

**INFLUENCE OF PARTICIPATORY PROJECT MANAGEMENT STRATEGIES ON
PERFORMANCE OF SCHOOL FEEDING PROGRAMME IN MARGINALIZED
AREAS: A CASE OF KALAMA SUB-COUNTY, MACHAKOS COUNTY, KENYA**

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of Arts in Project Planning and Management, University Of Nairobi**

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DECLARATION

This project project is my own original work and has not been presented for any award in any other university.

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DEDICATION

I dedicate my work to my family for the invaluable support they have offered me throughout the study.

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ABBREVIATIONS AND ACRONYMS

SFPs:	School Feeding Programmes
ASAL:	Arid and Semi-Arid Lands
WFP:	World Food Programme
HGSFP:	Home-grown School Feeding Program
HGSM:	Home Grown School Meals
MDGs:	Millennium Development Goals
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
USDA:	United States Department of Agriculture
RBV:	Resource-Based View
SPSS:	Statistical Package for Social Sciences

ABSTRACT

Introduction of school feeding programme in Kenya was mainly to achieve pupils' enrolment and retention ratio in schools. The programme focuses on rural, informal urban settlements in marginalized areas. The programme was anchored on universalization of primary schooling and elimination of gender disparity in education by 2015 which are the two of the eight millennium development goals adopted at the United Nations summit in 2000. The purpose of this study was influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos county, Kenya. The study sought to achieve the following objectives; to evaluate the extent to which community involvement, identification of alternative financing, monitoring and evaluation and provision of water influences influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study adopted a descriptive research design with the target population being 497 including community leaders and school leaders (Head of schools and board of management members). A stratified simple random sampling technique was used to select a sample of 112 respondents. Primary data was obtained using self-administered questionnaires while secondary data was obtained using data collection sheet. Data was analysed using Statistical Package for Social Sciences (SPSS Version 22.0) which is the most recent version. Descriptive statistics such as frequencies, percentages, mean score and standard deviation was estimated for all the quantitative variables and information presented inform of tables. The qualitative data from the open-ended questions was analysed using conceptual content analysis and presented in prose. Inferential data analysis was done using multiple regression analysis. In testing the significance of the model, the coefficient of determination (R^2) was used. F-statistic was also computed at 95% confidence level to test whether there is any significant relationship between the variables. The study found that frequency of meetings influence performance of school feeding programme very greatly. The study established that program supervision, that consultations and engagement mechanisms and that communication channels greatly influence performance of school feeding programme. The study concluded that community involvement had the greatest influence on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya followed by Provision of water, then monitoring and evaluation while identification of alternative financing had the least influence on the performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study recommends that it is important to strengthen the community participation in implementing School feeding programmes. The study also recommends supervision, monitoring and evaluation of pre-school feeding programmes should be intensified to ensure that all pre-schools measure to a given standard in terms of adequacy, quality availability of facilities, equipment for the provision of feeding programmes in all schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

School Feeding Programmes (SFPs) have been implemented in Kenya since 1980's with varying degrees of success. The programme's objective was primarily to entice the enrolment and retention of rural children. Roughly 80 percent of Kenyans live in rural areas and eke out a living as farmers where poor land quality and chronic water shortages have put the country in a constant state of food insecurity. Although the economy boasts a sizeable agricultural sector (mainly focus on exports of first-world luxuries like flowers, tea, and coffee), Kenya is a food deficit country with less than 20 percent of its land suitable for successful cultivation (Adekunle & Christiana, 2016).

Frequent and severe droughts in the historically precarious Arid and Semi-Arid Lands (ASAL) and scarce water shortages have greatly affected food production. The ASAL, home to roughly 30 percent of the Kenyan population, has suffered through the perennial crippling social effects of recently intensifying droughts and food shortages. Kenya's school-aged population is among the groups most negatively impacted by harsh climatic and social-economic factors, which contribute not only to high rates of food insecurity and malnutrition but also to school dropout (Drake, Fernandes, Aurino & Gelli, 2017). The childhood subjected malnutrition imposes significant economic costs on individuals and nations, and by improving children's diets and nutrition can we have positive effects on their academic performance and behaviours at school as well as their long-term productivity as adults (Sibanyoni & Tabit, 2017).

Under feeding has been found to be one of the factors that contribute to delay to entry in school and less overall schooling. To alleviate health and developmental consequences of childhood malnutrition, increase primary school enrolment and combat social pressures that limit educational opportunities for girls, the Kenyan government began school-feeding programme in 1980 (Reuben, 2017). The initiative, significantly backed by World Food Programme (WFP) funds and management, is one of the largest and longest-standing school feeding partnerships of its kind. In 2008, the programme served 1.2 million children in 3,600 schools nearly 21.3 percent of all primary school pupils in Kenya. School Feeding Programmes have continued to play an integral part in realizing Kenya's goal of attaining universal primary education (Kibet, 2017).

The benefits of School Feeding Programme are far reaching. There is evidence to show that school feeding programmes increase children's educational achievement so as to improve their potential future productivity and earnings, alleviate short term hunger which impedes children's cognitive functioning, attention and retention span, improves nutritional status of children by providing them with calories and nutrients. In addition to their regular diet, this enhances enrolment in school and thus, better educational outcome (Yendaw & Dayour, 2015). These lead to better health and better resistance to infectious diseases and illnesses that could keep children away from attending school. Over time, the Kenyan ministries of Education and Agriculture seek to limit the role of external players in order to transform the programme into a more sustainable and independent national enterprise. Though much has already been done to boost rural attendance, more effort and coordination is still required to obviate many of the current impediments to School Feeding Programmes. To fully realize the enormous humanitarian potential of the HGSFP, special attention must be given so as to improving quality of rural infrastructure, investing in human capital, and increasing local stewardship of school feeding programmes and supporting economic opportunities for small-scale food producers (Kristjansson, Gelli, Welch, Greenhalgh, Liberato, Francis, & Espejo, 2016).

Community participation in developmental projects is a key aspect of promoting accountability, efficiency, and transparency especially in allocation of resources as well ensuring the problems of social inequality are addressed. Participatory project management strategies ensures inclusion of the community members in making key decisions of every phase of the project. Community members take active role in the identification, planning, execution, monitoring, and control as well as in closure phase (Dobson, Nyamweru & Dodman, 2015). Participation in this context is where groups, organizations and individuals decide to take an active role in decision-making on issues that affect them. Participatory project implementation is essential as it allows pooling of resources to ensure the project activities are effectively and efficiently carried to ensure the project goals are timely and successfully met. The final stage is monitoring and evaluation. Participatory project monitoring and evaluation helps in ensuring the project is carried out in the right way. It helps in the correction of errors and inclusion of omissions. Participative approaches rely on people and success is determined by their involvement and cooperation (Brandon & Fukunaga, 2014).

1.1.1 Global Perspective

Globally, in Bangladesh a program of school – based food provision not only increased enrolment by 20% but also yielded 2% decline in non – participation in learning activities(Banu, Roy & Shafiq, 2018). Aliyar, Gelli and Hamdani (2015) purported that the United States of America showed the benefits of providing breakfast to disadvantaged children. Once in the program, however, test, scores of children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved. On school feeding and learning outcomes, studies have documented the link between school feeding programs and improved education outcomes. School feeding programs were designed to reduce short – terms hunger in children to increase learning capacity. Although nutrition plays a role in improving learning outcomes, other factors influence their timely and their participation in learning activities satisfaction (Tijjani, Kaidal, & Garba, 2017). School feeding program is target social safety nets that provide both educational and health benefits to the most vulnerable children thereby increasing enrolment rates, reducing absenteeism and improving food security at household level, it also contributes to good children performance. As the largest humanitarian provider of school meals worldwide, the world food program (WFP) along with governments and partners, supports education, reduces malnutrition and promote development especially during times of crisis and emergencies (Drake, Fernandes, Aurino, & Gelli, 2017).

Many of these were children most of these were in developing countries but even in the United States more than three million children experience food insecurity with hunger in the period 1998-2000. Early malnutrition or micronutrient deficiencies can adversely affect physical, mental and social aspect of the child health. Effects on physical health may include underweight, stunted growth, lowered immunity and mortality (Tijjani, Kaidal, & Garba, 2017). Early malnutrition or micronutrient deficiency has been linked to poorer cognitive functioning. Short-term hunger can adversely affect fact attention and interest in one of the American journal about a big question while read “does breakfast make a difference in school?” Revealed that skipping breakfast have been shown to seriously affect performance on cognitive tasks especially for nutritionally atrisk children. Intervention in school in feeding programmes may help to ameliorate some of these problems (Tijjani, Kaidal, & Garba, 2017).

