparency. Besides, the data is used for planning purposes, as reported by school principals that data generated and maintained at school facilitated school planning, primarily in the form of requests for government input as well ensuring that the meals are not used for unintended purpose.

Some teachers and few representatives from the community are responsible for monitoring the receipt and condition of food to guarantee compliance and safety. After receiving food, relevant teachers periodically check to ensure compliance with storage conditions and usage regulations. Monitoring also provides evidence in the event of failure or deficiencies (Galaa & Saakaa, 2011). Evaluation and inspection of meals records shows whether the meals were preserved and used as expected. This ensures that food is always available school thereby increasing enrolment and retention.

The study by Yendaw and Dayour (2015) in Ghana highlights notable improvements in enrollment rates and regular school attendance attributed to the School Feeding Program (SFP). While these findings suggest promising outcomes for enhancing rural educational infrastructure and narrowing the rural-urban literacy gap, the study highlights a critical research gap regarding community involvement in sustaining the program's success. The researchers emphasize the necessity of increased governmental support, particularly through additional funding and resource allocation to the SFP, to

ensure its continued effectiveness. Furthermore, the study identifies the importance of addressing equity issues in program implementation, advocating for community education to garner full support from rural community members. Encouraging parental and community involvement, such as through contributions of labor, food items, and other resources, is deemed essential to supplement government efforts and alleviate the developmental burden on the state. This emphasizes the need for further research into effective strategies for fostering community participation and collaboration in sustaining SFPs, particularly in resource-constrained settings like Ghana, to ensure their long-term viability and impact on poverty alleviation and educational development.

In a study conducted by Amollo (2021), it can be inferred that school-feeding programs play a significant role in shaping the academic performance of grade two pupils in Gilgil Sub-County, Nakuru County, Kenya. The absence of such programs adversely impacts the academic achievements of grade two pupils, particularly in number-work and basic language acquisition. These programs contribute positively to learners by enhancing their cognitive development, thereby improving their academic proficiency in fundamental areas such as numeracy, language skills, and creativity. This stresses the importance of healthy eating for grade two pupils to reach their full academic potential, support mental growth, and ensure enduring health and well-being. According to Amollo (2021) it is evident that the school-feeding program is a crucial intervention with substantial benefits for education. Initially absent in all schools, the establishment of feeding programs was made possible through government and NGO support. The balanced meals provided at school received positive feedback from the majority of parents who expressed satisfaction with the programs as their children received well-rounded nutrition. The implementation of the school-feeding program contributed to an overall improvement in children's performance in number work, with those receiving two meals outperforming those fed once a day. Furthermore, the parents exhibited a good level of knowledge regarding the school feeding program, attesting that it positively influenced the pupils' performance in number work. In conclusion, the study affirms that when food is balanced, served in appropriate quantities, and adheres to recommended intervals or frequency, children can grow and develop optimally, realizing their full potential. This emphasizes the importance of community

involvement and shared responsibility in supporting and sustaining effective school-feeding programs.

While the study by Karaba et al. (2019) provides valuable insights into the positive impact of SFPs on class participation and academic performance, it focuses a significant research gap regarding community involvement in the implementation of these programs. Despite the evident success of SFPs in enhancing student participation and academic outcomes, equity concerns persist, particularly in regions with lower socioeconomic status. The study highlights how parents from economically disadvantaged backgrounds rely on public schools with feeding programs to ensure their children have access to food during school hours. However, economic constraints often prevent these parents from contributing financially to food supplies, emphasizing the crucial role of government support in program implementation. The research indicates that the slow progress of SFPs is largely attributed to the lack of strong government backing and inadequate funding from county governments. Thus, while the study demonstrates the positive correlation between SFPs and class participation, it emphasizes the need for further investigation into how to effectively engage communities, particularly parents and local authorities, to ensure the sustainable implementation and success of these programs. Understanding the barriers to community involvement and identifying strategies to overcome them is essential for fostering inclusive and effective SFPs that address the needs of all pupils, regardless of socioeconomic background.

In a study by Wekesa (2015) entitled *Impact of School Feeding Program on Pupils' Retention Rates in Public Primary Schools in Fafi Sub-County Garissa County Kenya*, it was established that the influence of community involvement in SFPs is profound and multifaceted. Through interviews with head teachers and teachers, it was evident that the active participation of parents and community members positively impacts various aspects of schooling. Notably, community involvement correlates with higher pupil retention rates in public primary schools. Furthermore, this involvement fosters harmony among the community, teachers, and pupils, thereby creating a conducive learning environment. Teachers also observe a significant improvement in classroom behavior since the inception of SFPs, attributed to the collaborative efforts of the

community. Overall, community involvement in SFPs not only addresses nutritional needs but also enhances educational outcomes and promotes a sense of collective responsibility towards education in the region.

To ensure the effective implementation of school feeding programs and foster parental involvement, it is imperative to actively engage representatives from parents' associations, as they serve as key stakeholders representing parental interests. (Nyakundi, 2017). This can be achieved by integrating their perspectives into critical decision-making processes related to school feeding initiatives and providing them with training opportunities for effective participation. By involving parents in such capacities, it is anticipated that their support for the programs would be strengthened, ultimately leading to increased pupil retention in schools and facilitating educational progress. However, further research is needed to explore optimal strategies for integrating parental involvement into the implementation of school feeding programs, as well as to assess the impact of such involvement on program effectiveness and pupil retention rates. This would inform the development of evidence-based practices for enhancing parental engagement in school feeding initiatives and maximizing their benefits for educational advancement.

2.5 Evaluation of School Feeding Programs and Social Equity

School feeding programs are widely recognized as interventions that can enhance social equity by addressing food insecurity and promoting educational access and attainment among disadvantaged populations. In Bangladesh, the implementation of school-based feeding programs resulted in notable improvements in attendance rates and a reduction in non-participation among children, according to research by Ahmed & Del-Ninno (2013). The introduction of these programs led to a significant 20% increase in attendance rates and a 2% decline in non-participation rates among pupils. The success of these initiatives was attributed to schools actively engaging pupils and ensuring regular attendance. Moreover, attendance rates were found to be 12% higher in schools with SFPs compared to those without, with rates reaching 70% and 58% respectively. Additionally, dropout rates were observed to be 9% lower in schools under SFP compared to those without such programs. These findings stress the need for further research to comprehensively evaluate the effectiveness of school feeding programs in

improving attendance and reducing dropout rates. Understanding the mechanisms through which these programs influence attendance and retention can inform the development of targeted interventions to enhance educational outcomes.

Jayaraman and Simroth (2015) provided evidence from India's Midday Meal Scheme, demonstrating that school lunches had a significant positive effect on primary school enrollment. These findings suggest that school feeding programs can serve as incentives for children to attend and remain in school, thereby promoting equity in educational and therefore the program needs continuous evaluation. Jamaluddine et al. (2022) evaluated the World Food Program's emergency school feeding program in Lebanon among Lebanese and Syrian refugee children. They found that while the program had positive effects on nutritional outcomes for both groups, Syrian refugee children experienced greater improvements in school attendance and academic performance. This highlights the importance of considering the specific needs and vulnerabilities of different population groups in designing and implementing SFPs to ensure equitable outcomes. School feeding programs play a crucial role in addressing nutritional disparities among school-aged children.

Ibrahim's (2023) study in Nigeria found that the provision of meals through the program improved the nutritional status of participating pupils, thereby contributing to social equity in health outcomes. Similarly, Jamaluddine et al. (2022) demonstrated the positive impact of a school snack program on nutritional outcomes among Lebanese and Syrian refugee children in Lebanon. These findings stress the potential of school feeding programs to reduce disparities in access to nutritious food and improve overall well-being. While school feeding programs have shown promise in promoting social equity, challenges remain in their implementation and effectiveness. Factors such as program sustainability, quality of meals, and cultural considerations can influence the success of these initiatives (Jayaraman & Simroth, 2015). Additionally, addressing broader systemic issues such as poverty, infrastructure, and governance is essential for ensuring sustainable and equitable outcomes of school feeding programs (Jamaluddine et al., 2022). While literature provides valuable insights into the impact of school feeding programs on social equity, there is a notable research gap in understanding the long-term effects of these interventions and their potential to address structural

inequalities. Most studies focus on short-term outcomes such as enrollment, retention, and nutritional status, overlooking broader systemic factors that perpetuate inequities in access to education and health, hence there is a need for a study to on evaluation of SFPs as a management strategy for sustainability

Social equity encompasses the fundamental principles of fairness, justice, and equal opportunities for all members of society, regardless of their diverse backgrounds or characteristics. These concepts advocate for the elimination of discrimination and the dismantling of barriers that may impede certain groups from accessing the same advantages as others. The essence of social equity lies in the fair distribution of resources, benefits, and opportunities, while inclusion emphasizes acknowledging and embracing the richness of diversity (Sidaner, 2022). Together, they strive to ensure equal access to essential services, representation in various spheres, and active participation in societal processes. Social equity and inclusion work towards empowering individuals and communities facing systemic disadvantages, fostering social justice, and creating a culture of respect that actively opposes discrimination in all its forms. Ultimately, they envision a society where everyone can thrive and contribute, irrespective of their socio-economic status, race, gender, age, or other defining characteristics.

The prioritization of school feeding programs by numerous nations is recognized as a key intervention for advancing educational parity. Virtually every country worldwide implements school lunch initiatives, with estimates indicating that 388 million children, constituting one in two schoolchildren globally, benefit from daily school meals in 161 nations (WFP, 2020). The primary driver of marginalization and malnutrition in developing countries is poverty, particularly affecting children from low-income families who are more susceptible to malnutrition, school dropout, and enduring poverty. Poverty often leads to social exclusion, marginalization, and discrimination for many children and families. However, when resources are directed towards children's health and nutrition through well-designed school feeding programs that provide access to food during class, it serves as a crucial mechanism for enhancing inclusion and equity in education. Functioning as both a social safety net and a health

intervention within schools, school feeding programs present educational systems with the opportunity to address multiple challenges simultaneously (UNICEF, 2019).

One of the widely embraced safety measures is the provision of school feeding services, offering consistent support and stability to children and families facing economic challenges. The school feeding program serves as a versatile tool in addressing the multifaceted social and economic risks encountered by children and their families. In some instances, it is integrated with other social protection initiatives such as scholarships and unconditional cash transfers. Community participation and communal sharing of meals among pupils foster a sense of community within both the school and the broader community. The inclusion of food in schools not only sustains the operation of education systems but also reinforces the stabilizing influence of education, particularly in times of crisis and conflict-affected areas where vulnerable pupils are at a higher risk of discontinuing their education (Sidaner, 2022). This interconnection emphasizes the vital role of school feeding programs in promoting social equity, community cohesion, and educational inclusion.

Nyakundi (2017) conducted a study investigating the impact of school feeding programmes (SFPs) on learner enrollment rates in Dagoretti Sub-County, Nairobi County, Kenya. The research revealed that SFPs was regularly evaluated and had a positive and significant effect on student enrollment, leading to an increase in overall enrollment figures. However, the analysis showed that SFPs did not yield a significant difference in reducing student dropout rates. This suggests a critical need for further evaluation to understand the key factors influencing the effectiveness of SFPs in addressing dropout rates. Future research should consider identifying specific barriers to education that hinder access and retention, particularly in contexts where nutritional or food-related needs play a role. Understanding these barriers is crucial for developing targeted interventions aimed at improving both enrollment and retention rates. Consequently, evaluating the effectiveness of SFPs as a food-based intervention against other strategies is essential to inform evidence-based policies and practices in education.

2.6 Theoretical Framework

This study employed a dual theoretical framework, integrating insights from Urie Bronfenbrenner's Ecological Systems Theory, developed in 1979, and critical theory which is rooted in the intellectual heritage of the Frankfurt School (1930), to comprehensively explore the interplay between School Feeding Programs (SFPs) and the promotion of social equity and inclusion among public primary pupils in Tiaty West Sub-County, Baringo County, Kenya.

2.6.1 Ecological Systems Theory (1979)

Ecological Systems Theory, developed by Urie Bronfenbrenner in 1979, posits that human development is shaped by various ecological systems, each influencing individuals at different levels. The theory encompasses the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. In the context of this study, the microsystem corresponds to the immediate school environment, exploring how School Feeding Programs (SFPs) directly interact with pupils. The mesosystem involves examining connections between SFPs and broader community and family dynamics, recognizing the interplay between different microsystems. Additionally, the study considers the exosystem by investigating potential influences of government policies on SFPs, acknowledging external factors indirectly impacting the microsystem within schools. Understanding the broader cultural context and societal influences on the success of SFPs aligns with the macrosystem, while the temporal aspects, especially the enduring effects of SFPs on social dynamics over time, correspond to the chronosystem.

2.6.2 Critical Theory

Rooted in the intellectual heritage of the Frankfurt School (1930), Critical Theory espouses a rigorous critique of societal structures and cultural norms, aiming to unveil and contest prevailing power dynamics, injustices, and inequalities. Within the realm of education, Critical Theory scrutinizes how educational systems and practices either perpetuate or challenge social disparities and power imbalances. In the context of the current study, Critical Theory serves as a guiding framework for examining the intersection of management practices of School Feeding Program (SFP) and social equity among primary school pupils in Tiaty West Sub-County, Baringo County,

Kenya. Central to this analysis is an exploration of how SFPs may reinforce or disrupt existing social hierarchies and inequities within the school community, particularly in rural locales.

By embracing Critical Theory, researchers are prompted to examine beyond the surface-level impacts of SFPs on pupils' food access and academic outcomes. Instead, they assessed the underlying power dynamics, structural inequities, and socio-political forces that shape the implementation and efficacy of these programs. This involves scrutinizing resource allocation, decision-making processes, and the degree of inclusion of marginalized voices in program development and assessment. Critical Theory facilitates the identification of concealed assumptions, biases, and systemic obstacles that impede the realization of social equity through SFPs. Furthermore, it offers a framework for conceptualizing alternative models of SFP implementation that prioritize inclusivity, participatory decision-making, and transformative change. By embracing Critical Theory, the study aims to contribute to the broader endeavor of advancing social justice and equity within the educational landscape of Tiaty West Sub-County, Baringo County, Kenya.

2.7 Conceptual Framework

This conceptual framework outlines the relationship between different variables in a study. It serves as a visual representation of how the independent variable, intervening variable, and dependent variable are connected. Figure 1 visually presents the interaction between these variables.

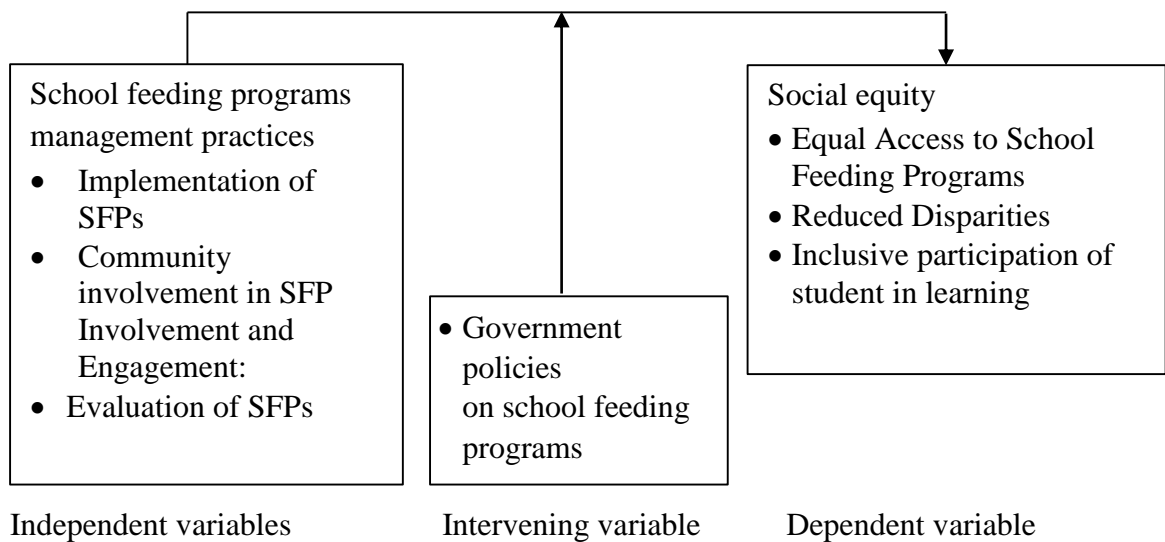


Figure 1: Conceptual Framework

In Figure 1, The conceptual framework proposed examines the involved dynamics of management practices of school feeding programs, highlighting their implementation, community involvement, and evaluation as independent variables. These factors directly influence the effectiveness and outcomes of SFPs in addressing social equity goals, including equal access, reduced disparities, and inclusive participation in learning. However, the impact of these variables on social equity is contingent upon government policies acting as intervening variables. These policies shape the operational landscape of SFPs, influencing their design, funding, and regulatory framework. Consequently, the equitable distribution and impact of SFPs are mediated by the extent to which government policies facilitate or hinder their implementation and effectiveness. By understanding these relationships, stakeholders can develop evidence-based strategies to optimize SFPs, ensuring they contribute to fostering social equity and inclusive education for all pupils.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

The study location is Tiaty West Sub-County which is situated within the expansive Baringo County on the Kenyan map, marked by distinct geographical boundaries. To the north, it is bordered by Turkana County, while the eastern boundary extends towards Marakwet East Sub-County. The western border of Tiaty West Sub-County is demarcated by Baringo Central Sub-County. Within its southern confines lies Baringo South Sub-County. This delineation on the Kenyan map positions Tiaty West as an integral part of Baringo County, showcasing its geographical adjacency to neighboring counties and emphasizing its role within the broader regional context. Schools in this region have been grouped into six zones, namely Chemolingot, Akoret, Kolowa, Loiwat, Ngoron and Kapunyany zones.

The rationale for selecting the region was driven by its distinct rural characteristics, elevated vulnerability, and rich cultural diversity. This alignment with the study's goals allows for an in-depth exploration of the selected management practices of school feeding programs and social equity in regions facing economic challenges and characterized by cultural diversity. Tiaty West Sub-County's well-defined geographical boundaries serve as a fitting setting, offering a representative context to unravel the interplay between selected management practices of school feeding programs and social equity.

3.2 Research Design

A descriptive survey research design was adopted for the study. This involved systematic collection, analysis, and interpretation of data to describe the present status of phenomena under investigation. In the context of this study, a descriptive design would involve gathering detailed information about the current state of management practices of SFPs and their relationship with social equity among public primary pupils in Tiaty West Sub-County, Baringo County, Kenya. This could include documenting the prevalence and nature of SFPs, understanding the demographic characteristics of participants, and providing a detailed profile of social equity indicators. A descriptive design is appropriate when the primary goal is to provide an accurate portrayal of

existing conditions without manipulating variables. In this case, if the aim is to present a comprehensive picture of how SFPs are implemented, their current status, and their perceived relationship with social equity, a descriptive design was effective. It allows for the exploration of various aspects of SFPs without necessarily delving into causation. Research design, according to Bekidusa (2020), is the strategy, plan, or outline utilized to come up with solutions to research challenges. Since the study depicted the situation as it was, a descriptive survey research design was considered. According to Cohen et al. (2011), descriptive studies are not just limited to factual discoveries but may also lead to the formulation of crucial knowledge principles and the resolution of key issues. In addition, since the research would involve gathering and comparing data from the occurrences at the same time of investigation, this particular approach is deemed suitable.

3.3 Study Population

The target population denotes a collective assembly of individuals, events, or entities sharing a shared discernible trait of significance to the researcher (Mugenda & Mugenda, 2003). This study target population comprised of 77 headteachers, 77 parents' representatives, 6 CSO, 77 class teachers of grade six and 2219 grade six pupils forming a total population of 2456 participants all from 77 primary schools. Grade six pupils were selected based on the logic that they have stayed longer in primary schools and may understand better the context of school feeding programs and the gains on pupils. These statistics provide a comprehensive overview of the educational landscape in Tiaty Sub County, forming the foundation for understanding the broader context in which the study on selected management practices of school feeding programs and social equity was conducted. Table 1 presents the summary of the study population

Table 1: Study Population

Zone	H/teachers	Class teachers	Parents Rep.	CSO	Pupils	Total
Chemolingot	18	18	18	1	382	437
Akoret	7	7	7	1	148	170
Kolowa	19	19	19	1	579	637
Loiwat	12	12	12	1	362	399
Kapunyany	9	9	9	1	276	304
Ngoron	12	12	12	1	472	509
Total	77	77	77	6	2219	2456

3.4 Sampling Procedure and Sample Size

3.4.1 Sample Size Determination

Sample size of the schools was based on Slovin's formula. Based on this formula (Slovin, 1960), the schools sampled size was established as;

$$n = N/(1 + Ne^2).$$

Where,

n is the sample size

N is the total population of pupils

E = margin of error (error tolerance)

$$= 2456/(1 + 2456 \times 0.05^2)$$

$$= 343.98$$

$$= 344$$

Therefore, the study sampled 344 respondents participated in the study as is illustrated in Table 1.

3.4.2 Sampling Procedure

The study adopted cluster sampling to select headteachers, class teachers, parents' representative and CSO to take part in the study as illustrated in Table 2.

Table 2: Sampling Grid

Zone	H/teachers	Class teachers	Parents Rep	CSO	Pupils	Total
Chemolingot	9	9	9	1	37	65
Akoret	4	4	4	1	15	28
Kolowa	10	10	10	1	56	87
Loiwat	6	6	6	1	36	55
Kapunyany	5	5	5	1	28	44
Ngoron	6	6	6	1	46	65
Total	40	40	40	6	218	344

Each zone was considered as a cluster of the entire population. Proportionate random sampling was applied to each zone. A total of 40 respondents out of 77 respondents from 77 schools were selected for head teachers, teachers, parents' representatives and 218 pupils of grade six totaling to 344, which is 52 percent representation. This large representation of the sample size gave the study external validity. All the six CSOs were

selected for the study. Similarly, proportionate sampling was applied to select 218 pupils who were drawn from the 40 primary schools selected as illustrated in Table 2.

3.5 Research Instruments

This study used questionnaires interview schedules and focus group discussion as data collection instruments, which were developed based on the research study's objectives. According to Cohen, Manion, and Morrison (2011), employing both instruments enhances and validates the data. Relying solely on questionnaires may not yield the precise data needed and accurate information. Therefore, interviews were conducted with head teachers to address any non-responses. The interview schedules resulted in increased responses, ensuring the collection of accurate information (Creswell & Clarke, 2011). Observation schedules were also used to collaborate the information collected via questionnaires and interviews.

3.5.1 Head Teachers Questionnaire

The questionnaire was designed to ensure a comprehensive exploration of respondents' demographic information, attitudes, and perceptions regarding school feeding programs in Tiaty West Sub-County, Baringo County, Kenya. In Section A, background details, including gender, age, qualifications, and professional experience, was systematically gathered. Moving to Section B, a Likert scale was utilized to measure opinions on social equity (C, D, and E) focus into the implementation, community involvement and evaluation of SFPs respectively.

3.5.2 Class Teachers Questionnaire

The questionnaire was organized into five sections, each serving a distinct purpose in collecting data on the school feeding program's and social equity among primary pupils in Tiaty West Sub-County, Baringo County, Kenya. Section A focuses on gathering demographic information about participating teachers. Section B, a Likert scale was utilized to measure opinions on social equity (C, D, and E) focus into the implementation, community involvement and evaluation of SFPs respectively.

3.5.3 Questionnaire for and Parents Representative

The Parent Representatives Questionnaire was designed to collect comprehensive insights from parent representatives regarding the school feeding program and its influence on social equity among primary pupils in Tiaty West Sub-County, Baringo County, Kenya. Structured into five sections, the questionnaire begun by gathering demographic information in Section A. Subsequent sections were addressed Social equity in section B, implementation of the school feeding program in section, community involvement section, and evaluation mechanisms in place were Section C, D & E respectively. Through these questions, parent representatives were encouraged to provide ratings and feedback on various aspects of the program.

3.5.4 Pupils Focus Group Discussion Schedule

The focus group discussion (FGD) for this study, targeting pupils in grade six in Tiaty West Sub-County, Baringo County, Kenya, provided a platform for gathering insights directly from the primary beneficiaries of school feeding programs. The researcher sought consent from the headteachers before engaging the grade six pupils. Structured to facilitate an inclusive and participatory dialogue, the FGD commenced with an introduction to the study's objectives and the significance of the pupils' perspectives in understanding the management practices of school feeding programs and their impact on social equity. Through guided discussions, pupils were encouraged to share their experiences with the implementation of school feeding programs in their schools, including aspects such as meal quality, distribution, and their perceptions of the program's effectiveness. Additionally, the FGD explored the pupils' views on the role of community engagement in supporting the program and fostering a sense of belonging within their school communities. Pupils were also invited to reflect on any challenges they perceive in the management of the program and suggest potential solutions. Throughout the discussion, emphasis was placed on understanding how school feeding programs contribute to social equity within the community, particularly in addressing hunger-related barriers to education and promoting equal opportunities for all pupils. The FGD concluded with a summary of key insights and an opportunity for pupils to share any final thoughts or additional perspectives on the topic.

3.5.5 Curriculum Support Officer Interview Schedule

The CSO interview schedule provided was designed to comprehensively explore the impact of the school feeding program on various aspects related to social equity, student participation, and shared responsibility for student well-being in Tiaty West Sub-County, Baringo County, Kenya. The schedule includes focused questions addressing the influence of the SPF on providing equal opportunities among pupils from different socio-economic backgrounds, changes in student interactions, and the fostering of active student participation in extracurricular activities. Additionally, it explores into the perceived role of the school feeding program in encouraging shared responsibility for student well-being, exploring personal involvement in collaborative efforts related to the program, and assessing the overall impact on the sense of shared responsibility among parents and the community. Furthermore, the schedule examines the relationship between the school feeding program and fair opportunities for pupils, gauging the impact on student participation and identifying specific challenges or successes observed in this regard. As per Mugenda and Mugenda (2009), interviews surpass questionnaires due to the interviewer's ability to familiarize themselves in the actual environment of the interviewee, facilitating the acquisition of superior data. Moreover, interviews provide an opportunity for the researcher to probe into complex research questions, enabling respondents to provide accurate and candid responses.

3.6 Piloting of the Study

The questionnaires intended for head teachers and teachers were submitted to pre-testing at public primary schools in the neighboring Tiaty East Sub County, selected for their comparable features to the sampled secondary schools. The selection of public primary schools for piloting were purposeful and occurred two weeks prior to the main study, constituting 20% of the total sample. Piloting was instrumental in identifying and addressing necessary adjustments in the research instruments before the commencement of the actual study. Moreover, the pilot study served the dual purpose of establishing the reliability of the research instruments.

3.6.1 Validity of Research Instruments

The researcher utilized the research objectives and questions to ensure that the questions developed in the research instrument are valid. Validity, in this context,

referred to the method's capability to generate data that accurately measures the intended variables and provides a valid solution to the research problem (Creswell, 2009). To establish content validity, the items scrutinized by experts in educational research at Chuka University. The researcher sought input from various experts at Chuka University, who individually evaluated the relevance of the content used in the test for this study. Their assessments included a thorough analysis of the questionnaires and interview schedule, providing valuable feedback, suggestions, and corrections. The researcher incorporated these suggestions, resulting in necessary refinements and improvements to the instruments. The final instruments for the study was thus refined and validated with the assistance of the experts.

3.6.2 Reliability of the Instruments

Reliability refers to the consistency of measurement (Mugenda, 2003) or the stability of measurement across various conditions, where essentially the same results should be obtained. Cronbach alpha correlation coefficient estimate helped in assessing the internal consistency of the data collecting tools. The internal consistency method was chosen for its greater stability compared to other methods (Creswell, 2009). To ensure result consistency, the questionnaires were tested in one neighboring Sub County schools. A pilot study was conducted by the researcher to assess the reliability of the research instruments. As per Eskandarpour (2016) a reliability coefficient equal to or greater than 0.70 was considered acceptable for descriptive research surveys.

3.7 Data Collection Procedure

Questionnaires were distributed to various respondents, including headteachers, class teachers, and parents' representatives (Appendix 2, 3 & 4) These questionnaires collected demographic information and gather opinions on social equity, as well as on the implementation, community involvement, and evaluation of school feeding programs.

Additionally, focus group discussions (Appendix 5) were held with grade six pupils to directly gather their insights. These discussions served as a crucial methodological approach to explore the relationships between the implementation, evaluation, and community involvement of school feeding programs and social equity among primary

school pupils in Tiaty West Sub County, Baringo County, Kenya. Through guided discussions, participants shared their perspectives and experiences on the impact of school feeding programs on social equity, the role of community involvement in fostering inclusivity, and the effectiveness of program evaluations in addressing socio-economic disparities. The goal of the FGDs is to generate valuable insights that can inform policy and practice for promoting equity within the school environment.