Drake, Fernandes, Aurino and Gelli (2017) traced the emergence of school feeding programme to the 1930s in the United Kingdom and the United States of America with a focus on improving the growth of children. In 1900 Netherlands became the first country to

move the programme to a new level of incorporating school meals into a national legislation. By the 1930s, the United Kingdom and the United States had also instituted the school feeding programme as part of their national programmes. A further account indicates that school feeding initiatives have been in existence since the late 1700's and originated as projects of donors in Europe (Brandon & Fukunaga, 2014). The United States of America began the practice of initiating school feeding programmes in Austria as an act of international aid focused on combating the severe malnutrition of children in the 1940s after the Second World War. Since then, school feeding programmes have become a key part of food assistance, relief emergency and development programmes. School Feeding Programme is a social safety net for children and as part of the national development goals. It provides an important new opportunity to assist poor families and feed hungry children. It provides incentive for poor families to send their children to school and keep them there (Drake, Fernandes, Aurino, & Gelli, 2017).

The goals of school feeding programs differ but often include the relieve short-term hunger, improving micronutrients status, growth cognition and academic performance in both lower and higher income countries in 115 million pre-primary school age children were from school in 2001/2002; most were from developing countries. In Chicago, a research carried out on malnutrition school feeding and education performance by the UNESCO revealed that school feeding also aims at increasing school attendance and enrolment to encourage learner to stay in school longer (Tijjani, Kaidal, & Garba, 2017). In Pakistan, a World Food Programme - assisted program provides an income transfer of one or two tins of oil to families whose girls attend school for 20 days a month. In participating schools' enrolment increase by 76% compared to 14% in the area. Attendance also increased from 76% to 93% in participating schools. In Bhutan similar programme that provided an additional meal for learners increased 5 attendance in lower grades and newer schools. Schools enrolment ever, gained an upward trend since demand for schools already outstrips supply (Brandon & Fukunaga, 2014).

In Jamaica, providing breakfast to school children significantly increased attendance in literacy scores. The children who benefited most were those who were wasted, stunted or previously malnourished. Poor nutrition and health among school children contributes to inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and drop out of school than children who are not impaired; they also enrol school at a later age, if at all and finished fewer of malnourished and unhealthy children is one of the key factors in

poor performance, due to poor participation in activities as well. Children who are hungry have more difficulty concentrating and performing complex language tasks even, if otherwise well nourished (Adekunle & Christiana, 2016).

1.1.2 Regional Perspective

In developing World, Africa for instance malnutrition results from deficiencies and most always poverty, the evidence is unequal in demonstrating that short stature school children product largely resulting from growth retardation with environment factors related to poverty is an indicator of risk of poor school performance. The issue of nutrition and health of children has been of great concern and African countries' government has had many years of experience in running programmes that address the educational health needs of school age children (Sibanyoni, Tshabalala & Tabit, 2017). In Niger where school enrolment was one of the lowest in the world, a World Food Programme -assisted program provided in some areas, the equivalent of the total daily recommended food intake in three meals a day, as well as a take -home ration to attract nomadic learners to school. Evidence shows that when schools canteens closed immediately and high absenteeism follows and children withdrew from school. Often the school year cannot start in some nomadic areas until food stocks have arrived (Snilstveit, Stevenson, Menon & Jimenez, 2016).

In South Africa a report on pilot school feeding evaluation confirm that school meals whose ingredients include sump, rice canned fish, soya, fortified maize meal, fortified bread fruits and vegetables fosters better quality education by enhancing children's learning capacity, encouraging regular attendance and punctuality, decreasing gender disparity addressing micro nutrient deficiencies and alleviates short term hunger, by providing 30% of daily energy requirement of child. Today in South Africa, an average 80% of males and 83% of females attend primary school analysing these prevalence, it can be realised that the school feeding strategy provision in the country's constitution is the major reason as to why South Africans economy is far much better than most African countries which got their independence earlier on (Sibanyoni, Tshabalala & Tabit, 2017).

In Cote d'Ivoire implementation of schools feeding programme has led to increases in school access, retention, and success. The school feeding programme has sparked behavioral changes among children including hand washing, good eating habits, nutritional, and hygiene practices. This is attributed to adequate planning and financial management systems put in place. For the programme to be sustainable, there is need for sound policies put in place to

strengthen governance, capacity building, monitoring and evaluation, as well as improving agricultural technical skills and also introduction of advanced agricultural technology and equipment. Ghana school feeding programme has been implemented through outsourcing, relying on caterers for food procurement, preparation and distribution. This planning approach that aims at implementing feeding programme has created jobs for rural communities, and allows schools to focus on education rather than food duties (Chabite, Garrine, & Ferrão, 2018). This has enabled the delivery of quality education. While implementation of school feeding programmes need political support and commitment, the report noted, it is important for the government not to politicize the programme for this can affect quality of education of pupils and so ,affecting management structure in place to achieving successful implementation of the school feeding programme (Heucher, 2019).

In Mali, it was noted that the school feeding programme was launched three years ago where the programme has contributed to an increase in school enrolment and retention in primary schools especially for girls. The programme promotes locally-owned school feeding programmes, benefitting communities through community organizations, providing training, and supporting smallholder famers. One challenge is that there has not been an impact evaluation on the programme, so there is no significant data on its social and economic impacts. The programme relies on donor funding mainly, when this funding is strained, its implementation is affected. Managerial challenges also contribute to failure in the implementation of the programme(Aurino, Tranchant, Sekou Diallo, & Gelli, 2019).

1.1.4 Local Perspective

Kenya's school feeding program has experienced continued expansion and refinement, especially during the past decade. School feeding programs have been implemented in Kenya since the 1980's with varying degrees of success. Used primarily to incentivize the enrolment and retention of rural children and girls, subsidized meal programs have played an integral part in realizing the country's goal of universal primary education. Historically, the involvement of large foreign players has greatly limited the Kenyan government's role in the direction and stewardship of these programs (Kibet, 2017). Heavy reliance on foreign aid and management has subjected the programs to fluctuating, and often conditional, international support. In an effort to transition toward a more sustainable and nationally integrated alternative, the Kenyan government introduced the Home-grown School Feeding Program (HGSFP) in 2009. Though financial strains and infrastructural challenges have called into question Kenya's ability to successfully fund and operate its own school feeding program, the

country's renewed commitment to education, agriculture, and rural development shows great promise (Karaba, Gitumu & Mwaruvie, 2019).

Since 1980, WFP and the Ministry of Education have jointly implemented a school meals programme targeting the most food-insecure districts with the lowest enrolment and completion rates and high gender disparities - including all primary schools in the marginalized arid and semi-arid lands of Kenya and in the informal settlements of Nairobi (Reuben, 2017). In 2009, the Government of Kenya started a national home grown school feeding programme to provide a meal to children at school; to support education achievements while also stimulating local agricultural production through purchase of food from smallholder farmers and local food suppliers. Unlike other school feeding programmes, home grown school feeding models seek to deliver simultaneously on 'local' economic growth and social protection or poverty reduction objectives (Ogachi, 2016).

The report noted that Kenya stands out for developing innovative and complementary school feeding programmes, with both successes and challenges. The report further says that a daily lunch of boiled maize and beans is not much of a meal to some but across Sub-Saharan Africa it has become a lifeline and never a luxury for millions of vulnerable children. Some children are reported to have started school earlier before reaching the required enrolment age in order to benefit from the feeding programme. However, continued financing, inadequate planning, community participation, monitoring and evaluating the programme are a challenge that influences the implementation of the school feeding programme (Drake, Fernandes, Aurino & Gelli, 2017). The Home Grown School Meals (HGSM) programme, under the Ministry of Education, Science and Technology, aims to tackle low school enrolment and attendance, high dropout rates and low academic achievement. As a transition from World Food Programme support to being government led programme, the programme could benefit from increased links to local agriculture (MoA, 2010). With the FPE implemented, and increased numbers of enrolment, financing of the 6 programme is a major challenge due to lack of effective monitoring and evaluation system to ensure successful implementation (Olubayo, AmisiAluvi, & Namusonge, 2015).

1.1.4 Performance of School Feeding Programme

School Feeding Programme (SFP) is aimed at persons who are vulnerable to malnutrition usually children from low-income families. Although a school feeding programme may not increase food intake of targeted individuals by 100 percent, it may play a key role in

increasing school enrolment. Besides improving food consumption, school feeding programme may encourage school attendance and learning. Enrolment and school attendance are important key aspects in education. It is therefore important to ensure that every child enrol and attend school since it enable him to attain the right to education which is one of fundamental goal of Millennium Development Goals (MDGs) (Adekunle & Christiana, 2016). The increase of enrolment and school attendance worldwide may lead to achievement of global commitment of Education for All (EFA) that was resolved at world education forum in Dakar by UNESCO and other agencies like UNICEF (Drake, Fernandes, Aurino & Gelli, 2017)

School feeding programmes constitute critical interventions that have been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance pupils' performance. In developing countries, almost 60million children go to school hungry every day and about 40 percent of them are from Africa. Providing school meals is therefore vital in nourishing children (Sibanyoni & Tabit, 2017). Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. The introduction of the school feeding is traced to the Millennium Development Goals (MDGs) initiative and several conferences held thereafter by African leaders which aimed to tackle issues, such as peace, security, good economic, political and corporate governance and to make the continent an attractive destination for foreign investment (Sibanyoni & Tabit, 2017)

School feeding programme enhances the efficiency of the education system by improving enrolment; reducing dropouts and increasing participation in school activities. School Feeding Programme also improves nutrient intake of children and school facilities like water supply and classrooms. Further, it assists school committees and local communities to identify and develop enterprises which can sustain SFP in future. SFP is very important since it can improve children's wellbeing. However high poverty levels mostly in developing countries hinders its provisions. Poverty influence children participation in school especially if their parents cannot afford meals. SFP can be used to address temporary hunger in schools, though they are not provided in most pre-schools (Yendaw & Dayour, 2015).

1.1.5 School Feeding Programme in Kalama Sub-County

Kalama Sub-County, which is a semi-arid region in Machakos County, is prone to severe drought and famine, leading to chronic food insecurity in the households. As a result, many

children are frequently absent from school and drop out to look for food to supplement family income at the expense of education (Kenya poverty and eradication commission, 2009). Sadly, the continuity of the SFP is threatened by over reliance on external funding. However, very few school feeding programs in the arid and semi-arid regions in Kalama Sub-County are externally supported through donors (Kibet, 2017).

Machakos County in Kenya has been providing school lunches to every school with a lot of support from the World Food Program. Parents assist to provide some food stuffs; the aim is to ensure that children are not hungry. Performance has been excellent which has been credited to a sustainable school feeding program on the crucial role of nutrition in education. Number of interventions can promote the health and nutritional status of school children. Children come from diverse economic status therefore school feeding program can bring about uniformity among children who might be vulnerable making learning effective and high rates of competition. School feeding programs established in most areas are based on alleviation of hunger, this kind of program is seen to be necessary in ASAL area where the supply of food is minimal and most schools depend on donors to provide food (Kiilu & Mugambi, 2019).

School feeding programs have well been given the required attention in terms of capacity building for awareness creation on its importance. However, puzzling news has it that, most parents are not compliant to this fact. They don't give in towards the contribution of snacks for their young children and this makes it impossible for their children to be given the school breakfast. This has made it difficult for such children performance thrive and enhancement of poor social and physical relationships (Awuor, 2019).

1.2 Statement of the Problem

Introduction of school feeding programme in Kenya was mainly to achieve pupils' enrolment and retention ratio in schools. The programme focuses on rural, informal urban settlements in marginalized areas. The programme was anchored on universalization of primary schooling and elimination of gender disparity in education by 2015 which are the two of the eight millennium development goals adopted at the United Nations summit in 2000 (GoK, 2013). The school feeding programme in Kenya was initiated in 1980 with varying degrees of success. School feeding programs benefit children in terms of increased school enrolment (particularly for girls) and they help to keep children at school, but they have no impact on the root causes of malnutrition and hunger. Serious reservations remain about whether or not

governments in resource-poor settings should be allocating resources to school feeding at all and, if they do, whether or not priority should be given to younger children (Drake, Fernandes, Aurino & Gelli, 2017).

In Kenya, Despite the successes of School Feeding Programs in relation to influencing the policy agenda and making both access to education for nomadic children as well as quality education issues priorities in the sector strategic plan, serious challenges have bedevilled their implementation (UNICEF & World Bank, 2013). They include Government bureaucratic processes, limited storage facilities, lack of experience and knowledge among school management staff, inadequate donor support funds and monitoring and evaluation .There was therefore a need to investigate and find out the factors that influenced the success of school feeding programs (Kibet, 2017. In some schools, the program have faded away owing to miss management. In Kalama Sub-County, schools that initiate feeding program but it fails within the first year. This is attributed to Poor stakeholder involvement inadequate funding, poor planning for implementation and lack of monitoring and evaluation systems to ensure the programme is implementation as per the schedule and hence delivers the desired results (Kiilu & Mugambi, 2019)

Various studies have been done in relation to school feeding programme. For instance, Olubayo (2015) studied factors influencing implementation of school feeding programmes in public primary schools in Emuhaya constituency in Kenya, Munuhe (2014) investigated challenges facing school feeding programmes in Kajiado County and Kibet (2017) did a study on factors influencing implementation of school feeding programmes in public primary schools in Baringo Central Sub-County, Baringo County, Kenya. However, none of the reviewed studies focused on influence of participatory project management strategies on performance of school feeding programme. Therefore this study seeks to bridge this gap by establishing the influence of influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos county, Kenya.

1.3 Purpose of the Study

The purpose of this study is to establish the influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos County, Kenya.

1.4 Objectives of the Study

The study sought to achieve the following objectives;

- i. To determine how community involvement influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.
- ii. To access how monitoring and evaluation influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.
- iii. To establish how identification of alternative financing influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya
- iv. To determine how provision of water influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

1.5 Research Questions

The study sought answers to the following questions;

- i) To what extent does community involvement influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya?
- ii) What influence does monitoring and evaluation influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya?
- iii) How does identification of alternative financing influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya?
- iv) How provision of water influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya?

1.6 Research Hypothesis

H₀₁: Community involvement has no significant influence on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

H₀₂: Monitoring and evaluation does not influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya significantly.

H₀₃: Identification of alternative financing has no significant influence on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya

H₀₄: Provision of water has no significant influence on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

1.7 Significance of the Study

Feeding program should be seen as a chance to find an alternative affordable appropriate approach that will make feeding school children's possible to enhance children's participation in all activity areas and promote consistent learning in pre-schools. It should also improve a child's holistic growth and development; since poor growth during early childhood is very common in some areas in Kenya thus it's important to be identified in its initial stage so that appropriate measures are taken.

The findings of the study provided information to feeding program managers or sponsors on effective implementation and management of school feeding program. They may also assist the teachers and others involved in the feeding programme to identify the type of food that would be beneficial to pre-scholars' health and eventually impact children's participation. The study guided parents, teachers and community on ways of starting and maintaining feeding program at pre-schools which motivated children to succeed and enjoy learning in all activity areas. It also provided general knowledge on the impact of school feeding program on children participation and consistent learning in pre-schools as children health will be addressed. The finding may also help the Ministry of Education to improve ways of learning and 11 managing preschools in Kenya, as government will be able to go through it and look for supportive measures to ensure that there is effective provision of school feeding programmes in pre-schools within the country.

The results obtained are expected to contribute to and reinforce already available literature in regard to influence of participatory project management strategies on performance of school feeding programme in Marginalized areas. The literature will be useful to scholars as a reference material when carrying out further research on issues of influence of participatory project management strategies on performance of school feeding programme in Marginalized areas in Kenya.

1.8 Delimitation of the Study

The study sought to establish influence of participatory project management strategies on performance of school feeding programme in Marginalized areas in Kenya. The study focused on Kalama Sub-County in Machakos County. The study specifically established the influence of community involvement, monitoring and evaluation, identification of alternative financing and provision of water on performance of school feeding programme in Kalama Sub-County, Kenya. The study collected data from the community leaders and school leaders

(Head of schools and board of management members). The study was carried out in a period of six months.

1.9 Limitations of the Study

Some respondents were not willing to share some information for fear of exposing organization or their groups' information to an outsider. The researcher ensured that the respondents are comfortable sharing their information by upholding and ensuring them of confidentiality. Accessibility and logistics may be constraining the study in terms of time and finance during data collection and hence, limited the scope of the study. This study therefore suffered from generalizability of the results if the natures of school feeding programmes undertaken in Kalama sub-county are significantly different from those of other school feeding programmes.

1.10 Basic Assumptions of the Study

The study assumes that there were no serious changes in the composition of the target population that might affect the effectiveness of the study sample. This study also assumes that the respondents were honest, cooperative and objective in the response to the research instruments and was available to respond to the research instruments in time. Finally, the study assumes that the authorities granted the required permission to collect data from their institutions.

1.11 Definition of Significant Terms Used in the Study

The following are the operational definitions of terms that were used throughout this study:

School feeding program: This an arrangement made in school to provide children with food to supplement what they may have eaten at home to help them remain in school as a measure to reduce temporary hunger while in school.

Parental and Community involvement: The involvement of community members and parents in school feeding programme to solve problems facing schools as a result of drought and famine. It is a process by which people are enabled to become actively and genuinely involved in defining the issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies in planning, developing and delivering services and taking action to achieve a change

Monitoring and evaluation: This is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact.

Identification of alternative financing: This is the process of getting extra funding for the program in case the funds from the original sponsor is depleted

Provision of water: This is the process of making water available for the schools to support the feeding program through water piping or construction of water tanks in the schools.