Interviews with Curriculum Support Officers (CSOs) (Appendix 6) were also conducted to further investigate the impact of the school feeding program on social equity. These interviews offered an in-depth analysis of the connections between the implementation, evaluation, and community involvement in school feeding programs and their effect on social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. This research aims to explore deeper into these issues to provide a more comprehensive understanding of the relationships between the study variables.

3.8 Ethical Considerations

In conducting this study on the School Feeding Programs (SFPs) and social equity and inclusion among public primary school pupils in Tiaty West Sub-County, Baringo County, Kenya, strict adherence to ethical considerations is paramount. Prioritizing informed consent, participants, including pupils, head-teachers, and parent representatives, were fully informed of the study's purpose, procedures, and their right to withdraw at any point without repercussions. Before the data collection, ethical approval was sought from the Chuka University Institutional Ethics Review Committee (CUERC). Following this, a research permit was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI). Consent letters were then acquired from the Teachers Service Commission (TSC) Sub County Directors of Tiaty West Sub County to gain permission for accessing the selected schools. Introduction letters were sent to the principals of these schools, and visits were conducted to establish rapport and schedule the data collection dates. Confidentiality was maintained by employing codes or pseudonyms to protect the identity of individuals and schools during reporting and presentation. Voluntary participation and privacy were ensured, emphasizing that involvement in the study is entirely optional,

and interviews were conducted in private settings to foster open and honest responses. For studies involving primary school pupils, explicit consent from parents or guardians was obtained, and age-appropriate measures were implemented to safeguard the well-being of the children. Debriefing sessions were provided to participants, offering an opportunity for clarification and addressing any concerns. Throughout the research process, cultural sensitivity was observed, respecting the cultural norms and practices of the community. The study aims to contribute positively to participant well-being, and ethical guidelines, including approval from the ethics committee, were strictly followed to ensure the integrity and validity of the research. Data security measures were implemented to protect against unauthorized access, and transparent reporting was maintained to uphold the principles of fairness and accountability in research dissemination.

3.9 Data Analysis Techniques

The collected raw data was edited and coded prior to both quantitative and qualitative analysis, in accordance with the study objectives (Table 3). A unique identification code was assigned to each item to be analyzed. Creswell (2009) explains that coding involves categorizing sentences and paragraphs based on participants' responses and the intended analysis. Thematic analysis was applied to the qualitative data, concentrating on the identified study themes. Quantitative data were subjected to descriptive and inferential analyses using the Statistical Package for Social Sciences (SPSS) version 26 software. Creswell (2009) explains that coding involves categorizing sentences and paragraphs based on participants' language. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to illustrate the relationships between variables. Qualitative results were presented in narrative form, including participant quotes where relevant. Inferential analysis used Chi-square statistical method to test relationships at a 95% confidence level. As noted by Mugenda and Mugenda (1999), data analysis provides meaning to the raw data collected in the field.

Table 3: Data Analysis Matrix

Research Questions/Hypothesis	Independent variables	Dependent variable	Means of data analysis
H ₀ 1: There's no statistically significant relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.	Implementation of school feeding program	Social equity	Mean and SD Frequencies and Percentage Chi-square
H ₀ 2: There's no statistically significant relationship between community involvement in school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.	Community involvement	Social equity	Mean and SD Frequencies and Percentage Chi-square
H ₀ 3: There's no statistically significant relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.	Evaluation of school feeding programs	Social equity	Mean and SD Frequencies and Percentage Chi-square

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 General Information

This chapter provides an overview of the data collected from a sample of respondents, along with an analysis and discussion based on the objectives of the study. The purpose of this study was to explore the relationship between the management practices of school feeding programs (SFP) and social equity among public primary school pupils in Tiaty West Sub-County, Baringo County, Kenya. Specifically, the study aims to investigate three main objectives: to explore the relationships between the implementation of school feeding programs and social equity, to examine the relationship between community involvement in school feeding programs and social equity and, to establish the relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

A descriptive survey research design was adopted for the study. to achieve these objectives, the study targeted a sample size of 344 respondents. This sample included headteachers, class teachers, parents' representatives, Curriculum Support Officers (CSOs), and grade six pupils. The sample size was determined using Slovin's formula and was distributed across six school zones in Tiaty West Sub-County. This approach ensured a representative and comprehensive examination of the interplay between SFP management practices and social equity in the region.

4.2 Reliability Index

Prior to data analysis, a construct validity test on the questionnaires administered to head teachers, class teachers, and parents' representatives was conducted. The findings revealed that some items had item-to-total correlations below 0.4. These items were excluded from further analysis to ensure data reliability, maintaining a Cronbach's alpha threshold of 0.7. The Cronbach's alpha reliability obtained is shown in Table 4.

Table 4: Reliability Index

Variable	Head teachers Questionnaire		Class teachers' Questionnaire		Parents rep. Questionnaire	
	Items	Cronbach's Alpha	Items	Cronbach's Alpha	Items	Cronbach's Alpha
Social equity	8	0.861	5	0.854	6	0.705
SFP implementation	7	0.875	8	0.879	8	0.831
Community involvement	8	0.826	7	0.813	5	0.708
Evaluation of SFP	8	0.864	7	0.819	7	0.724

In the Head Teachers' Questionnaire, there were eight items retained for social equity, achieving a Cronbach's alpha of 0.861. For SFP implementation, all eight items were maintained with a Cronbach's alpha of 0.875. Eight items were retained for community involvement, achieving a Cronbach's alpha of 0.826. Additionally, all eight items were retained for the evaluation of SFP, with a Cronbach's alpha of 0.864. For the Class Teachers' Questionnaire, five items were retained for social equity, resulting in a Cronbach's alpha of 0.854. For SFP implementation, eight items were included, yielding a Cronbach's alpha of 0.879. Seven items were retained for community involvement, achieving a Cronbach's alpha of 0.813. Finally, seven items were retained for the evaluation of SFP, with a Cronbach's alpha of 0.819. In the Parents' Representatives' Questionnaire, six items were retained for social equity, resulting in a Cronbach's alpha of 0.705. All eight items were retained for SFP implementation, achieving a Cronbach's alpha of 0.831. Five items were retained for community involvement, with a Cronbach's alpha of 0.708. Lastly, seven items were retained for the evaluation of SFP, achieving a Cronbach's alpha of 0.724.

The rigorous exclusion of items with low correlations ensured that the remaining items reliably measured their respective constructs. The consistently high Cronbach's alpha values across the questionnaires emphasizes the robustness and internal consistency of the measurement instruments used. These findings support the reliability of the study's data and provide a strong basis for analyzing the relationships between SFP implementation, community involvement, evaluation of SFPs, and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

4.3 Demographic Information

Demographic information was sought from sampled respondents who included form headteachers, class teachers and parents' representatives.

4.3.1 Headteachers' Demographic Information

Information on headteacher's gender, age, academic qualification, experience, school location and number of pupils enrolled in their schools was sought. Findings on each attribute were as summarized in Table 5.

Table 5: Headteachers' Demographic Information

Variable	Category	Frequency	Percentage
Gender	Male	21	56.8
	Female	16	43.2
	Total	37	100.0
Age Bracket	25-35	12	32.4
	36-45	20	54.1
	46-55	3	8.1
	Over 55	2	5.4
	Total	37	100.0
Academic Qualification	Diploma	22	59.5
	Degree	15	40.5
	Total	37	100.0
Years of Experience	Less than 5	7	18.9
	5-10	21	56.8
	11-15	9	24.3
	Total	37	100.0
School Location	Urban	4	10.8
	Suburban	2	5.4
	Rural	31	83.8
	Total	37	100.0
Number of Pupils Enrolled	Below 100	3	8.1
	101-200	8	21.6
	201-300	17	45.9
	Above 301	9	24.3
	Total	37	100.0

The Table 5 reveals demographic analysis of head teachers in Tiaty West Sub County, Baringo County, Kenya, that shows a higher percentage of male respondents, with 56.8% males compared to 43.2% female respondents. This suggests a greater number of males headteachers in public primary schools in the region. Age-wise, the majority of head teachers fall within the 36-45 age bracket (54.1%), followed by those in the 25-

35 bracket (32.4%). Smaller numbers are in the 46-55 (8.1%) and over 55 (5.4%) age brackets, indicating that most are in their mid-career stage. Regarding educational qualifications, 59.5% of head teachers hold a diploma, while 40.5% have a bachelor's degree. In terms of experience, the majority have 5-10 years (56.8%), followed by those with 11-15 years (24.3%) and less than 5 years (18.9%). This distribution suggests a relatively experienced cohort.

Geographically, a significant majority of schools are from rural areas (83.8%), with smaller percentages from urban (10.8%) and suburban (5.4%) areas. Regarding school sizes, the highest proportion of schools have between 201-300 pupils (45.9%), followed by those with above 301 pupils (24.3%) and 101-200 pupils (21.6%). Only a small number of schools have below 100 pupils (8.1%), indicating that most schools are of medium to large size.

This demographic context is crucial for the study's purpose, which examines the selected management practices of school feeding programs and social equity among public primary school pupils in Tiaty West Sub County, Baringo County, Kenya. Understanding the gender distribution of head teachers can help identify potential biases or inequalities in program implementation and management, affecting social equity among pupils. Knowing that the workforce is primarily in mid-career allows for tailoring implementation strategies to the experience level and career stage of head teachers, potentially leading to more effective and equitable program management. The educational credentials of head teachers, suggesting a reasonably well-educated group, may influence their capacity to manage and evaluate school feeding programs effectively, impacting social equity outcomes. The substantial experience of most head teachers means they are likely to have developed management skills and community connections that can be leveraged to improve program implementation, community involvement, and evaluation. The predominance of head teachers from rural areas stresses the study's focus on rural education, relevant for examining how these programs operate in these areas and their impact on social equity among pupils. The data on school sizes, indicating that most schools are medium- to large-sized, could influence the scale and logistics of school feeding programs

4.3.2 Class Teacher's Demographic Information

Information on Class Teacher's gender, age and academic qualification was sought. Findings on each attribute were as summarized in Table 6.

Table 6: Class Teachers' Demographic Information

Variable	Category	Frequency	Percentage
Gender	Male	25	64.1
	Female	14	35.9
	Total	39	100.0
Age Bracket	Below 25	4	10.3
	25-35	17	43.6
	36-45	16	41.0
	46-55	2	5.1
	Total	39	100.0
Academic Qualification	Diploma	27	69.2
	Degree	12	30.8
	Total	39	100.0

The analysis of class teachers' data reveals a gender distribution predominantly consisting of male teachers, comprising 64.1% (25 individuals), compared to 35.9% (14 individuals) who are female. This indicates a notable gender disparity favoring male representation among class teachers. Regarding age distribution, the largest cohort falls within the 25-35 age bracket, constituting 43.6% (17 individuals) of the total sample. Those aged 36-45 years follow closely behind, comprising 41.0% (16 individuals), while teachers below 25 years and between 46-55 years are less represented, with 10.3% (4 individuals) and 5.1% (2 individuals), respectively. This highlights a concentration of class teachers in the mid-career age range of 25-45 years. In terms of academic qualifications, a significant majority of class teachers hold diplomas as their highest educational attainment, accounting for 69.2% (27 individuals) of the total. Meanwhile, those with degrees make up 30.8% (12 individuals), indicating a lesser but still notable presence of higher academic qualifications among the cohort.

4.3.3 Parents Representative's Demographic Information

Information on Parents Representative's gender, age, education level, occupation, number of children they have in school and their monthly income was sought. Findings on each attribute were as summarized in Table 7.

Table 7: Parents Representative's Demographic Information

Variable	Category	f	%
Gender	Male	21	58.3
	Female	15	41.7
	Total	36	100.0
Age Bracket	Below 25	2	5.6
	25-35	18	50.0
	36-45	10	27.8
	46-55	4	11.1
	Over 55	2	5.6
	Total	36	100.0
	Education Level	No formal education	15
	Primary school	11	30.5
	Secondary school	4	8.4
	Vocational	3	11.1
	University degree or higher	1	2.8
	Total	36	100.0
Occupation	Employed	4	11.1
	Self Employed	9	25.0
	Unemployed	10	27.8
	Home Maker	13	36.1
	Total	36	100.0
Number of Children in School	1	5	13.9
	2-3	14	38.9
	More than three	17	47.2
	Total	36	100.0
Monthly Household Income	Below Ksh.10,000	27	75.0
	Ksh. 10,000 - 20,000	4	11.1
	Ksh. 20,001 - 30,000	4	11.1
	Ksh. 30,001 - 40,000	1	2.8
	Total	36	100.0

The findings from Table 7 provide valuable insights into the demographics of the parents' representatives sampled for the study: The gender distribution shows a slight majority of male representatives (58.3%) compared to female representatives (41.7%). Gender is important as it reflects the composition of parents actively engaged in school-related matters, which can influence decision-making processes and perspectives on issues like school feeding programs and social equity. The majority of parents' representatives fall within the age brackets of 25-35 years (50.0%) and 36-45 years (27.8%). This shows predominance in their prime working and parenting years, which influences their engagement levels and priorities regarding school activities and programs.

The educational background of parents' representatives varies significantly, with a substantial proportion having no formal education (41.7%) or only completing primary school (30.5%). This diversity in educational attainment affects their perspectives on educational initiatives like school feeding programs, potentially influencing their effectiveness and acceptance within the community. Parents representatives engage in a range of occupations, with the largest group being homemakers (36.1%), followed by those who are unemployed (27.8%) and self-employed (25.0%). This occupational diversity shapes their availability, influence, and priorities in advocating for their children's educational needs and equity-related issues.

A significant proportion of parents' representatives have more than three children attending school (47.2%), highlighting their direct stake and interest in the outcomes of educational programs like school feeding initiatives. This demographic aspect emphasizes their role as stakeholders in promoting equitable educational opportunities for their children. The majority of parents' representatives have a monthly household income below Ksh. 10,000 (75.0%), indicating a predominantly low-income group. This economic context significantly influences their perspectives on and expectations from school programs aimed at enhancing social equity, such as school feeding programs.

4.4 Findings on Social Equity in Public Primary Schools

The research items were included to establish the level of agreement or disagreement with concerns for social equity from the three categories of respondents: the headteachers, class teachers and parents' representatives. The findings are presented in Table 8.