1.12 Organization of the Study

This study is organized into five chapters. Chapter one contains the introduction to the study. It presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the Study, delimitations of the study, limitations of the Study and the definition of significant terms. On the other hand, chapter two reviews the literature based on the objectives of the study. It further looks at the conceptual framework and finally the summary. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, data analysis, ethical considerations and finally the operational definition of variables. Chapter four presents analysis and findings of the study as set out in the research methodology. The study closes with chapter five which presents the discussion, conclusion, and recommendations for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the work done by other researchers on factors influencing performance of school feeding programme in Marginalized areas in Kenya. The review is based on the study where the emphasis lies on the extent to which factors such as community involvement, identification of alternative financing, monitoring and evaluation and provision of water influences the performance of school feeding programme in Marginalized areas in Kenya. Towards the end, the theoretical review and the conceptual framework is presented. Knowledge gap that has resulted to the need for this study is pointed out just before the presentation of a summary of the literature review

2.2 Performance of School Feeding Programme

School Feeding Programme (SFP) is aimed at persons who are vulnerable to malnutrition usually children from low-income families. Although a school feeding programme may not increase food intake of targeted individuals by 100 percent, it may play a key role in increasing school enrolment (Sibanyoni & Tabit, 2017). Besides improving food consumption, school feeding programme may encourage school attendance and learning. Enrolment and school attendance are important key aspects in education. It is therefore important to ensure that every child enrol and attend school since it enable him to attain the right to education which is one of fundamental goal of Millennium Development Goals (MDGs). The increase of enrolment and school attendance worldwide may lead to achievement of global commitment of Education for All (EFA) that was resolved at world education forum in Dakar by UNESCO and other agencies like UNICEF (Adekunle & Christiana, 2016).

School feeding programmes constitute critical interventions that have been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance pupils' performance. In developing countries, almost 60million children go to school hungry every day and about 40 percent of them are from Africa. Providing school meals is therefore vital in nourishing children (Yendaw & Dayour, 2015). Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. The introduction of the school feeding is traced to the Millennium Development Goals (MDGs) initiative and several conferences held thereafter by African

leaders which aimed to tackle issues, such as peace, security, good economic, political and corporate governance and to make the continent an attractive destination for foreign investment (Sibanyoni & Tabit, 2017).

School feeding programme enhances the efficiency of the education system by improving enrolment; reducing dropouts and increasing participation in school activities. School Feeding Programme also improves nutrient intake of children and school facilities like water supply and classrooms. Further, it assists school committees and local communities to identify and develop enterprises which can sustain SFP in future. SFP is very important since it can improve children's wellbeing. However high poverty levels mostly in developing countries hinders its provisions. Poverty influence children participation in school especially if their parents cannot afford meals. SFP can be used to address temporary hunger in schools, though they are not provided in most pre-schools (Kiilu & Mugambi, 2019).

2.3 Community Involvement and Performance of School Feeding Programme

Community involvement is an affinity of feeling to belonging to a community This includes a free flow of information of happiness, sadness, development and draw backs of a societal set up. Dobson, Nyamweru and Dodman (2015) defined community participation as a sociological process by which residents living within an area or neighbourhood organize themselves to improve the conditions of daily life. This involves access to water supply, health and sanitation, education and access to food supply through small scale farming programme. Community participation comprises various degrees of individual or collective involvement through financial contributions, resources contribution, social and political commitment at different stages of programme implementation (Brandon & Fukunaga, 2014).

Gelli and Espejo (2013) adds that community participation is a process in which community members are involved at different stages and degrees of intensity in programme cycle with the objective to build the capacity of the community to manage the 23 programme after the programme management team have left. Community participation throughout the whole programme from design, implementation and evaluation, to completion of the programme that ensures the reflection of community priorities and needs in the activities of the programme thus motivates communities into maintaining and operating programme activities after the programme is completed (Govender, 2013). Participation is essential for establishment of community cohesiveness towards implementation of programme. It enables members to live together, share common norms, values, fears, and challenges as well as

embrace the principle of partnership with the dynamic of change and development which bring about democracy and personal empowerment, build the tendency to associate, establish link, live inside each other and cooperate towards achieving a common goal (Guerra-López & Hicks, 2015).

According to USDA (2010) implementation of the school feeding programme was introduced purposely to increase enrollment of students in rural, marginalized areas that are adversely affected by climate change and weather patterns. These regions are characterized by hardships that see children not attend school rather help parents to sustain and fend for their families. Families in these regions have no value for education as they see their children as resources. The school feeding programme was initiated to help reduce costs to these families and have their children attend school to get access to education. To enhance successful implementation of the school feeding programme, there is need to involve the parents as major stakeholders to ensure their children attend school to completion (USDA, 2010).

Ghana school feeding programme which was implemented by the Ghanaian government in partnership with donor agencies attributed its success to enhancing community participation. The programme implementation employed community participation as key to achieving successful implementation of the programme (Guerra-López & Hicks, 2015). The programme outsourced the services of community members, relying on caterers for food procurement, preparation and distribution. It is noted that the planning approach to involve community members (small scale farmers, parents, local businesses and government institutions) in the implementation of school feeding programme has created jobs for the communities, and allows schools to focus on education rather than food duties. This has enabled the delivery of quality education (Kananura, Ekirapa-Kiracho, Bumba & Peters, 2017).

Community involvement is crucial in provision of SFP. Implementation of SFP can be successful if community can be consulted while designing the programme, if there are community level structures for communication, if there is a committee with parents and teachers representatives and if the community gets motivation to execute their roles fully in providing SFP. Community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making. Communities are valuable resources for schools when locally involved in programmes. They contribute to sustainability of programmes like SFP and health promotion intervention (Jami & Walsh, 2014). SFP is important as it can increase contact and hence communication between parents, teachers and

officials, provides parents with an opportunity to become aware of what goes on in schools and add value to education. The programme can also motivate parents to enroll their children in school and ensure regular attendance (Sherman & Ford, 2014).

2.4 Monitoring and Evaluation and Performance of School Feeding Programme

Monitoring and evaluation (M&E) is a good plan for managing projects because it ensures successful planning and implementation which leads to the success of the projects as per set goals and objectives and still encourages effective decision making for better performance of the projects. Research has shown that the performance of this monitored projects is inadequate because the performance bring disappointment to the beneficiaries and so the project in modern form which has grown currently make businesses, institutions and organization to understand the benefits of organizing work for projects in planning and implementing the projects effectively by using participatory monitoring and evaluation plan to make the performance better than before (Abalang, 2016).

World bank statistics show that the rate of project failure in Africa was over 50% by year 2000 and all this was because monitoring and evaluation in the past, involved external experts who measured the performance of the project following the set indicators and objectives which lead to, uncompleted institutions projects. Incompletion of projects was due to mismanagement of funds, poor quality projects and projects which met short term objectives and still which do not satisfy the needs of the stakeholders. These problems call for great need to improve the performance of projects, by introducing PM&E which involves the local stakeholders and the beneficiaries in planning and implementation of the projects by imposing local solutions to detected problems during implementation of projects (Abrahams, 2015).

Monitoring and Evaluation are very important management functions for ensuring that programme goals and objectives are fully achieved and that implementation process remains on course. Monitoring and evaluating the progress of a programme is one of the most important management functions of programme management because it is a determinant of programme success. Every team member needs to know, in a timely and accurate manner, how the programme is progressing, where they are currently in line with the initially set out plans, whether deadlines are met, budgets are safely measured and followed. Monitoring and evaluation are often regarded as a single activity because they are both programme

management functions, sequential and closely related (Béné, Frankenberger, & Nelson, 2015).

Evaluation is a process distinguishable from monitoring by a number of activities through which schedule slippage in programme performance is corrected. If not all, major programme failures could be traced to inadequate and inaccurate planning or blind adherence to the originally formulated plans regardless of how the environment changes in the interim. Monitoring and evaluation of projects by professionals and stakeholders is essential and it is of greatest benefit because of the improved insight they provide concerning programme completion status (Hunter & Nielsen, 2013). Even with the best-laid programme funding undertaken a programme can go awry if not properly monitored. Through proper monitoring and evaluation, delays, project variations can be readily identified through periodic reports that are made and corrective action taken in good time therefore monitoring and evaluation is a very crucial function in programme management that should be executed by qualified personnel during implementation process (Hirschman & Chriqui, 2013).

School feeding programmes lack monitoring and evaluation systems that is critical in ensuring the programmes meet its desired objectives and goals. School feeding programmes are capital intensive, sanitation which requires a monitoring and evaluation system that ensures the desired goals and objectives are achieved (Kaburu, 2017). They argue that the shortcomings of the school feeding programme and challenges influencing implementation of the programmes can be addressed through an elaborate and effective monitoring and evaluation system. The Home Grown School feeding programme initiated by the Kenyan government is anchored on reducing costs and Interco-operation between ministry of education and agriculture to boost local economy and enhance sustainability of the programme in the long run (Jahid, 2019).

Monitoring is a continuous form of evaluation, which is carried out throughout the course of the project. It aims at improving the project design and implementation. Evaluation on the other hand, is an organized process that involves collection, recording and organizing of information concerning project outcomes inclusive of project deliverables and project deliverables as well as project impacts (Jahid, 2019). Participatory monitoring and evaluation is the process, which engages stakeholders in different levels in monitoring and evaluating specific project have a share of control over the information and take part in identifying the appropriate collective measures. PPME does not only ensure effectiveness but also ensuring

ownership, accountability, transparency, and empowerment of beneficiaries. The participatory project monitoring and evaluation aspects that lead to project success include community involvement in M & E process and community members employed in project (Hunter & Nielsen, 2013).

2.5 Identification of Alternative Financing and Performance of School Feeding Programme

School Feeding Programme by virtue of the fact that it includes food is expensive. It requires funding either from sponsors or parents. In a situation where parents are unable to finance the feeding program Schools should look for donors, including Non-Governmental organizations and the private sector to support the SFPs. Since the introduction of the school feeding programme in 1980, it has been noted that international donor communities have continued to fund school feeding programmes in collaboration with the Kenya government. With increasing number of pupil enrolment in various primary schools after the introduction of the free primary education. The funding capacity for the programme becomes too demanding (Kimwele, Ochola & Mugambi, 2019).

There is dire need to increase funding towards implementation of the programme. Due to budget constraint and heavy reliance on donor funding, continuous dwindling funding for programme has influenced implementation of school feeding programmes. A study of nine African sub-sahara countries indicated that although efforts have been made to ensure successful implementation of school feeding programme, funding is a major challenge towards implementation of the programme. Further, it is noted that majority of countries under study lack the capacity to fund school feeding programmes, hence they depend on donor funding. He also indicated that most governments although have allocated funds towards implementation of school feeding programmes, the allocation has never been satisfactory (Belinda, 2015).

Donor funding towards school feeding programmes depend on the donor policies and the type of programme being funded. Long term programmes receive varied funds from donors as compared to short term programmes that are allocated funds within the same period. He further noted that donor funding for programmes is mainly a short term process as they only provide support to enhance successful implementation of the programme. Due to lack of innovative and creative ways of reducing costs associated with implementing school feeding

programmes, funding remain a major challenge towards achieving a sustainable school feeding (Kibet, 2017).

According to USDA (2010) donor funds availability is mainly dependent on the donor country and institutional policies of donor country and regulations. Financial investment plans are a critical component in implementation of programmes. In the absence of investment plans sufficiently detailed (to pre-feasibility quality), further development may succeed and could in the long run adversely influence successful implementation of projects. The consequence has been low value for money and unacceptably low investment realization (Dalma, Kastorini & Linos, 2016)

The financial investment plan, funding plan and financial structure adopted during programme implementation can determine if the programme would be implemented as per the schedule. Financing of the school feeding programme in Kenya is funded from various sources; government funds, donor funds, contributions from corporates organizations, religious institutions among others (Osiero, 2014). He further noted that with a two tier government system in Kenya, there is need to have a well-coordinated financing structure to utilize the allocated funds towards implementation of the school feeding programme. Although funds are allocated towards implementation of the school feeding programme, mismanagement of funds pose a challenge towards implementation of the school feeding programmes. It was also noted that without proper management and accountability structures of funds allocated towards programme implementation (Drake, Fernandes, Aurino & Gelli, 2017).

Accountability and transparency of finances in a programme can only be done if there is capacity to plan and manage budget needs, if there is budget plan in place, if there are plans to finance the programme in future and if a good percentage of finances can be sourced from small scale farmers. Stable funding is a prerequisite for sustainability and implementation of every project. Government support to feeding programmes can be achieved through budget allocation. Some government officials are corrupt and hence they mismanage or do misallocation of funds that are allocated to them (Adekunle & Christiana, 2016).

2.6 Provision of Water and Performance of School Feeding Programme

Water is very crucial in feeding program. WFP (2015) highlights that lack of water in the Marginalized areas impacts negatively on the School feeding program. The scarcity of water in the ASAL regions has implications not only on the preparation of food but also on

sanitation and hygiene. In schools water is essential for cooking, washing the cooking utensils and even for drinking by the students. Inadequate water in schools derails the performance of the feeding program. Most schools in Asals do not have water which is essential in the preparation of the meals and also for drinking. Hence, there is a need to come up with a plan to provide water safe drinking water in the schools (Lesley, Alice & Donald, 2016).

Government in collaboration with institutions partners such as church sponsors and other partners could create a water improvement plan for water projects. Kenya Rainwater Association continues to promote improved washing needy rural primary schools in Kenya, through different partnerships, one of them being Global Giving. KRA and GG have had a long partnership spanning a period of 8 years, during this period, several schools have benefited from GG's generous contributions with improved WASH facilities in their schools (Kibet, 2017).

The ASAL, home to roughly 30 percent of the Kenyan population, has suffered through the crippling social effects of recently intensifying droughts and food shortages. Kenya's school-aged population is among the groups most negatively impacted. To alleviate the health and developmental consequences of childhood malnutrition, increase primary school enrolment, and combat social pressures that limit educational opportunities for girls, the Kenyan government began a school-feeding program in 1980. The initiative, significantly backed by World Food Program (WFP) funds and management, is one of the largest and longest-standing school feeding partnerships of its kind. Lack of clean water has serious effects on students' academic performance and attendance rates. The lack of safe water can cause even the best students to lose momentum as they deal with stomach pains and diarrhea from disease and hunger (Grimes, Tadesse, Mekete, & Templeton, 2016).

Students miss class to go fetch water, or to care for sick parents or siblings. With the many additional burdens that a lack of clean water brings, education simply becomes less of a priority (Varan, 2017). . This sets up an unfortunate cycle of poverty and inequality as without a proper education, there is little chance of improving one's situation later in life. The Water Project is working to break this cycle. Sometimes the first public voice the women of a community ever have, comes from an individual woman who is part of a water committee. Most schools in Kenya only have access to polluted water, which has caused cholera epidemics and multiple other diseases that affect health and livelihoods. Despite the

critical shortage of clean water in Kenya's urban slums, there also is a large rural to urban discrepancy in access to clean water in Kenya (Kimwele, Ochola, & Mugambi, 2019).

In most countries, Kenya included lack of access to safe water, especially in rural areas or some urban areas and among poor communities, obliges women to spend hours every day collecting water for their families' daily needs, causing drain on their energy, productive potential and health. Largely because of their role in collecting water, washing clothes, cleaning and cooking, and in rural areas, performing day-to-day agricultural tasks, women are constantly exposed to the risks of contracting water-related diseases that affect their reproductive health. Exposure to contaminated water sources is associated with feeding program failures in schools (Kenney, Gortmaker, Cohen, Rimm & Cradock, 2016).

2.7 Theoretical framework

This is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists and the relevance of each theory to this study.

2.7.1 Community Participation Theory

This theory was developed by John F.C. Turner in 1970s. The community participation theory assumes that community participation has a real influence on the decision, that is: greater community participation makes it less likely that the decision is determined by the external agency (Khwaja, 2014). This assumption and found that it is indeed true higher community participation in a decision also implies a lower likelihood that the external organization rather than the community is identified as the main decision maker.

Participation of people is of utmost essence while identifying a project. If their participation is ensured, they can best fit the need, nature and type of project according to their own need as well as challenges and constrains. Moreover, their participation in project identification imbibes the sense of ownership among them which will, help during the implementation of the project in question (Harvey & Reed 2013). In community participation theory, focuses are given on the participation of beneficiaries, and not that of government personnel in the development project (Prokopy, 2015).

The joint or collaborative involvement of beneficiaries in groups is a hallmark of community participation; and that community participation refers to a process and not a product in the sense of sharing project benefits. Community Participation theory stands for the general assumption that the higher the community participation in a decision, the lower the likelihood

of the interferences of external organizations on that decision (Redclift, 2014). This theory addresses stakeholder that highly influences Performance of School Feeding Programme. Therefore it is relevant to this study in understanding how community involvement influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

2.7.2 Resource Based View Theory

The theoretical foundation of RBV dates back to the year 1950 when Penrose's viewed organization as a pool of resources and articulation of the same by Penrose, 1995. The RBV consider the resources of a firm as being a fundamental predictor of a firm's competitive advantage and performance. Whereas resources can be categorized in different ways, for instance tangible and intangible, tangible resources facilitate execution of business process while the intangible resources are the ones that might result in competitive advantage by allowing organizations to incorporate unique and valuable practices (De Graaff, 2019).

As noted by Barney (1991), RBV is based on two assumptions of resources being heterogeneously distributed across organizations and the non-transferability of productive resources from one organization to another without incurring cost. Thus, given the two assumptions, RBV holds that only an intangible resource that is valuable, rare, hard to imitate and without strategically equivalent substitutes is critical in sustaining a firm's competitiveness (Rasul, 2016). Within projects, RBV is critical in that project management practices are based on tangible and intangible resources. For instance, resources that are tangible in project management include the use of codified methodologies, templates, tools and techniques that are readily available across the discipline. On the other hand, project management intangible resources include leadership, teamwork etc. that might contribute towards competitive advantage. Thus, given leadership and teamwork are valuable, rare, and imperfectly imitable resources, these resources are expected to have an effect on project outcomes. In terms of applicability, RBV is criticized due to lack of consensus in the uses of various definitional terms such as capabilities, assets, resources and competences (Njuguna, 2016).