Table 8: Social Equity in Public Primary Schools

Statement	Headteachers N=37		Class Teachers N=39		Parents Representatives N=36	
	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)
School Feeding Program has reduced disparities in access to nutritious meals among primary school pupils.	21.6%	78.4%	-	-	21.6%	78.4%
School Feeding Program ensure that pupils from diverse socio-economic backgrounds have equal access to nutritional support.	32.4%	67.6%	-	-	32.4%	67.6%
School Feeding Program promotes fairness and equal opportunities for all pupils in Tiaty West Sub-County?	10.8%	89.2%	-	-	-	-
School Feeding Program contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources	37.8%	62.2%	15.4%	84.6%	30.6%	69.4%
All pupils regardless of their socio-economic background, benefit equally from the School Feeding Program in promoting overall well-being.	48.6%	51.4%	25.6%	74.4%	-	-
School Feeding Program is in actively addressing social inequalities among primary school pupils in Tiaty West Sub-County.	40.5%	59.5%	17.9%	82.1%	27.8%	72.2%
School Feeding Program contribute to ensuring that pupils from different socio-economic backgrounds receive an equal share of nutritional benefits	21.6%	78.4%	10.3%	89.7%	19.4%	80.6%
School Feeding Program contribute to fostering a sense of equity among pupils, regardless of their background	21.6%	78.4%	10.3%	89.7%	13.9%	86.1%

The findings from the Table 8 regarding headteachers' perceptions of the School Feeding Program (SFP) in Tiaty West Sub-County reveal several insights. A majority of headteachers, 78.4%, agree that the SFP has reduced disparities in access to nutritious meals among primary school pupils, indicating the program's effectiveness in providing equal access to essential nutrition. Additionally, 67.6% believe that the SFP ensures pupils from diverse socio-economic backgrounds have equal access to nutritional support. Although positive, this response is slightly lower compared to other statements, suggesting room for improvement in reaching all socio-economic groups equally. An overwhelming 89.2% of headteachers agree that the SFP promotes fairness and equal opportunities for all pupils, demonstrating the program's success in creating a more equitable learning environment. Furthermore, 62.2% of headteachers agree that the SFP contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources. However, a notable 37.8% disagree or are unsure, indicating some reservations about the program's effectiveness in this area.

Responses are nearly evenly split regarding whether all pupils, regardless of socio-economic background, benefit equally from the SFP in promoting overall well-being. With 51.4% agreeing and 48.6% disagreeing or unsure, this indicates mixed perceptions about the program's comprehensive impact. Additionally, 59.5% of headteachers agree that the SFP actively addresses social inequalities among primary school pupils. While this is a majority, the 40.5% who disagree or are unsure suggest that more efforts are needed to convince all stakeholders of the program's effectiveness in tackling social inequalities. Furthermore, 78.4% agree that the SFP ensures pupils from different socio-economic backgrounds receive an equal share of nutritional benefits, closely aligning with the overall positive perceptions of the program's role in promoting equity. Similarly, 78.4% of headteachers agree that the SFP contributes to fostering a sense of equity among pupils, indicating a strong belief in the program's ability to create a fair and inclusive school environment. The School Feeding Program in Tiaty West Sub-County is perceived positively by headteachers, especially in terms of promoting fairness, equity, and reducing disparities in access to nutritious meals. However, there are areas where improvements are needed, particularly in convincing all stakeholders of the program's effectiveness in breaking down economic barriers and ensuring equal

benefits for overall well-being. Continuous evaluation and adaptation of the program could help address these concerns and further enhance its impact.

The findings from the Table 8 regarding class teachers' perceptions of the School Feeding Program (SFP) in Tiaty West Sub-County reveal a predominantly positive outlook on the program's influence. A substantial 84.6% of class teachers agree that the SFP contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources. This strong agreement highlights the program's success in providing equitable access to essential resources for all students. When considering whether all pupils, regardless of their socio-economic background, benefit equally from the SFP in promoting overall well-being, 74.4% of class teachers agree. Although this is a majority, the 25.6% who disagree or are unsure suggest that there are still some doubts about the program's ability to benefit all students equally. This mixed perception indicates that further efforts might be needed to enhance the program's inclusivity and comprehensive influence. In addressing social inequalities, 82.1% of class teachers agree that the SFP is actively working towards this goal. This response stresses the program's effectiveness in tackling social disparities among primary school pupils. However, the 17.9% who are not in agreement or unsure point to a need for continuous evaluation and potential improvements to fully address these inequalities.

The SFP is perceived very positively in terms of ensuring that pupils from different socio-economic backgrounds receive an equal share of nutritional benefits, with 89.7% of class teachers agreeing. This high level of agreement demonstrates the program's success in providing equitable nutritional support. Similarly, 89.7% of class teachers agree that the SFP contributes to fostering a sense of equity among pupils, regardless of their background. This strong endorsement indicates that the program is effectively promoting fairness and inclusivity within the school environment. The class teachers in Tiaty West Sub-County generally perceive the School Feeding Program as a valuable initiative that breaks down economic barriers, addresses social inequalities, and ensures equitable nutritional benefits and a sense of equity among pupils. While the majority of responses are positive, some areas still require attention to address any lingering doubts and enhance the program's overall impact.

The findings from the Table 8 regarding parents' representatives' perceptions of the School Feeding Program (SFP) in Tiaty West Sub-County highlight a generally positive assessment of the program's influence. According to the findings, 72.2% of parents' representatives agree that the SFP has reduced disparities in access to nutritious meals among primary school pupils, although 27.8% are either not sure or disagree. This indicates that while the majority see the program as effective in addressing nutritional disparities, a significant minority remain unconvinced.

Regarding the promotion of fairness and equal opportunities for all pupils, 75% of parents' representatives agree that the SFP fulfills this role. However, the remaining 25% who are uncertain or disagree suggest that there may be perceived gaps in how equitably opportunities are distributed among students. In terms of breaking down economic barriers, 69.4% of parents' representatives believe that the SFP ensures all pupils have access to the same resources. Nonetheless, 30.6% do not share this view, highlighting a need for further evaluation to address these concerns and possibly improve the program's reach and effectiveness.

When considering the program's role in actively addressing social inequalities among primary school pupils, 72.2% of parents' representatives agree. This majority view supports the program's positive influence on social equity, yet the 27.8% who disagree or are unsure point to areas where improvements might be necessary to fully achieve the program's goals. The perception that the SFP ensures pupils from different socio-economic backgrounds receive an equal share of nutritional benefits is supported by 80.6% of parents' representatives. This strong agreement brings out the program's effectiveness in providing equitable nutritional support, though 19.4% still have reservations. Lastly, 86.1% of parents' representatives agree that the SFP contributes to fostering a sense of equity among pupils, regardless of their background. This overwhelming support suggests that the program is highly successful in promoting fairness and inclusivity within the school environment. However, the 13.9% who are not convinced highlight that there remains some work to be done to ensure universal approval. While the majority of parents' representatives view the School Feeding Program in Tiaty West Sub-County as a positive force in reducing nutritional disparities, promoting fairness, breaking down economic barriers, and fostering equity,

there are notable proportions of the group that remain unsure or disagree. This indicates areas where the program could be improved or better communicated to address these concerns and enhance its overall effectiveness.

The findings from headteachers, class teachers, and parents' representatives reveal a generally positive perception of the School Feeding Program (SFP) in Tiaty West Sub-County, highlighting its effectiveness in reducing nutritional disparities, promoting fairness, and fostering equity. However, some concerns remain, particularly regarding the program's ability to ensure equal access for all socio-economic backgrounds, break down economic barriers, and comprehensively benefit all pupils. Continuous evaluation and adaptation are necessary to address these concerns and further enhance the program's impact.

4.5 Findings on SFP Implementation and Social Equity in Public Primary Schools

The first objective sought to establish the relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. To achieve this, the study used a set of 8 likert scale statements and obtained data as shown in Table 9.

The findings from the Table 9 illustrate the perceptions of Headteachers regarding various aspects of the School Feeding Program (SFP). Firstly, the implementation process of the SFP is viewed positively by a majority of Headteachers, with 78.4% expressing satisfaction in its transparency and equitable distribution of resources and benefits. This indicates a high level of confidence among Headteachers in how resources are managed and allocated within the program. Secondly, a similar proportion (62.2%) of Headteachers felt that the SFP has contributed to a more equitable distribution of resources and opportunities within the school community. This suggests that Headteachers perceive the SFP as effectively addressing socio-economic disparities among students by providing necessary resources. Regarding the quality and variety of meals served through the SFP, 62.2% of Headteachers find them satisfactory. This indicates a generally positive assessment of the nutritional adequacy and diversity of meals provided to students under the program.

Table 9: SFP implementation in Public Primary Schools

Statement	Headteachers N=37		Class Teachers N=39		Parents Representatives N=36	
	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)
School Feeding Program implementation process is transparent and equitable in its distribution of resources and benefits	21.6%	78.4%	8.3%	91.7%	40.9%	59.1%
School Feeding Program has contributed to a more equitable distribution of resources and opportunities within the school community	37.8%	62.2%	25.0%	75.0%	50.0%	50.0%
The quality and variety of meals served through the School Feeding Program is satisfactory	37.8%	62.2%	29.2%	70.8%	50.0%	50.0%
The distribution of meals is done to the needy pupils and no food is diverted elsewhere	37.8%	62.2%	29.2%	70.8%	27.3%	72.7%
Proper hygiene and sanitation practices are maintained in the preparation and serving of meals within the School	59.5%	40.5%	20.8%	79.2%	36.4%	63.6%
The food is delivered to school on time without unnecessary delays in the process	59.5%	40.5%	41.7%	58.3%	59.1%	40.9%
Leadership and decision-making within the teams managing the School feeding program is satisfactory	45.9%	54.1%	41.7%	58.3%	63.6%	36.4%
The food is distributed only to eligible recipients within the School Feeding Program	-	-	16.7%	83.3%	40.9%	59.1%

Similarly, Headteachers express confidence (62.2%) that the distribution of meals is targeted towards needy pupils without diversion elsewhere. This highlights a perceived effectiveness in ensuring that the intended beneficiaries receive the meals as intended, without leakage or misuse. In terms of hygiene and sanitation practices, a majority (59.5%) of Headteachers did not believe that proper standards are maintained during the preparation and serving of meals within the school. This indicates an unsatisfactory level of cleanliness and safety in food handling processes as perceived by Headteachers. However, perceptions are more mixed regarding the timeliness of food delivery, with 40.5% of Headteachers indicating satisfaction. This suggests that while a majority are content with the efficiency of food delivery, there may be room for improvement in ensuring consistent and timely supply. Regarding leadership and decision-making within the teams managing the SFP, 54.1% of Headteachers find it satisfactory. This indicates a moderate level of approval regarding how leadership decisions are made and executed within the program.

The finding in Table 9 further presents insights into the perceptions of Class Teachers regarding various aspects of the School Feeding Program (SFP). Firstly, when assessing the transparency and equity of the SFP's implementation process, 91.7% of Class Teachers view it positively. This high percentage suggests a strong belief among Class Teachers that resources and benefits within the program are distributed fairly and transparently, indicating a high level of trust in the management of the SFP. Regarding the program's impact on resource distribution and opportunities within the school community, 75.0% of Class Teachers believe that the SFP has contributed to a more equitable distribution. This reflects a perception that the program effectively addresses disparities among students, ensuring more equal access to resources and opportunities.

In terms of the quality and variety of meals provided through the SFP, 70.8% of Class Teachers find them satisfactory. This indicates overall approval of the nutritional value and diversity of meals offered, suggesting that the program meets or exceeds expectations in this regard. Similarly, a majority (70.8%) of Class Teachers express confidence that meals are distributed to needy pupils without diversion elsewhere. This perception brings out a belief that the SFP effectively targets and benefits its intended recipients, thereby fulfilling its primary objective. Regarding hygiene and sanitation

practices during meal preparation and serving, 79.2% of Class Teachers believe that proper standards are maintained. This indicates a strong perception that food handling practices within the SFP adhere to hygienic standards, ensuring the safety and well-being of students consuming the meals.

When evaluating the timeliness of food delivery to schools, 58.3% of Class Teachers find the process to be without unnecessary delays. While a majority are satisfied with the delivery efficiency, this suggests there is still room for improvement to ensure consistent and punctual delivery. Regarding leadership and decision-making within the teams managing the SFP, 58.3% of Class Teachers find it satisfactory. This suggests a moderate level of approval regarding how decisions are made and executed within the program, though there may be areas where communication or involvement could be enhanced. Lastly, 83.3% of Class Teachers believe that the food is distributed only to eligible recipients within the SFP. This high percentage indicates a strong perception that the program effectively targets its beneficiaries, minimizing any potential misuse or diversion of resources.

The finding in Table 9 also presents The perceptions of Parents Representatives regarding various aspects of the School Feeding Program (SFP). Parents Representatives generally view the implementation process of the SFP positively in terms of transparency and equitable distribution of resources and benefits, with 59.1% indicating agreement. This suggests a majority belief that the program operates fairly and openly, ensuring that resources reach those who need them most. However, regarding the program's contribution to a more equitable distribution of resources and opportunities within the school community, opinions are evenly split, with 50.0% agreeing and 50.0% either disagreeing or expressing uncertainty (NS). This indicates a somewhat divided perception among Parents Representatives regarding the program's effectiveness in addressing resource disparities among students. Similarly, opinions are evenly divided (50.0% each) regarding the quality and variety of meals served through the SFP. This suggests that Parents Representatives have mixed views on whether the meals provided meet satisfactory standards in terms of nutritional value and diversity.

Concerning the distribution of meals to needy pupils without diversion elsewhere, 72.7% of Parents Representatives believe this to be the case. This majority perception indicates confidence that the SFP effectively targets and benefits its intended recipients, ensuring that resources are not misused or redirected. Regarding hygiene and sanitation practices during meal preparation and serving, 63.6% of Parents Representatives believe that proper standards are maintained. This majority perception reflects confidence in the program's adherence to hygienic practices, ensuring the safety of students consuming the meals.

Regarding food delivery timeliness, 59.1% of Parents Representatives express dissatisfaction with the process, indicating that meals often do not reach schools promptly and may experience unnecessary delays. Conversely, a notable 40.9% are satisfied with the timeliness. Regarding leadership and decision-making within the teams managing the SFP, 63.6% of Parents Representatives consider it unsatisfactory. This predominant perception suggests a generally negative outlook on how decisions are formulated and implemented within the program, although 36.4% may hold a different opinion. Finally, 59.1% of Parents Representatives believe that the food distribution within the SFP strictly targets eligible recipients. This majority view indicates confidence in the program's ability to minimize any potential misuse or diversion of resources.