In addition, RBV is criticized on the basis of whether it can be tested due to lack of methodology to measure intangible resources (Redclift, 2014). Resource Based View theory is relevant for the current research on influence of committee management skills influences Performance of School Feeding Programme in Modogashe Sub County, Isiolo County, Kenya being considered is access to resources to make sure that the water committee members are

trained to have the right skills. Management skills are intangible resource that is required for sustaining the community managed water pan projects. The theory is thus appropriate for this study as it helps in identifying how identification of alternative financing influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.

2.7.3 Agency Theory

Agency theory was proposed by Meckling and Jensen in 1976. The theory states that there exists potential conflict between principal and the agents. This conflict is usually referred to as principal-agency relationship. According to Jensen (1986) shareholders or owners require payouts for their investment which reduces internal resources controlled by managers. Given that managers are compensated and remunerated on the premise of accounting returns, they are incentivized to manipulate information to favour projects with poor net present value (NPV) if they are required to provide immediate returns. This leads to potential loss in value of public entities and projects. According to (Jensen, 1976) an agency relationship is a contract under which one or more persons (principals) engage another person (the agent) to perform some service on their behalf which involves delegating some decision-making authority to the agent.

When executing the tasks within the principal-agent relationship, the agent must choose actions that have consequences for both the principal and the agent. Since these outcomes can be either negative or positive for each of the actors; the chosen action of the agent affects the welfare of both. The principal-agent relationship is often forged because the agent possesses a greater abundance of the needed skills, abilities, and/or time to perform the desired activities. Inevitably, however, there are several problems for the principal in governing the relationship with the agent, the first of which involves choosing an appropriate agent (Munasinghe, 2019).

Relative to agency theory, the desire for high rewards encourages managers to manipulate, overestimate or underestimate indicators in order to make them more achievable. This is to the detriment of the value of the project, for instance, by drafting low budgets or setting inefficient debt targets (Karani & Kariuki, 2017). In the same light, Jensen and Meckling (1976) hold that the agency costs of separating ownership from control ought not to be excessive as long as factors such as competition, executive labour market and incentive plans are designed to minimize the self-interest of managers. In respect to project financial affecting school feeding programme in Kalama sub-county, Machakos county, Kenya and

regarding the agency theory, the community acts as the principal while the project financial managers acts as the agent.

2.7.4 Program Theory

Program theory was developed by Bickman. (1987) which comprises of a lot of proclamations that portray a specific program, clarify why, how, and under what conditions the program impacts happen, anticipate the results of the program, and determine the prerequisites important to achieve the ideal program impacts. The program hypothesis has been utilized to manage assessment for a long time; it demonstrates the ability of the program to fix an issue by tending to the requirements in the need appraisal. It additionally offers instruments to decide territories of effect in assessment (Pawson, 2017)

Program Theory manages an assessment by distinguishing key program components and articulating how these components are relied upon to identify with one another (Goodridge, Westhorp, Rotter, Dobson & Bath, 2015). Information accumulation designs are then made inside the structure so as to gauge the degree and nature of every component's event. When gathered, the information is dissected inside the structure. To start with, information that have been gathered by various strategies or from various sources on a similar program component are triangulated. Shearn, Allmark, Piercy and Hirst (2017) exhibited a model that calls for depicting the planned precursors (whatever should be before a program is operational) exchanges (exercises and yields), and results of a program. The information on the program in task is contrasted with what was planned and to what the benchmarks are for that sort of program. Another early advocate hypothesis, Weiss (1972) prescribed utilizing way outlines to show the groupings of ventures between a projects' intercession and the ideal results. This sort of easygoing model enables the evaluator to distinguish the variable to incorporate into the assessment, find where in the chain of occasions the succession separates, and stay receptive to changes in program usage that may influence the example delineated in the model.

Program hypothesis is along these lines characterized in assessment practice today as the development of a conceivable and reasonable model of how a program should function or a lot of recommendations in regards to what goes on operating at a profit box amid the change on contribution to yield, that is, the manner by which a terrible circumstance in changed into a superior one through treatment inputs. It is likewise taken a gander at as the procedure through which program segments are dared to influence results. Shankardass, O'Campo,

Muntaner, Bayoumi and Kokkinen (2018) portrays program hypothesis as comprising of the authoritative arrangement which manages how to collect, design, and convey assets, and how to sort out program exercises with the goal that the proposed administration framework is produced and kept up. Checking and assessment are personally connected venture the executives capacities and thus there is a ton perplexity in attempting to make them deal with tasks (Goodridge, Westhorp, Rotter, Dobson & Bath, 2015). Checking and Evaluation are unmistakable however integral. Accordingly, this hypothesis assumes a few critical jobs in assessment practice. This theory thus is relevant to the study in relation to how monitoring and evaluation influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.

2.8 Conceptual Framework

The purpose of this study is to determine to what levels the dependent variable relies on the independent variables. The conceptual framework is usually to illustrate how the system of concepts, expectations, beliefs, assumptions and theories informs and support the research and forms a key part of the research design. In this study, the dependent variable is the performance of school feeding programme while the Independent variables include community involvement, identification of alternative financing, monitoring and evaluation and provision of water. The conceptual framework illustrates diagrammatically how these variables relate to each other

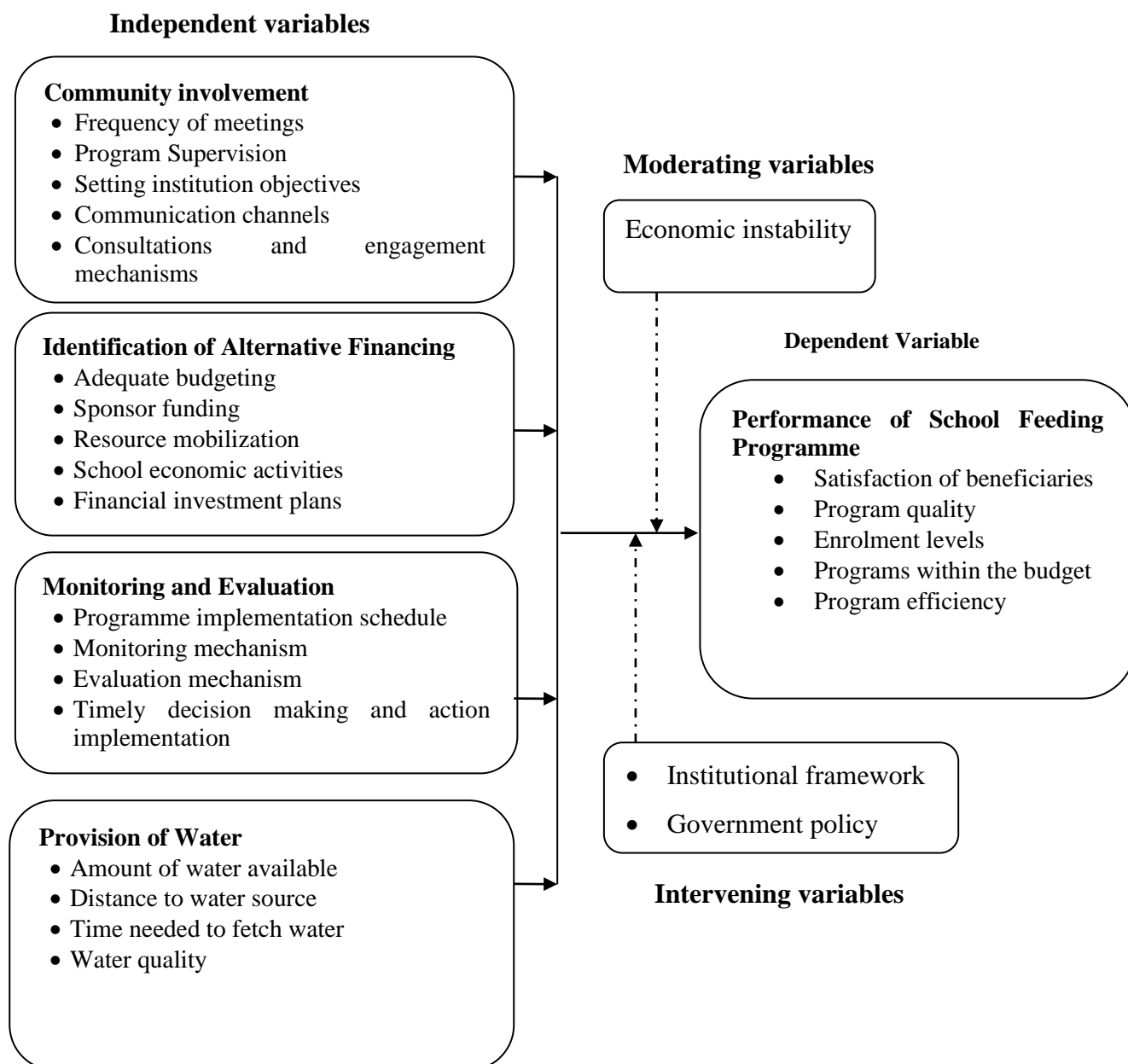


Figure 1: Conceptual Framework

2.9 Summary of the Literature Review and Research Gaps

School Feeding Programme (SFP) is aimed at persons who are vulnerable to malnutrition usually children from low-income families. Although a school feeding programme may not increase food intake of targeted individuals by 100 percent, it may play a key role in increasing school enrolment. Besides improving food consumption, school feeding programme may encourage school attendance and learning. Community involvement is an affinity of feeling to belonging to a community This includes a free flow of information of happiness, sadness, development and draw backs of a societal set up.