The findings from Table 9 reveal varied perceptions among Headteachers, Class Teachers, and Parents Representatives regarding the School Feeding Program (SFP). Headteachers demonstrate confidence in the program's transparency (78.4%) and its role in promoting resource equity (62.2%), alongside satisfaction with meal quality (62.2%) and beneficiary targeting (62.2%). However, they express concerns about food delivery timeliness (59.5% satisfied) and leadership decisions (54.1% satisfied), indicating areas needing improvement. Class Teachers also hold positive views, with strong endorsements for transparency (91.7%) and resource equity (75.0%), but show mixed opinions on leadership (58.3% satisfied). Parents Representatives, while generally supportive of resource transparency (59.1%) and beneficiary targeting (72.7%), exhibit divided perspectives on equity impacts (50.0% agreement), meal

quality (50.0% satisfaction), and operational aspects like food delivery timeliness (59.1% dissatisfied) and leadership (63.6% dissatisfaction).

The findings of the current study align with those of Kiilu and Mugambi (2019), who noted that the school feeding initiative has significantly increased the number of literate individuals, which is essential for economic development. This alignment brings out the broader impact of school feeding programs beyond immediate nutritional benefits. By providing regular meals, these programs ensure that children from diverse socio-economic backgrounds can attend school consistently, leading to better educational outcomes. Increased literacy rates, as observed in both studies, contribute to the development of a more skilled and educated workforce, which is crucial for the economic progress of any region. As children grow into adults with better education and skills, they are more likely to secure employment, start businesses, and contribute to the economy in various ways. This ripple effect highlights the long-term economic benefits of investing in school feeding programs.

The researcher further proceeds to assess the inferential relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. The first hypothesis H₀₁ formulated for this purpose stated that; there's no statistically significant relationship between implementation of school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. Chi square was used for this purpose. Table 10, 11 and 12 present the findings from the headteachers, class teachers and parents representatives respectively.

Table 10: Relationship between Implementation of SFP and Social Equity among Headteachers Responses

Test	Value	df	Significance
Pearson Chi-Square	28.555	6	.000
Likelihood Ratio	32.973	6	.000
Linear-by-Linear Association	10.001	1	.002
Contingency Coefficient	.660		.000
N of Valid Cases	37		

The Chi-Square Tests Table 10 provides the statistical evidence needed on the relationship between Implementation of SFP and Social Equity. The Pearson Chi-Square ($\chi^2(6) = 28.555, P = 0.000$) This indicates that the association is statistically significant at 0.05 significance level. The Contingency Coefficient, with a value of 66% indicates strong association between the variables, confirming the significant relationship found in the chi-square tests.

Table 11: Relationship between Implementation of SFP and Social Equity among Class Teachers Responses

Chi-Square Tests	Value	df	Significance)
Pearson Chi-Square	17.899	8	.022
Likelihood Ratio	17.169	8	.028
Linear-by-Linear Association	7.341	1	.007
Contingency Coefficient	.561		.022
N of Valid Cases	39		

The findings in Table 11 present results from chi-square that examined the relationship between the implementation of SFP and social equity. The Pearson Chi-Square ($\chi^2 (8) = 17.899, P= 0.022$) and a ($P = .022, p < 0.05$) suggesting a statistically significant relationship between SFP implementation and social equity. Additionally, the Contingency Coefficient value of 56.1% indicates a strong association between the implementation of SFP and social equity.

Table 12: Relationship between Implementation of SFP and Social Equity among Parents Representatives Responses

Test	Value	df	Significance
Pearson Chi-Square	10.286	6	.113
Likelihood Ratio	10.264	6	.114
Linear-by-Linear Association	3.058	1	.080
Contingency Coefficient	.471		.113
N of Valid Cases	36		

The findings in Table 12 present results from chi-square that examined the relationship between the implementation of SFP and social equity from responses of parents' representatives. The Pearson Chi-Square ($\chi^2(6)= 10.286, P = 0.113$) and a ($P = .113, p > 0.05$) suggesting a statistically insignificant relationship between SFP implementation

and social equity. Additionally, the Contingency Coefficient value of 47.1% indicates a weak association between the implementation of SFP and social equity.

From the discussion on Table 10 and 11 the chi-square tests provide strong evidence to reject the null hypothesis from the responses of headteachers and class teachers, indicating that they perceive a significant association between SFP implementation and enhanced social equity within their respective roles. However, for parents' representatives, the null hypothesis cannot be rejected, suggesting no significant relationship perceived between SFP implementation and social equity. The insignificant result revealed weak association between the implementation of SFP and social equity and therefore the null hypothesis was rejected. These findings stress the importance of considering different stakeholder perspectives when evaluating the impacts of SFP programs on social equity in educational settings. The findings of this study are collaborated by Awojobi (2019) who observed that hunger increased the likelihood of children dropping out of school, especially girls, in rural Pakistan.

The findings from the headteachers, class teachers and parents' representatives was triangulated with interviews from Curriculum Support Officers (CSO). The responses to interview questions are presented were organized in thematic areas addressed by the six CSOs

Excerpt 1

On the relationship between implementation of SFP and social equity

Researcher: *How has the implementation of the school feeding program impacted social equity within the school community according to your observations?*

Responses: *Children from diverse social backgrounds receive meals, promoting equal opportunity for education.*

SFP sustains enrollment and reduces absenteeism, as the food motivates regular attendance.

SFP provides relief to parents from the poorest families, as school becomes a reliable source of food.

SFP Improves academic performance due to better concentration from nourished learners.

SFP Reduces hunger and malnutrition, particularly benefiting children from poor and vulnerable communities.

Researcher: *In what specific ways has the school feeding program contributed to promoting equal opportunities for all pupils, regardless of their socio-economic background?*

Responses: *All pupils receive standardized portions and meals prepared under the same conditions.*

Meals are served simultaneously to all children, ensuring no disruptions to learning time.

Promotes gender parity by providing equal access to food for boys and girls.

Provides variety in diet compared to typical home meals, combating malnutrition.

Improves the overall health and strength of children, enhancing their ability to learn and play.

Ensures balanced diets, promoting healthy growth and reducing food-related illnesses.

Educational Impact: *Attracts children to school, leading to better academic results.*

Motivates learners by creating a conducive learning environment.

Reduces absenteeism, especially for learners from poor families.

Responsibility and Values:

Encourages students to help with kitchen chores, instilling values like responsibility, teamwork, and integrity.

Further triangulation of the findings was checked using the focus group discussion which was structured to facilitate an inclusive and participatory dialogue. The FGD provided the following insights concerning the implementation of SFP and social equity among the pupils.

Meal Quality and Satisfaction: *While the rice is generally satisfactory, the beans often fail to cook properly, leading to dissatisfaction among*

students. The rationing of food is also a concern, with many suggesting it needs adjustment.

Distribution Mechanism and Access to Meals: *There are delays in the delivery of food from the Sub-County office. Additionally, storage and distribution processes at the school level are generally on time, but there are issues with inadequate water supply, poor storage facilities, and pest infestations affecting food quality.*

Challenges in Managing the Program: *Schools face issues like insufficient food quantity, storage problems, lack of water, and security concerns. There are also instances of insincere cooks affecting the program's efficiency.*

The triangulation of findings from interviews, FGDs, and statistical analysis reveals that the implementation of the SFP has a significant relationship with social equity as perceived by headteachers and class teachers.

4.6 Findings on Community Involvement and Social Equity in Public Primary Schools

The second objective of this study aimed to investigate the relationship between community involvement in school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. This objective was addressed by utilizing a series of Likert scale statements designed to gauge perceptions related to community involvement in school feeding programs. The data collected for this analysis is presented in Table 13

The findings from the Table 13 provide insights into how Headteachers perceive the involvement and community impact of the School Feeding Program (SFP). Firstly, a majority of Headteachers (54.1%) believe that the SFP actively involves parents and community members in activities related to pupils' well-being, indicating a perceived level of engagement and collaboration. Similarly, a majority (73.0%) feel that the SFP encourages cooperation between parents, community members, and school authorities for the health of pupils, highlighting a positive view of the program's role in fostering

community partnerships. However, perceptions are more mixed regarding the effectiveness of these collaborations, with 64.9% expressing satisfaction, suggesting room for improvement in integration efforts. Regarding community responsibility, 70.3% of Headteachers agree that the SFP makes the community feel responsible for pupils' health, indicating perceived success in fostering a sense of collective ownership.

Conversely, fewer Headteachers (13.5%) perceive parents and community members as happy about the SFP, suggesting potential gaps in satisfaction or communication. Concerning transparency and communication, 62.2% believe the SFP maintains transparency and effectively communicates with parents and the community, indicating efforts towards clarity and engagement. However, only 10.8% believe the community is well-aware and actively participates in SFP activities, indicating a need for increased awareness and involvement initiatives. Lastly, 67.6% of Headteachers believe parents and community members seek to be involved in SFP affairs, suggesting a willingness among stakeholders to participate if opportunities are provided.

Table 13: Community Involvement in SFP in Public Primary Schools

Statement	Headteachers N=37		Class Teachers N=39		Parents Representatives N=36	
	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)
The SFP actively involves parents and community members in activities related to the well-being of pupils	45.9%	54.1%	37.5%	62.5%	31.8%	68.2%
The SFP encourages parents, community members, and school authorities to work together for pupils' health	27.0%	73.0%	-	-	18.2%	81.8%
The SFP is effective in getting the school, parents, and community to work together for pupils' needs	35.1%	64.9%	25.0%	75.0%	-	-
The SFP makes the community feel responsible for the health and well-being of pupils	29.7%	70.3%	29.2%	70.8%	40.9%	59.1%
Parents and community members are happy about the SFP	86.5%	13.5%	20.8%	79.2%	-	-
The SFP maintains transparency in operations and communicates effectively with parents and the community	37.8%	62.2%	33.3%	66.7%	31.8%	68.2%
The community is aware of the SFP and actively participates in its activities	89.2%	10.8%	37.5%	62.5%	-	-
Parents and community members seek to be involved in SFP affairs	32.4%	67.6%	33.3%	66.7%	27.3%	72.7%

The findings from the Table 13 regarding Class Teachers' perceptions of the School Feeding Program (SFP) highlight several key aspects of community involvement and community engagement. Firstly, 62.5% of Class Teachers believe that the SFP actively involves parents and community members in activities related to pupils' well-being, indicating a perceived level of engagement and collaboration. This suggests that there is an effort to integrate external stakeholders into the program's activities. Additionally, a majority (75.0%) felt that the SFP is effective in fostering collaboration between the school, parents, and community for the needs of pupils. This enhances a positive perception of the program's role in promoting collective efforts towards student welfare. However, perceptions are more varied regarding the community's sense of responsibility for pupils' health, with 70.8% agreeing that the SFP contributes to this feeling. This indicates a moderate high level of success in instilling community ownership over student well-being.

In terms of stakeholder satisfaction, 79.2% of Class Teachers believe that parents and community members are happy about the SFP, suggesting a generally positive sentiment among beneficiaries of the program. Regarding transparency and communication, while 66.7% of Class Teachers perceive the SFP as maintaining transparency and effectively communicating with parents and the community, there remains room for improvement to ensure clarity and openness in operations. Moreover, 62.5% believe that the community is aware of the SFP and actively participates in its activities, indicating a moderate level of community engagement. Finally, 66.7% of Class Teachers indicate that parents and community members actively seek to be involved in SFP affairs, demonstrating a willingness among stakeholders to participate in the program's initiatives.

The findings from the Table 13 also provide Parents Representatives' perceptions of the School Feeding Program (SFP). Firstly, 68.2% of Parents Representatives believe that the SFP actively involves parents and community members in activities related to pupil well-being, indicating a moderate level of satisfaction in this aspect. However, there is room for improvement in fostering collaboration among parents, community members, and school authorities for pupils' health, with only 81.8% expressing satisfaction in this area. Regarding the program's effectiveness in making the community feel responsible

for pupils' health and well-being, 59.1% of Parents Representatives agree, suggesting a moderate perception of community engagement and responsibility. In terms of transparency and communication, 68.2% of Parents Representatives find the SFP satisfactory, indicating that there may be gaps in effectively communicating operations and decisions to the community. Moreover, while 72.7% of Parents Representatives report that parents and community members seek to be involved in SFP affairs, this suggests a willingness to participate but also highlights the need for more proactive engagement strategies from the program's organizers.

The findings of this study are consistent with those of Wekesa (2015), whose research focused on the Impact of School Feeding Programs on Pupils' Retention Rates in Public Primary Schools in Fafi Sub-County, Garissa County, Kenya. Wekesa emphasized the substantial and varied impact of community involvement in SFPs. According to interviews conducted with headteachers and teachers, active participation from parents and community members positively influences various dimensions of the educational environment. This involvement not only enhances pupils' retention rates but also contributes to overall school performance and community cohesion.

The researcher then proceeded to examine the statistical relationship between the community involvement in school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. The second hypothesis (H₀₂) posited that there's no statistically significant relationship between community involvement in school feeding program and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. Chi-square tests were employed for this analysis. Tables 14, 15, and 16 display the results obtained from headteachers, class teachers, and parents representatives, respectively.

Table 14: Relationship between Community Involvement and Social Equity among Headteachers Responses

Test	Value	df	Significance
Pearson Chi-Square	29.694	6	.000
Likelihood Ratio	31.765	6	.000
Linear-by-Linear Association	17.822	1	.000
Contingency Coefficient	.667		.000
N of Valid Cases	37		

The findings summarized in Table 14 reveal a Pearson Chi-Square ($\chi^2(6) = 29.694$, $P = 0.000$) and a ($P = 0.000$, $P < 0.05$). This indicates a statistically significant association between Community Involvement and Social Equity. The Contingency Coefficient value of 66.7% indicates strong relationship between Community Involvement and Social Equity.

Table 15: Relationship between Community Involvement and Social Equity among Class teachers Responses

Test	Value	df	Significance
Pearson Chi-Square	12.517	6	.051
Likelihood Ratio	17.605	6	.007
Linear-by-Linear Association	5.223	1	.022
Contingency Coefficient	.493		.000
Number of Valid Cases	39		

The Pearson Chi-Square test yielded ($\chi^2(6) = 12.517$, $P = 0.051$), resulting in a significance level (P-value) of 0.051. This P-value is slightly above the conventional threshold of 0.05, indicating weak evidence against the null hypothesis of no association between the variables. As such, the result is not statistically significant at the 0.05 level, suggesting that we do not have strong evidence to assert a significant association between the variables. The contingency coefficient, calculated to be 49.3% measures the strength of association between the variables. A value closer to 1 indicates a stronger association. The significance value of 0.000 demonstrates that this association is highly significant, providing strong evidence against the null hypothesis of no association between the variables.

Table 16: Relationship between Community involvement and Social Equity among Parents Representatives

Test	Value	df	Significance
Pearson Chi-Square	12.571	6	.050
Likelihood Ratio	13.131	6	.041
Linear-by-Linear Association	3.333	1	.068
Contingency Coefficient	.509		.050
N of Valid Cases	36		

Table 16 presents the results of the relationship between community involvement and social equity among parents' representatives responses. The Pearson Chi-Square test yielded a statistic of $\chi^2(6) = 12.571$, resulting in a significance level (P-value) of 0.050.

This P-value is exactly at the conventional threshold of 0.05. Therefore, while it suggests a marginally significant relationship, it is important to note that it does not provide strong evidence against the null hypothesis of no association between community involvement and social equity among parents' representatives.

Similarly, the Contingency Coefficient, calculated to be 50.9% measures the strength of association between the variables, with a significance value of 0.050. This coefficient indicates a moderate association, though not strong enough to be considered highly significant.

Based on the findings from Tables 14, 15, and 16 regarding the relationship between community involvement and social equity among different respondent groups, distinct conclusions can be drawn. Table 14, focusing on headteachers' responses, demonstrates a strong and statistically significant association between community involvement and social equity, as indicated by the Pearson Chi-Square ($\chi^2(6) = 29.694$, $P = 0.000$) and Contingency Coefficient (0.667, $P = 0.000$) values. This suggests that headteachers perceive a robust relationship between community engagement and promoting social equity within their schools. In contrast, Table 15, which examines class teachers' responses, presents a Pearson Chi-Square result ($\chi^2(6) = 12.517$, $P = 0.051$) slightly above the conventional threshold of significance, indicating weak evidence against the null hypothesis of no association. However, the Contingency Coefficient (0.493, $P < 0.05$) suggests a moderate association. Table 16, involving parents' representatives, shows a Pearson Chi-Square result ($\chi^2(6) = 12.571$, $P = 0.050$) exactly at the 0.05 threshold, indicating a marginally significant relationship that does not provide strong evidence against the null hypothesis. The Contingency Coefficient (0.509, $P = 0.050$) similarly suggests a moderate association. In conclusion, since headteachers perceive a clear and significant link between community involvement and social equity the null hypothesis is rejected.

The findings of this study are corroborated by Nyakundi (2017), who stresses the importance of actively involving parents' associations in the effective implementation of school feeding programs. Nyakundi emphasizes that representatives from parents' associations play a crucial role as stakeholders representing parental interests.

Integrating their perspectives into decision-making processes related to school feeding initiatives and providing them with training opportunities can enhance their effective participation. This approach is expected to improve parental support for the programs, thereby potentially increasing pupil retention rates and fostering educational advancement within schools.

The aim of assessing community involvement and social equity was addressed by triangulating findings from headteachers, class teachers, and parent representatives with interviews conducted with curriculum support officers (CSOs). The responses from the interviews were organized into thematic areas based on insights provided by the six CSOs.

Excerpt 2

On the relationship between community involvement in SFP and social equity

Researcher: *How would you describe the level of community engagement in supporting initiatives of the school feeding program to promote social equity within the school?*

Responses: Security and Management:

Community provides security measures to protect food supplies.

Parents and school management offer storage facilities and ensure hygienic conditions.

Community involvement in hiring and supporting cooks and food handlers.

Material Support: Resource Contribution:

Parents contribute cooking equipment and utensils.

Communities support the program financially, including paying stipends for school cooks.

Pupils and parents participate in activities like fetching firewood and water.

Researcher: *Can you provide examples of community involvement that have positively contributed to fostering a more inclusive and equitable environment for pupils, particularly through the school feeding program?*

Additional triangulation of the findings was conducted through focus group discussions (FGDs), which were designed to promote inclusive and participatory dialogue. These FGDs offered valuable insights into the community involvement in School Feeding Program (SFP) and social equity among the pupils.

Responses: Role of Parents and Community: *Parents and community members play a role in ensuring children attend school, assist in unloading food supplies, and provide security for stored food. However, the level of active involvement varies, with some communities providing more support than others.*

Suggestions for Enhancing Involvement: *Participants suggested that parents should be informed about the feeding program during meetings and be encouraged to provide facilities and equipment for cooking. Additionally, there were calls for greater community engagement in monitoring and supporting the program, such as through volunteering and ensuring proper food storage.*

Community Events and Involvement: *Community involvement in events and supporting the program includes providing labor, utensils, and other resources. There is a call for more education and sensitization to enhance community engagement.*

The triangulation of findings from interviews, FGDs, and statistical analysis reveals that the community involvement in the SFP has a significant relationship with social equity.

4.7 Findings on Evaluation of SFP and Social Equity in Public Primary Schools

The third objective of this study examined the relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. This objective was achieved through the use of Likert scale statements aimed at assessing perceptions regarding evaluation of school feeding programs. The data collected for this analysis is detailed in Table 17.

Table 17: Evaluation of SFP in Public Primary Schools

Statement	Headteachers N=37		Class Teachers N=39		Parents Representatives N=36	
	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)	(SD/D/NS)	(A/SA)
Methods used to evaluate the effectiveness of the SFP are satisfactory	32.4%	67.6%	25.0%	75.0%	50.0	50.0
Evaluation process captures the diverse needs and experiences of pupils from different socio-economic backgrounds	29.7%	70.3%	-	-	18.2	81.8
Results of evaluation are shared with relevant stakeholders, including pupils, parents, and school staff	29.7%	70.3%	25.0%	75.0%	36.4	63.6
Evaluation results inform decision-making on the SFP	24.3%	75.7%	8.3%	91.7%	36.4	63.6
Evaluation of the SFP identifies areas of improvement	13.5%	86.5%	20.8%	79.2%	22.7	77.3
Evaluation findings provide information that can inform policy and practice on school feeding programs	13.5%	86.5%	29.2%	70.8%	-	-
Evaluation results for the SFP are satisfactory	18.9%	81.1%	33.3%	66.7%	50.0	50.0
All key stakeholders engage and participate in the evaluation process of the SFP	27.0%	73.0%	33.3%	66.7%	54.5	45.5

The Table 17 presents headteachers' perceptions regarding various aspects of evaluating the School Feeding Program (SFP). It shows that while 32.4% of headteachers find the methods used to evaluate the SFP's effectiveness unsatisfactory, a larger majority, 67.6%, rate them as satisfactory or above. This suggests a generally positive sentiment toward the evaluation methods despite some reservations among a minority. Regarding the evaluation process's inclusivity, 29.7% of headteachers find it unsatisfactory, while a significant 70.3% rate it as satisfactory or above, indicating a strong belief that the process adequately captures the diverse needs and experiences of pupils from different socio-economic backgrounds.

Furthermore, there's a similar trend in sharing evaluation results, with 29.7% finding it unsatisfactory and 70.3% indicating satisfaction or above. This reflects a widespread agreement that evaluation findings are effectively communicated to relevant stakeholders, including pupils, parents, and school staff. In terms of decision-making, 24.3% of headteachers believe that evaluation results do not effectively inform decisions regarding the SFP, while a substantial 75.7% feel they do. This demonstrates a strong perception that evaluation findings play a significant role in shaping decisions related to the program.

Moreover, when it comes to identifying areas for improvement, 13.5% find the evaluation ineffective, contrasting with 86.5% who believe it effectively identifies these areas. This indicates a robust consensus that evaluations successfully pinpoint where enhancements are needed. Similarly, 13.5% find that evaluation findings do not satisfactorily inform policy and practice on school feeding programs, whereas a significant majority, 86.5%, feel they do. This brings out a widespread belief that evaluation results provide valuable insights for shaping both policy and practice.

The Table 17 further presents class teachers' perceptions regarding various aspects of evaluating the School Feeding Program (SFP). It reveals that 25.0% of class teachers find the methods used to evaluate the SFP's effectiveness unsatisfactory, while a larger majority, 75.0%, rate them as satisfactory or above. This indicates a generally positive view of the evaluation methods among class teachers. Similarly, 25.0% of teachers believe that the evaluation results are not effectively shared with stakeholders such as

pupils, parents, and school staff, whereas 75.0% felt they are adequately communicated. This suggests a consensus that the communication of evaluation findings is effectively managed.

In terms of decision-making, a minimal 8.3% of teachers feel that evaluation results do not inform decisions regarding the SFP, while a significant 91.7% believe they do. This demonstrates a strong perception that evaluation findings play a crucial role in shaping decisions related to the program. Regarding identifying areas for improvement, 20.8% of teachers find the evaluation ineffective, compared to 79.2% who believe it effectively identifies these areas. This shows a strong consensus that evaluations successfully pinpoint necessary enhancements. When it comes to providing information that can inform policy and practice on school feeding programs, 29.2% of teachers find the evaluation findings unsatisfactory, while a majority, 70.8%, feel they do inform policy and practice effectively. Furthermore, 33.3% of teachers are not satisfied with the overall evaluation results and the engagement of all key stakeholders in the evaluation process, while 66.7% are satisfied. This suggests that while there is general satisfaction with the evaluation results and stakeholder engagement, there is room for improvement in these areas.

The Table 17 further outlines the perceptions of parents' representatives regarding the evaluation of the School Feeding Program (SFP). It reveals a split opinion on the methods used to evaluate the program's effectiveness, with 50.0% finding them unsatisfactory and the other 50.0% rating them as satisfactory. This indicates a clear division among parents' representatives about the adequacy of the evaluation methods. However, there is a strong agreement that the evaluation process captures the diverse needs and experiences of pupils from different socio-economic backgrounds, with 81.8% viewing this aspect positively.

Regarding the sharing of evaluation results, 36.4% of parents' representatives feel that the results are not effectively communicated to stakeholders, while 63.6% believe they are adequately shared. Similarly, 36.4% do not think that evaluation results inform decision-making on the SFP, in contrast to 63.6% who feel that they do. These figures suggest that while a majority perceive the communication and utilization of evaluation

results positively, a significant minority see room for improvement. When it comes to identifying areas of improvement, 22.7% of parents' representatives find the evaluation ineffective, while a substantial 77.3% believe it does effectively pinpoint necessary enhancements. Additionally, opinions are evenly split on the overall satisfaction with the evaluation results, with 50.0% satisfied and 50.0% not satisfied. Finally, more than half of the parents' representatives (54.5%) believe that all key stakeholders do not adequately engage and participate in the evaluation process, while 45.5% feel that they do. Jayaraman and Simroth (2015) provide compelling evidence from India's Midday Meal Scheme, showing that school lunches significantly increased primary school enrollment. Their findings highlight that school feeding programs close evaluation so that it can act as incentives for children to attend and stay in school, thus promoting educational equity. These insights strongly support the findings of the current study, which similarly emphasize the positive relationship between evaluation of school feeding programs and social equity among pupils.

The researcher then proceeded to analyze the statistical association between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. The third hypothesis (H₀₃) proposed that there is no statistically significant relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. Chi-square tests were utilized for this examination. Tables 18, 19, and 20 presents the findings from headteachers, class teachers, and parents' representatives, respectively.

Table 18: Relationship between Evaluation of SFP and Social Equity among Headteachers Responses

Test	Value	df	Significance
Pearson Chi-Square	20.406	4	.000
Likelihood Ratio	22.319	4	.000
Linear-by-Linear Association	11.257	1	.001
Contingency Coefficient	.596		
N of Valid Cases	37		.000

Table 18 presents the results of chi-square tests examining the relationship between SFP (School Feeding Program) evaluation and social equity perceptions among

headteachers. The Pearson Chi-Square and Likelihood Ratio tests both yielded substantial statistics $\chi^2(4) = 20.406$, $P = 0.000$. These findings strongly indicate that significant associations exist between the SFP Evaluation and Social Equity, providing robust evidence to reject the null hypothesis. The Contingency Coefficient revealed a moderate association (contingency coefficient=59.6) between the variables, further supported by an approximate significance value of .000. This brings out the statistical significance of the relationship between SFP evaluation and social equity.

Table 19: Relationship between Evaluation of SFP and Social Equity among Class Teachers Responses

Test	Value	df	Significance
Pearson Chi-Square	15.823	6	0.015
Likelihood Ratio	14.298	6	0.026
Linear-by-Linear Association	1.396	1	0.237
Contingency Coefficient	0.537		0.015
Number of Valid Cases	39		

The Pearson Chi-Square test finding in Table 19 reveal ($\chi^2(6) = 15.823$, $P = 0.015$). Since the P-value is below the significance threshold of 0.05, this indicates a statistically significant association between the Evaluation of SFP and Social Equity. Consequently, there is strong evidence against the null hypothesis. The Contingency Coefficient measures the strength of association between two categorical variables. This coefficient ranges from 0 to 1, where higher values indicate a stronger association. In this analysis, the Contingency Coefficient 53.7%, suggesting a moderate association between the Evaluation of SFP and Social Equity.

Table 20: Relationship between Evaluation of SFP and Social Equity among Parents Representatives Responses

Test	Value	df	Significance
Pearson Chi-Square	21.168	8	.007
Likelihood Ratio	14.792	8	.063
Linear-by-Linear Association	6.058	1	.014
Contingency Coefficient	.609		.007
N of Valid Cases	36		

Table 20 explored the relationship between the evaluation of school feeding programs (SFP) and social equity among parents' representatives' responses in Tiaty West Sub

County, Baringo County, Kenya. The Pearson Chi-Square test yielded a statistic of $\chi^2 = 21.168$ with 8 degrees of freedom, resulting in a significance level (p-value) of 0.007. This indicates a statistically significant relationship between the evaluation of SFP and social equity among parents' representatives, as the p-value is below the conventional threshold of 0.05. Similarly, the Contingency Coefficient computed was 60.9%, implying strong association between the evaluation of school feeding programs (SFP) and social equity, with a significance value of 0.007.

Based on the compelling statistical findings from Tables 18, 19, and 20, which reveal significant associations between the evaluation of School Feeding Programs (SFP) and social equity among headteachers, class teachers, and parents' representatives in Tiaty West Sub County, Baringo County. Therefore, the null hypothesis that stated that there is no statistically significant relationship between evaluation of school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya, was rejected. The findings of the current study are consistent with Nyakundi's (2017) research on the impact of school feeding programs (SFPs) on student enrollment rates in Dagoretti Sub-County, Nairobi County, Kenya. Nyakundi's study highlighted that regular evaluation of SFPs significantly boosted student enrollment, leading to an overall increase in enrollment figures. This emphasizes the importance of evaluating school feeding programs to comprehend their close connection with social equity among pupils, as observed in the current study conducted in Tiaty West Sub-County, Baringo County, Kenya.