Community involvement is crucial in provision of SFP. Implementation of SFP can be successful if community can be consulted while designing the programme, if there are community level structures for communication, if there is a committee with parents and teachers representatives and if the community gets motivation to execute their roles fully in providing SFP. Monitoring and evaluation (M&E) is a good plan for managing projects because it ensures successful planning and implementation which leads to the success of the projects as per set goals and objectives and still encourages effective decision making for better performance of the projects. School Feeding Programme by virtue of the fact that it includes food is expensive. It requires funding either from sponsors or parents. In a situation where parents are unable to finance the feeding program Schools should look for donors, including Non-Governmental organizations and the private sector to support the SFPs.

Various studies have been done in relation to school feeding programme. For instance, Olubayo (2015) studied factors influencing implementation of school feeding programmes in public primary schools in Emuhaya constituency in Kenya, Munuhe (2014) investigated challenges facing school feeding programmes in Kajiado County and Kibet (2017) did a study on factors influencing implementation of school feeding programmes in public primary schools in Baringo Central Sub-County, Baringo County, Kenya. However, none of the reviewed studies focused on influence of participatory project management strategies on performance of school feeding programme. Therefore this study seeks to bridge this gap by establishing the influence of influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos County, Kenya.

Table 2. 1: Summary of Empirical Literature Review and Research Gap

Author/Year	Focus of study	Research Design	Findings	Research Gaps	Focus of current study
Olubayo (2015)	Factors influencing implementation of school feeding programmes in public primary schools in Emuhaya constituency in Kenya	The study employed a descriptive survey research design	The study found that community participation enhances the implementation of school feeding programme to a greater extent. public primary schools that depend on the community to organize and implement SFPs offer certain advantages	The study was not limited to participatory project management strategies	The study will establish the influence of participatory project management strategies on performance of school feeding programme in Marginalized areas
Munuhe (2014)	Challenges facing school feeding programmes in Kajiado County	The study employed a descriptive survey design	The study found that the schools reliance on external support (donors and the government) is extremely high. This is in comparison to the support that	The study looked at different objectives apart from the ones in the current study	The purpose of this study is to establish the influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos county, Kenya.

			the schools and the communities ought to be providing to come up with long lasting solutions geared towards sustainability of the SFPs.		
Kibet (2017)	Factors influencing implementation of school feeding programmes in public primary schools in Baringo Central Sub-County, Baringo County, Kenya.	The study adopted a descriptive case study research design	Increased involvement of community members reduces resistance towards implementation of the programme hence,enhancing successful implementation. Funding is critical towards implementation of SFP programme. Management and accountability of allocated	The study looked at all public primary schools alone	The study seeks to find the performance of school feeding programme in Kalama sub-county

			<p>funds is critical towards successful implementation of the SFP programme. Allocation of funds should be as per the budget and programme implementation schedule. Monitoring and evaluation is important towards successful implementation of the SFP programme. An efficient and effective monitoring and evaluation system ensures that programme implementation is as per schedule and done to the required</p>		
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			standard. Further involvement of community members during monitoring and evaluation enhances implementation of the programme and this ensures sustainability of the programme.		
Salee (2013)	Influence of school feeding program on pupils' participation in public primary schools in Masinga Division in Machakos county, Kenya	The study used descriptive survey research design.	The study findings showed that school feeding programme had positive influence on pupils' enrolment, attendance, class participation and reduced dropout.	The study focused on Masinga Division in Machakos county, Kenya	The study will look into Kalama sub-county, Machakos county, Kenya
Karaba, Gitumu and Mwaruvie,	Effect of School Feeding Programme on	The study used descriptive survey research	The major finding is that pupils in ECDE	The study was limited to class participation	The study will seek to determine how community involvement influences performance of school

(2019)	ECDE Pupils' Class Participation in Kenya	design.	centres with SFP participate more than those in schools without SFP.		feeding programme in Kalama sub-county, Machakos County, Kenya.
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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the approach by which the meaning of data is extracted and is a continuous process. The research methodology gives the direction to follow to get answers to issues that are of concern. This chapter describes the methods used to gather information on the area of the study. The chapter guided the research methodology to be used in carrying out the study. The chapter presents details of the research design, target population, sampling procedures, methods of data collection, validity and reliability of instruments, data collection process, methods of data analysis and ethical considerations while conducting the study.

3.2 Research Design

This study employed descriptive survey research design. This particular design was ideal since the research entailed collecting and comparing data from the phenomenon at the same time of study. Wang (2015) argued that descriptive survey designs are appropriate where the overall objective is to establish whether significant associations among variables existed at some point in time. The design was ideal since it seeks to describe the characteristics of certain groups, estimate the proportion with certain characteristics and make predictions. This design involved the collection of quantitative data for carrying out inferential analysis and qualitative data for describing and explaining themes of behavior discerned about influence of participatory management strategies on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

3.3 Target population

The target population is defined as the entire group of persons, units or elements to which the researchers is interested in generalizing the conclusions. Therefore the target population in study was 497 including community leaders and school leaders (Head of schools and board of management members) as shown in Table 3.1.

Table 3. 1: Target Population

Category	Target population	Percentage
School Heads	97	8.5
Board of management members	167	51.3
Community Leaders	233	8.3
Total	497	100

Source: MoA (2010)

3.4 Sample size and Sampling Procedures

Sampling is a deliberate choice of a number of people who are to provide the data from which a study drew conclusions about some larger group whom these people represent. The section focuses on the sampling size and sampling procedures.

3.4.1 Sampling Size

A sample is a representative portion of the population of interest which is randomly chosen (Wang, 2015). The sample size was determined at 95% confidence level and an error of 0.05 using the Nassiuma (2000) formula using a target population of 433 as shown

$$n = \frac{N (cv^2)}{Cv^2 + (N-1) e^2}$$

Where n = sample size

N = population (497)

Cv = Coefficient of variation (take 0.6)

e = tolerance of desired level of confidence (take 0.05) at 95% confidence level)

$$n = \frac{497 (0.6^2)}{0.6^2 + (497-1) 0.05^2} = 112$$

The sample size was 112. To determine how the sample is distributed among the targeted respondents including community leaders and school leaders (Head of schools and board of management members), the sampling ration was calculated and then multiplied with target population for targeted group. The ration was $112/497=0.225$, which was used as shown in Table 3.2.

Table 3. 2: Sampling Frame

Category	Target population	Ratio	Percentage
School Heads	97	0.225	22
Board of management members	167	0.225	38
Community Leaders	233	0.225	52
Total	497		112

3.4.2 Sampling Procedures

Sampling is concerned with the choosing of a portion of individuals from within an entire group to estimate the characteristics of the population. The study selected the respondents using stratified proportionate random sampling technique. Stratified random sampling is unbiased sampling method of grouping heterogeneous population into homogenous subsets then making a selection within the individual subset to ensure representativeness. The goal of stratified random sampling is to achieve the desired representation from various sub-groups in the population. In stratified random sampling subjects are selected in such a way that the existing sub-groups in the population are more or less represented in the sample (Yin, 2017). The study used simple random sampling to pick the respondents in each stratum. Each stratum comprised of Head of schools and board of management members.

3.5 Research Instruments

Data collection instrument is used in research to refer to a device that specifies and objectifies the data collecting process, instruments are usually written and may be given directly to the subject to collect data or may provide objective description of the collection of certain types of data. Primary data was obtained using self-administered questionnaires. The questionnaire is made up of both open ended and closed ended questions. The open-ended questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in illuminating of any information and the closed ended questions allow respondent to respond from limited options that had been stated. According to Wang (2015), the open ended or unstructured questions allow profound response from the respondents while the closed or structured questions are generally easier to evaluate. The questionnaires were used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form.

3.5.1 Pilot Testing

Pilot study is the measurement of a dependent variable among subjects. Its purpose is to ensure that items in the instrument are stated clearly and have the same meaning to all respondents. The purpose of pre-testing the data instrument is to ensure that the items in the instrument are stated clearly and have the same meaning to all respondents. In this study this involved checking whether the questions are clear and revoking any positive or negative response (Wang, 2015). Pilot testing of the research instruments were conducted where 20 were administered to the pilot survey respondents who were chosen at random representing

20% of the sample size. After one day the same participants were requested to respond to the same questionnaires but without prior notification in order to ascertain any variation in responses of the first and the second test. This is very important in the research process because it assists in identification and correction of vague questions and unclear instructions. It is also a great opportunity to capture the important comments and suggestions from the participants. This helped to improve on the efficiency of the instrument. This process was repeated until the researcher is satisfied that the instrument does not have variations or vagueness.