Further, the aim of assessing evaluation of SFP and social equity was addressed by triangulating findings from headteachers, class teachers, and parent representatives with interviews conducted with curriculum support officers (CSOs). The responses from the interviews were organized into thematic areas based on insights provided by the six CSOs.

Excerpt 3

On the relationship between evaluation of SFP and social equity

Researcher: *How important do you believe evaluating the effectiveness of the school feeding program is in promoting social equity within the school community?*

Responses: *Ensures achievement of the program's objectives.
Identifies areas for improvement and monitors food safety.
Controls misuse and embezzlement of food resources.*

Researcher: *Have you participated in any evaluation processes related to the school feeding program? If so, what were your experiences and perspectives on the evaluation process?*

Responses: Evaluation Experiences:
Common Issues:
*Inadequate storage facilities and cooking places in many schools.
Lack of regular health inspections for cooks and food handlers.
Inflated enrollment figures to receive more food, leading to integrity issues.
Food record-keeping is often poor, leading to cases of food loss.*

Further verification of the results was carried out via focus group discussions (FGDs), structured to encourage inclusive and participatory conversations. These discussions provided valuable insights into the evaluation of School Feeding Program (SFP) and social equity among students.

Responses: Understanding of Evaluation and Monitoring:

There was a general feeling that evaluation and monitoring are conducted without sufficient involvement of learners and community members.

Indicators of Program Effectiveness:

Key indicators include the availability of food, appropriate distribution, increased school enrollment, improved health and concentration among learners, and active participation in school activities.

Suggestions for Improvement:

To address challenges, participants recommended increasing food rations, ensuring timely delivery, improving storage facilities, involving community

members in security, and directly supplying food to schools from suppliers. Additionally, there were suggestions for more robust evaluation and monitoring processes, including the appointment of prefects to assist teachers and involving stakeholders in monitoring storage conditions.

Closing Remarks and Additional Perspectives

Participants emphasized the importance of continuing the program without government interruptions. They highlighted the significant influence of the school feeding program on reducing absenteeism, promoting equity, and ensuring all children, regardless of socio-economic background, have access to education and proper nutrition. There were also calls for the introduction of more nutritious food items like peas, porridge, and milk to enhance the program's benefits.

From the findings of the interviews and focus group discussions, it became evident that the evaluation of the School Feeding Program (SFP) correlates with social equity among the pupils of Tiaty West, as confirmed by the statistical analysis of questionnaire responses from headteachers, class teachers, and parents' representatives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The study aimed to investigate three primary objectives in Tiaty West Sub County, Baringo County, Kenya. First, it explored the association between the implementation of school feeding programs and social equity among primary school pupils. Second, it examined the relationship between community involvement in these programs and social equity perceptions. Last, the study sought to establish how the evaluation of school feeding programs correlates with social equity outcomes among primary school pupils. The study employed a descriptive survey research design to systematically collect and interpret data regarding the management practices of School Feeding Programs (SFPs) and their relationship with social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. The study population comprises 77 headteachers, 77 parents' representatives, 6 Curriculum Support Officers (CSOs), 77 class teachers of grade six, and 2219 grade six pupils, totaling 2456 participants from 77 primary schools. A sample size of 344 respondents was determined using Slovin's formula, ensuring a representative subset across the study population. Cluster sampling was employed, treating each geographical zone as a cluster, to select participants proportionally from each zone, thus ensuring robust external validity of the findings. Data obtained was analyzed quantitatively and qualitatively. Quantitative data was analyzed descriptively using frequency and percentages and inferentially using Chi-square analysis based on the study objectives. Qualitative data obtained was analyzed thematically.

The findings on social equity concerns from headteachers, class teachers, and parents' representatives regarding the School Feeding Program (SFP) in Tiaty West Sub-County reveal generally positive sentiments. Headteachers largely agree that the SFP has been effective in reducing disparities in access to nutritious meals, ensuring equal access to nutritional support, and promoting fairness and equal opportunities. They also acknowledge its role in breaking down economic barriers and fostering a sense of equity. Class teachers similarly perceive the SFP positively, with significant agreement that it ensures equal access to resources, addresses social inequalities, and provides equal nutritional benefits. Parents' representatives also express favorable views,

particularly in terms of reducing disparities in meal access, promoting fairness, and ensuring equal access to resources. They also agree that the SFP actively addresses social inequalities and provides equal nutritional benefits, indicating strong support for its role in fostering equity. These findings collectively enhance the SFP's perceived effectiveness in promoting fairness, reducing disparities, and fostering equity among pupils, while also suggesting areas where continued efforts may be beneficial.

The first objective of the study conducted in Tiaty West Sub-County, Baringo County, Kenya, was to explore the relationship between the implementation of the School Feeding Program (SFP) and social equity among primary school pupils. Headteachers and class teachers generally viewed the SFP positively, with many expressing satisfactions with its transparency and equitable resource distribution. Both groups believed that the SFP contributed to a more equitable distribution of resources and opportunities. They also reported satisfaction with the quality of meals and hygiene practices during meal preparation. In contrast, parents' representatives held more varied views. While some acknowledged transparency and equitable resource distribution, satisfaction with meal quality and hygiene standards was lower. Perceptions of operational efficiency were mixed, with many parents' representatives agreeing that meals reached needy pupils as intended but expressing dissatisfaction with food delivery timeliness and leadership within SFP teams.

Statistical analysis using Chi-Square tests revealed significant associations between SFP implementation and perceived social equity among Headteachers and Class Teacher. This indicates that a majority of these stakeholders believe the program positively impacts resource distribution and opportunities within schools. However, these associations were not significant among Parents' Representatives, suggesting differing perspectives on the program's effectiveness in promoting social equity.

The second objective of this study was to investigate the relationship between community involvement in school feeding programs and social equity among primary school pupils in Tiaty West Sub-County, Baringo County, Kenya. Headteachers generally viewed the SFP as actively involving parents and community members in pupils' well-being activities and fostering cooperation among stakeholders, indicating

positive community partnerships. However, satisfaction with the effectiveness of collaboration was mixed, and only a few believed stakeholders were entirely satisfied with the SFP, suggesting potential gaps in satisfaction and communication. While transparency efforts were recognized, there was a notable need for increased community awareness and participation, despite a willingness among stakeholders to engage.

Similarly, class teachers reported high levels of perceived community involvement and effective collaboration in SFP activities, with moderate satisfaction regarding community responsibility and stakeholder happiness. While transparency and community engagement were acknowledged, they were identified as areas needing improvement, despite moderate levels of active participation and willingness to engage. Parents' representatives echoed these sentiments, with moderate satisfaction in involvement and collaboration, highlighting ongoing challenges in transparency and stakeholder engagement.

Statistical analyses indicated a significant association between community involvement and social equity, particularly among headteachers, suggesting a strong connection perceived by educational leaders. Class teachers and parents' representatives showed weaker evidence, indicating moderate associations that suggest potential but require further investigation.

The study's third objective examined the relationship between the evaluation of School Feeding Programs (SFP) and social equity among primary school pupils in Tiaty West Sub-County, Baringo County, Kenya. Headteachers generally expressed satisfaction with the effectiveness of SFP evaluation methods, inclusivity, communication of results, influence on decision-making, identification of areas for improvement, and impact on policy and practice. Class teachers similarly held positive views, though slightly less enthusiastic in some aspects. Parents' representatives had mixed opinions, particularly regarding the adequacy of evaluation methods and communication of results. Statistical analysis using chi-square tests confirmed significant associations between SFP evaluation and social equity perceptions among headteachers, class teachers, and parents' representatives.

5.2 Conclusion

From the study's findings, several important conclusions can be drawn. From the first objective, the implementation of the School Feeding Program (SFP) in Tiaty West Sub County, Baringo County, Kenya, is perceived very positively by both headteachers and class teachers. They believe that the program plays a key role in significantly enhancing social equity in Tiaty West Sub County by ensuring transparent distribution of resources, as well as improving both the quality of the meals provided and the standards of hygiene maintained during meal preparation.

From the second objective, the involvement of the community in the School Feeding Program is recognized as crucial in promoting social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya. The active participation of community members supports the success of the program, fostering inclusivity and fairness, which are critical elements of social equity in Tiaty West Sub County.

From the third objective, the evaluation of the School Feeding Program in Tiaty West Sub County, Baringo County, Kenya shows a substantial positive relationship with social equity. Effective evaluation methods allow for better decision-making, leading to improvements in policy and more equitable allocation of resources. These practices help ensure that the program continues to promote fairness and equal opportunity for all pupils in Tiaty West Sub County.

5.3 Recommendations

Based on the study findings, the following recommendations have been suggested:

- i. The Kenyan ministry of education should implement measures to enhance transparency within the School Feeding Program (SFP), ensuring that all stakeholders have clear and accessible information about resource distribution, meal quality, and program operations.
- ii. The school headteachers should foster stronger community engagement by actively involving parents, community members, and other stakeholders in decision-making processes and SFP program activities. This could include regular meetings, feedback mechanisms, and collaborative initiatives.

- iii. The ministry of education should address concerns raised by stakeholders, particularly regarding food delivery timeliness, leadership within SFP teams, and overall satisfaction with program operations. This can be achieved through improved management practices and responsiveness to stakeholder feedback.
- iv. The ministry of education to continuously evaluate the effectiveness of the SFP using robust methods that encompass all aspects of program delivery and impact assessment. Ensure that evaluation findings are used to inform decision-making and policy development effectively.

5.4 Suggestion for Further Studies

The study suggests the following areas for further research:

- i. Comparative Study of School Feeding Program Management Practices and Their Impact on Social Equity Among Public Primary School Students Across Different Counties
- ii. Explore the Impact of Policy Interventions on Enhancing School Feeding Programs Effectiveness among Public Primary School Students in Kenya
- iii. Examine the Non-Academic Impacts of School Feeding Programs on Public Primary School Students in Kenya

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APPENDICES

Appendix 1: Informed Consent Form

Title: Management Practices of School Feeding Programs and Social Equity.

Introduction:

You are invited to participate in a research study on management practices of school feeding programs and Social Equity among Public Primary pupils' of Tiaty West Sub County, Baringo County, Kenya. Your participation is voluntary.

Study Procedures:

If you agree to participate, you will be asked to complete a questionnaire about your knowledge on the extent to which school feeding programs contribute to social equity, how school feeding foster inclusion within the student population, Knowledge on how school feeding programs fosters community involvement and shared responsibility for pupils' wellbeing, and relationship between school feeding programs and social equity among primary school pupils in Tiaty West Sub County, Baringo County, Kenya.

Risks and Benefits:

There is NO risk associated with your contribution in this study. However, by sharing your experiences, you contribute to a better understanding of Schools Feeding Program and Social Equity and Inclusion of Public Primary pupils.

Confidentiality:

Your responses will be treated with high level of confidentiality and used for academic purpose only.

Voluntary Participation:

Participation in this study is completely voluntary. You have the right to withdraw at any time without penalty.

Consent: I have read and understood the evidence provided in this consent form. I therefore, willingly agree to give my response on this study.

Participant's Signature: _____ Date_____

Appendix 2: Questionnaire for Headteachers

This questionnaire is purposely aimed at collecting data for academic reasons only. The purpose of this study is to examine the selected management practices of school feeding programs and social equity among public primary schools' pupils of Tiaty West Sub County, Baringo County. All information will be kept confidential and the anonymity of the respondents is guaranteed. All our respondents are advised not to put any name or identification on this questionnaire. Kindly answer all the questions honestly and to the best of your ability. To answer a question, please place a tick (✓) where appropriate or fill the required information in the spaces provided corresponding to responses given.

SECTION A: Demographic Information

1. Gender
A Male [] B. Female []
2. Age bracket
Below 25[] 25-35 [] 36-45 [] 46-55 [] Over 55[]
3. What is your highest academic qualification?
Diploma [] Degree [] Masters [] PhD []
4. Years of experience as Head teacher.
Less than 5[] 5-10 [] 11-15 [] Above 15[]
5. School location.
Urban [] sub urban [] rural []
6. Number of pupils enrolled in your school.
Below 100[] 101-200 [] 201-300 [] 301 and above []

SECTION B: Social Equity

Kindly provide your level of agreement or disagreement with the following statements about social equity using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program has reduced disparities in access to nutritious meals among primary school pupils.					
2	School Feeding Program ensure that pupils from diverse socio-economic backgrounds have equal access to nutritional support.					
3	School Feeding Program promotes fairness and equal opportunities for all pupils in Tiaty West Sub-County?					
4	School Feeding Program contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources					
5	All pupils regardless of their socio-economic background, benefit equally from the School Feeding Program in promoting overall well-being.					
6	School Feeding Program is in actively addressing social inequalities among primary school pupils in Tiaty West Sub-County.					

7	School Feeding Program contribute to ensuring that pupils from different socio-economic backgrounds receive an equal share of nutritional benefits					
8	School Feeding Program contribute to fostering a sense of equity among pupils, regardless of their background					

SECTION C: School Feeding Program Implementation

Kindly provide your level of agreement or disagreement with the following statements about school feeding programs implementation using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program implementation process is transparent and equitable in its distribution of resources and benefits					
2	School Feeding Program has contributed to a more equitable distribution of resources and opportunities within the school community					
3	The quality and variety of meals served through the School Feeding Program is satisfactory					
4	The distribution of meals is done to the needy pupils and no food is diverted elsewhere.					
5	Proper hygiene and sanitation practices are maintained in the preparation and serving of meals within the School					
6	The food is delivered to school on time without unnecessary delays in the process.					
7	Leadership and decision-making within the teams managing the School feeding program is satisfactory.					
8	The food is distributed only to eligible recipients within the School Feeding Program					

SECTION D: Community involvement in school feeding programs

Kindly provide your level of agreement or disagreement with the following statements about community involvement using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	The School Feeding Program actively involves parents and community members in activities related to the well-being of primary school pupils.					
2	School Feeding Program encourages parents, community members, and school authorities to work together for the health and well-being of primary school pupils					
3	School Feeding Program is effective in getting the school, parents, and the local community to work together for primary school pupils' needs					

4	School Feeding Program makes the community feel responsible for the health and well-being of primary school pupils?					
5	Parent and other members of the community are happy about the School Feeding Program					
6	The School Feeding Program maintains transparency in its operations and communicates effectively with parents and the community					
7	The community is aware of the School Feeding Program, and how actively do they participate in its activities					
8	Parent and other members of the community seek to be involved in School Feeding Program affairs					

SECTION E: Evaluation of school feeding program

Kindly provide your level of agreement or disagreement with the following statements about social equity and inclusion using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	Methods used to evaluate the effectiveness of the School Feeding Program (SFP) within the school community are satisfactory					
2	Evaluation process captures the diverse needs and experiences of pupils from different socio-economic backgrounds					
3	Results of evaluation are share to relevant stakeholders, including pupils, parents, and school staff.					
4	Evaluation results inform decision-making on School Feeding Program					
5	Evaluation of the School Feeding Program identify areas of improvement					
6	Evaluation findings provide information that can inform policy and practice on school feeding programs					
7	Evaluation results for school Feeding Program is satisfactory					
8	All the key stakeholders engage and participate in the evaluation process, of school feeding program					

Appendix 3: Questionnaire for Class Teachers

This questionnaire is purposely aimed at collecting data for academic reasons only. The purpose of this study is to examine the selected management practices of school feeding programs and social equity among public primary schools’ pupils of Tiaty West Sub County, Baringo County. All information will be kept confidential and the anonymity of the respondents is guaranteed. All our respondents are advised not to put any name or identification on this questionnaire. Kindly answer all the questions honestly and to the best of your ability. To answer a question, please place a tick (√) where appropriate or fill the required information in the spaces provided corresponding to responses given.

PART A: Demographic Information

1. Gender
 Male [] Female []
2. Age bracket:
 Below 25[] 25-35 [] 36-45 [] 46-55 [] Over 55[]
3. What is your highest ?
 Diploma [] Degree [] Masters [] PhD []

SECTION B: Social Equity

Kindly provide your level of agreement or disagreement with the following statements about social equity using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program has reduced disparities in access to nutritious meals among primary school pupils.					
2	School Feeding Program ensure that pupils from diverse socio-economic backgrounds have equal access to nutritional support.					
3	School Feeding Program promotes fairness and equal opportunities for all pupils in Tiaty West Sub-County?					
4	School Feeding Program contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources					
5	All pupils regardless of their socio-economic background, benefit equally from the School Feeding Program in promoting overall well-being.					
6	School Feeding Program is in actively addressing social inequalities among primary school pupils in Tiaty West Sub-County.					
7	School Feeding Program contribute to ensuring that pupils from different socio-economic backgrounds receive an equal share of nutritional benefits					
8	School Feeding Program contribute to fostering a sense of equity among pupils, regardless of their background					

SECTION C: School Feeding Program Implementation

Kindly provide your level of agreement or disagreement with the following statements about school feeding programs implementation using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program implementation process is transparent and equitable in its distribution of resources and benefits					
2	School Feeding Program has contributed to a more equitable distribution of resources and opportunities within the school community					
3	The quality and variety of meals served through the School Feeding Program is satisfactory					
4	The distribution of meals is done to the needy pupils and no food is diverted elsewhere.					
5	Proper hygiene and sanitation practices are maintained in the preparation and serving of meals within the School					
6	The food is delivered to school on time without unnecessary delays in the process.					
7	Leadership and decision-making within the teams managing the School feeding program is satisfactory.					
8	The food is distributed only to eligible recipients within the School Feeding Program					

SECTION D: Community Involvement in School Feeding Programs

Kindly provide your level of agreement or disagreement with the following statements about community involvement using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	The School Feeding Program actively involves parents and community members in activities related to the well-being of primary school pupils.					
2	School Feeding Program encourages parents, community members, and school authorities to work together for the health and well-being of primary school pupils					
3	School Feeding Program is effective in getting the school, parents, and the local community to work together for primary school pupils' needs					
4	School Feeding Program makes the community feel responsible for the health and well-being of primary school pupils?					
5	Parent and other members of the community are happy about the School Feeding Program					
6	The School Feeding Program maintains transparency in its operations and communicates effectively with parents and the community					

7	The community is aware of the School Feeding Program, and how actively do they participate in its activities					
8	Parent and other members of the community seek to be involved in School Feeding Program affairs					

SECTION E: Evaluation of school feeding program

Kindly provide your level of agreement or disagreement with the following statements about social equity and inclusion using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	Methods used to evaluate the effectiveness of the School Feeding Program (SFP) within the school community are satisfactory					
2	Evaluation process captures the diverse needs and experiences of pupils from different socio-economic backgrounds					
3	Results of evaluation are share to relevant stakeholders, including pupils, parents, and school staff.					
4	Evaluation results inform decision-making on School Feeding Program					
5	Evaluation of the School Feeding Program identifys areas of improvement					
6	Evaluation findings provide information that can inform policy and practice on school feeding programs					
7	Evaluation results for school Feeding Program is satisfactory					
8	All the key stakeholders engage and participate in the evaluation process, of school feeding program					

Appendix 4: Questionnaire for Parent Representative

This questionnaire is purposely aimed at collecting data for academic reasons only. The purpose of this study is to examine the selected management practices of school feeding programs and social equity among public primary schools' pupils of Tiaty West Sub County, Baringo County. All information will be kept confidential and the anonymity of the respondents is guaranteed. All our respondents are advised not to put any name or identification on this questionnaire. Kindly answer all the questions honestly and to the best of your ability. To answer a question, please place a tick (√) where appropriate or fill the required information in the spaces provided corresponding to responses given.

PART A: Demographic Information

1. Gender
Male [] Female []
2. Age bracket:
Below 25 [] 25-35 [] 36-45 [] 46-55 [] Over 55 []
3. What is your education level? No formal education [] Primary school [] secondary school [] vocational [] university degree or higher []
4. Occupation: Employed [] Self-employed [] Unemployed [] Homemaker []
Other (please specify) _____
5. Number of Children in School: 1 [] 2-3 [] 4 or more []
6. Monthly Household Income: Below 10,000 KE [] 10,000 - 20,000 KE [] 20,001 - 30,000 KES [] 30,001 - 40,000 KES [] Above 40,000 KES []
7. Duration of Involvement in School Activities: Less than 1 year [] 1-3 years []
4-6 year [] More than 6 years []

SECTION B: Social Equity

Kindly provide your level of agreement or disagreement with the following statements about social equity using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program has reduced disparities in access to nutritious meals among primary school pupils.					
2	School Feeding Program ensure that pupils from diverse socio-economic backgrounds have equal access to nutritional support.					
3	School Feeding Program promotes fairness and equal opportunities for all pupils in Tiaty West Sub-County?					
4	School Feeding Program contributes to breaking down economic barriers, ensuring that all pupils have access to the same resources					
5	All pupils regardless of their socio-economic background, benefit equally from the School Feeding Program in promoting overall well-being.					

6	School Feeding Program is in actively addressing social inequalities among primary school pupils in Tiaty West Sub-County.					
7	School Feeding Program contribute to ensuring that pupils from different socio-economic backgrounds receive an equal share of nutritional benefits					
8	School Feeding Program contribute to fostering a sense of equity among pupils, regardless of their background					

SECTION C: School Feeding Program Implementation

Kindly provide your level of agreement or disagreement with the following statements about school feeding programs implementation using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree.

SN	Items Statement	1	2	3	4	5
1	School Feeding Program implementation process is transparent and equitable in its distribution of resources and benefits					
2	School Feeding Program has contributed to a more equitable distribution of resources and opportunities within the school community					
3	The quality and variety of meals served through the School Feeding Program is satisfactory					
4	The distribution of meals is done to the needy pupils and no food is diverted elsewhere.					
5	Proper hygiene and sanitation practices are maintained in the preparation and serving of meals within the School					
6	The food is delivered to school on time without unnecessary delays in the process.					
7	Leadership and decision-making within the teams managing the School feeding program is satisfactory.					
8	The food is distributed only to eligible recipients within the School Feeding Program					

SECTION D: Community involvement in school feeding programs

Kindly provide your level of agreement or disagreement with the following statements about community involvement using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	The School Feeding Program actively involves parents and community members in activities related to the well-being of primary school pupils.					
2	School Feeding Program encourages parents, community members, and school authorities to work together for the health and well-being of primary school pupils					

3	School Feeding Program is effective in getting the school, parents, and the local community to work together for primary school pupils' needs					
4	School Feeding Program makes the community feel responsible for the health and well-being of primary school pupils?					
5	Parent and other members of the community are happy about the School Feeding Program					
6	The School Feeding Program maintains transparency in its operations and communicates effectively with parents and the community					
7	The community is aware of the School Feeding Program, and how actively do they participate in its activities					
8	Parent and other members of the community seek to be involved in School Feeding Program affairs					

SECTION E: Evaluation of school feeding program

Kindly provide your level of agreement or disagreement with the following statements about social equity and inclusion using the 5-point Likert scale provided. Tick where appropriate. 1=Strongly disagree; 2=Disagree; 3=Not sure; 4=Agree; 5=Strongly agree

SN	Items Statement	1	2	3	4	5
1	Methods used to evaluate the effectiveness of the School Feeding Program (SFP) within the school community are satisfactory					
2	Evaluation process captures the diverse needs and experiences of pupils from different socio-economic backgrounds					
3	Results of evaluation are share to relevant stakeholders, including pupils, parents, and school staff.					
4	Evaluation results inform decision-making on School Feeding Program					
5	Evaluation of the School Feeding Program identifies areas of improvement					
6	Evaluation findings provide information that can inform policy and practice on school feeding programs					
7	Evaluation results for school Feeding Program is satisfactory					
8	All the key stakeholders engage and participate in the evaluation process, of school feeding program					

Appendix 5: Focus Group Discussion

Focus Group Discussion Schedule

Introduction

- Welcome and Introduction to the Study (2 minutes)
- Explanation of the Purpose of the Focus Group Discussion (1 minutes)
- Overview of Ground Rules and Confidentiality Assurance (1 minutes)

Discussion of School Feeding Program Implementation

- Experiences with School Feeding Programs (5 minutes)
- Meal Quality and Satisfaction (3 minutes)
- Distribution Mechanisms and Access to Meals (3 minutes)

Exploration of Community involvement

- Role of Parents and Community in Supporting the Program (3 minutes)
- Community Events and Involvement (2 minutes)
- Suggestions for Enhancing Community Engagement (3 minutes)

Evaluation and Monitoring

- Understanding of Program Evaluation and Monitoring (3 minutes)
- Indicators of Program Effectiveness (3 minutes)
- Suggestions for Improving Evaluation and Monitoring (3 minutes)

Identification of Challenges and Opportunities

- Challenges Faced in Managing School Feeding Programs (3 minutes)
- Ideas for Addressing Challenges (2 minutes)
- Opportunities for Program Improvement (2 minutes)

Reflection on Social Equity

- Impact of School Feeding Programs on Social Equity (3 minutes)
- Promotion of Equal Access to Education (2 minutes)
- Fostering Inclusive Learning Environments (2 minutes)

Closing Remarks

- Summary of Key Insights (2 minutes)
- Final Thoughts or Additional Perspectives from Participants (2 minutes)
- Thanking Participants and Conclusion of the Focus Group Discussion (2 minutes)

Total Time: Approximately 40minutes

Appendix 6: Interview Schedule for Curriculum Support Officer

Implementation of school feeding program and social equity:

- i. How has the implementation of the school feeding program impacted social equity within the school community according to your observations?
- ii. In what specific ways has the school feeding program contributed to promoting equal opportunities for all pupils, regardless of their socio-economic background?

Community engagement and social equity:

- i. How would you describe the level of community engagement in supporting initiatives of the school feeding program to promote social equity within the school?
- ii. Can you provide examples of community involvement that have positively contributed to fostering a more inclusive and equitable environment for pupils, particularly through the school feeding program?

Evaluation of school feeding programs and social equity:

- i. How important do you believe evaluating the effectiveness of the school feeding program is in promoting social equity within the school community?
- ii. Have you participated in any evaluation processes related to the school feeding program? If so, what were your experiences and perspectives on the evaluation process?

Appendix 7: Institutional Introductory Letter



Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali

**OFFICE OF THE DIRECTOR
BOARD OF POSTGRADUATE STUDIES**

Telephones: 020-2310512/18
Direct Line: 020-268 7625

postgraduate@chuka.ac.ke

P. O. Box 109-60400, Chuka
Website: www.chuka.ac.ke

REF: EM15/51357/21

10th June, 2024

Director
National Commission for Science Technology and Innovation
Off Waiyaki Way, Upper Kabete
P O Box 30623, 00100
Nairobi.


Dear Sir / Madam,

ECCLESIAS KIGEN

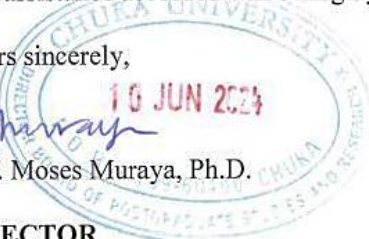
The above-named person is a *bona fide* student of Chuka University pursuing MED in Educational Management, proposal titled: **Selected Management Practices of Schools Feeding Program and Social Equity Among Public Primary School Pupils' of Tiaty West Subcounty, Baringo County, Kenya.**

Ms. Kigen has defended at the Faculty level and is now expected to conduct research. Any assistance accorded will be highly appreciated.

Yours sincerely,



10 JUN 2024



Prof. Moses Muraya, Ph.D.

DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Appendix 8: Ethics Review Letter

CHUKA



UNIVERSITY

Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali

CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18

Direct Line: 0772894438

Email: info@chuka.ac.ke,

P. O. Box 109-60400, Chuka

Website: www.chuka.ac.ke

5th June, 2024

REF: CUIERC/ NACOSTI/546

TO: Ecclesias Kigen

RE: Selected Management Practices of Schools Feeding Program and Social Equity Among Public Primary School Pupils' of Tiaty West Subcounty, Baringo County, Kenya

This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 5th June, 2024 – 5th June, 2025.

This approval is subject to compliance with the following requirements;






- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Dr. Benjamin Kanga
SECRETARY

Appendix 9: NACOSTI License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
Ref No: 962513	Date of Issue: 03/July/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. ECCLESIAS CHEPKUKAT KIGEN of Chuka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo on the topic: SELECTED MANAGEMENT PRACTICES OF SCHOOLS FEEDING PROGRAM AND SOCIAL EQUITY AMONG PUBLIC PRIMARY SCHOOL PUPILS' OF TIATY WEST SUBCOUNTY, BARINGO COUNTY, KENYA for the period ending : 03/July/2025.</p>	
License No: NACOSTI/P/24/37032	
962513 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	