3.5.2 Validity of Research Instruments

According to Creswell and Creswell (2017), validity is the accuracy and meaningfulness of inferences, based on the research results. Validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity which was employed by this study is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. One of the main reasons for conducting the pilot study is to ascertain the validity of the questionnaire. The study used content validity which draws an inference from test scores to a large domain of items similar to those on the test. Content validity is concerned with sample-population representativeness. Gorard (2013) stated that the knowledge and skills covered by the test items should be representative to the larger domain of knowledge and skills. Expert opinion was requested to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. This helped to improve the content validity of the data that was collected. Content validity was obtained by asking for the opinion of the supervisor, lecturers and other professionals on whether the questionnaire was adequate.

3.5.3 Reliability of Research Instruments

Reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. It is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the “goodness” of measure. Reliability is concerned with the question of whether the results of a study are repeatable. The questionnaire was administered to a pilot group of 21 randomly selected respondents from the target population and their responses used to check the reliability of the tool. Reliability of the data collection instrument

was done using the split half method then be calculated using Spearman Brown correlation formulae to get the whole test reliability. If the sum scale is perfectly reliable, we expected that the two halves are perfectly correlated. A construct composite reliability co-efficient of 0.7 or above, for all the constructs, is considered to be adequate for this study (Rousson, Gasser & Seifer, 2012).

3.6 Data Collection Procedures

The study used primary data which was collected by use of questionnaires; use of questionnaires is based on the fact that they are suitable for a descriptive study given that they are easy to administer, ensure fast delivery and the respondent can answer at their convenience. The questionnaires were self-administered through drop and pick later method. The researcher also assured the participants that the information they give was treated with strict confidentiality. The researcher administered the questionnaires through the designated officers and co-ordinate with them to ensure respondents have adequate time to complete them. This enabled create a conducive environment for the distribution and administration of the questionnaire. Administration of the questionnaire followed the agreed schedule.

3.7 Data Analysis Techniques

Data was analysed using Statistical Package for Social Sciences (SPSS Version 25.0). All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. After data cleaning which entails checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation was estimated for all the quantitative variables and information presented in form of tables. The qualitative data from the open-ended questions were analysed using thematic content analysis and presented in narrative form.

Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. This study the multiple regression model generally assumes the following equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where: -

Y = Performance of School Feeding Programme

β_0 = constant

$\beta_1, \beta_2, \beta_3$ and β_4 = regression coefficients

X_1 = Community involvement
 X_2 = Monitoring and evaluation
 X_3 = Identification of alternative financing
 X_4 = Provision of water
 ε =Error Term

3.8 Ethical Considerations

Due to sensitivity of some information collected, the researcher held a moral obligation to treat the information with utmost propriety. This was achieved by the researcher explaining the nature of the study to the respondents before the questionnaire was administered. The objectives of the study were explained to the respondents with an assurance that the data provided was used for academic purpose only. The researcher also sought both an introductory letter from the graduate school, University of Nairobi to ascertain that she is a bona fide student and a permit from the National Commission for Science, Technology and Innovation (NACOSTI).

3.9 Operationalization of Variables

The operationalization of variables is shown in Table 3.3.

Table 3. 3: Operationalization of variables

Objectives	Type of Variable	Indicator	Measuring of Indicators	Tools of analysis	Type of analysis
To evaluate the extent to which community involvement influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.	Independent	Community involvement	<ul style="list-style-type: none"> • Frequency of meetings • Program Supervision • Setting institution objectives • Communication channels • Consultations and engagement mechanisms 	Percentages Mean score	Descriptive statistics Regression analysis
To evaluate the influence of implementation of monitoring and evaluation influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.	Independent	Monitoring and Evaluation	<ul style="list-style-type: none"> • Programme implementation schedule • Monitoring mechanism • Evaluation mechanism • Timely decision making and action implementation 	Percentages Mean score	Descriptive statistics Regression analysis
To examine the influence of identification of alternative financing on influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.	Independent	Identification of alternative financing	<ul style="list-style-type: none"> • Adequate budgeting • Sponsor funding • Resource mobilization • School economic activities • Financial investment plans 	Percentages Mean score	Descriptive statistics Regression analysis
To examine the extent to which provision of water	Independent	Provision of water	<ul style="list-style-type: none"> • Purchase of water tanks • Cement water tanks and 	Percentages	Descriptive statistics

influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya.			guttering systems <ul style="list-style-type: none"> • Piping water 	Mean score	Regression analysis
	Dependent	Performance of School Feeding Programme	<ul style="list-style-type: none"> • Availability of food/meals • Quality of meals • Adequate source of funds • Enrolment levels • Programs within the budget • Program efficiency 	Mean score	Descriptive statistics Regression analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the information processed from the data collected during the study to establish influence of participatory project management strategies on performance of school feeding programme in Marginalized areas focusing on a case of Kalama sub-county, Machakos County, Kenya. Primary data was collected through questionnaires which were administered. The data was afterwards scrutinized based on the objectives of the study and the findings were presented in tables and in prose.

4.2 Response Rate

The researcher administered 112 questionnaires. From these only 89 respondents were able to return fully filled questionnaires which represented a response rate of 79.5%. This response rate was good and representative conforms to Wang (2015) stipulation that a response rate of 50 percent is adequate for analysis which meant that 77 percent was even better.

4.3 Reliability Analysis

The reliability was expressed as a coefficient between 0 and 1.00; where the higher the coefficient, the more reliable the test is. The findings are shown in Table 4.1.

Table 4. 1: Reliability Analysis

	Reliability Cronbach's Alpha
Community involvement	.877
Monitoring and evaluation	.761
Identification of alternative financing	.797
Provision of water	.708

The findings indicated that community involvement had a coefficient of 0.877, monitoring and evaluation had a coefficient of 0.761, identification of alternative financing had a coefficient of 0.797 and provision of water had a coefficient of 0.708. All constructs depicted that the value of Cronbach's alpha are above the suggested value of 0.7 thus it can be concluded that the study was reliable to capture the constructs (Yin, 2017).

4.4 Background Information

The study collected information on the general information of the respondents considered in this study. The basic characteristics were gender, highest level of education and age bracket. The findings are presented in various sub sections.

4.4.1 Gender of Respondents

The researcher asked the respondents questions concerning their gender. The findings were shown in Table 4.2.

Table 4. 2: Gender of the Respondent

	Frequency	Percent
Male	55	61.8
Female	34	38.2
Total	89	100

From the findings, majority of the respondents were male as shown by 61.8% while female respondents were 38.2%. This shows that the researcher was gender biased in data collection since data was collected from all the respondents regardless of the gender.

4.4.2 Highest Level of Education

The respondents were requested to indicate their highest level of education. The findings for the highest level of education are presented in Table 4.3.

Table 4. 3: Highest Level of Education

	Frequency	Percent
Certificate	23	25.8
Diploma	26	29.2
Degree	30	33.7
Masters	8	9
PhD	2	2.2
Total	89	100

On the respondents' level of education, majority of the respondents indicated to have attained degree as illustrated by 33.7%. Other respondents indicated to have attained a diploma as shown by 29.2%, certificate as shown by 25.8%, master's degree as shown by 9% and PhD as shown by 2.2%. This implies that most of the respondents had basic education to be able to respond to questions on the subject under study.

4.4.3 Respondents Age Bracket

Respondents age bracket was also explored in this study where the respondents indicated to which age bracket do they belong. The findings are as shown in Table 4.4.

Table 4. 4: Respondents Age Bracket

	Frequency	Percent
20-30 years	4	4.5
30-40 years	20	22.5
41-50 years	34	38.2
50-60 years	31	34.8
Total	89	100

On the age of the respondents, majority of the respondents indicated that their age was between 41-50 years as shown by 38.2%, 34.8% were aged 50-60 years, 22.5% were aged between 30 and 40 years while 4.5% were aged between 20 and 30 years. This infers that majority of respondents interviewed are in between 41 to 50 years. However data collection covered all the targeted age groups and hence data was rich of diverse opinions.

4.5 Participatory Project Management Strategies and Performance of School Feeding Programme

The study sought to establish the influence of participatory project management strategies on performance of school feeding programme. The study focused on community involvement, monitoring and evaluation, identification of alternative financing and provision of water.

4.5.1 Community Involvement

The respondents were asked to the extent to which various community involvement influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The findings are as shown in Table 4.5.

Table 4. 5: Extent of Community Involvement Influence

	Mean	Std. Dev.
Frequency of meetings	4.506	0.693
Program Supervision	4.303	0.592
Setting institution objectives	3.247	0.895
Communication channels	3.674	0.974
Consultations and engagement mechanisms	3.843	0.964

From the findings, the respondents indicated that frequency of meetings as shown by a mean of 4.506 influence performance of school feeding programme very greatly. The respondents also indicated that program supervision as shown by a mean of 4.303, that consultations and engagement mechanisms as shown by a mean of 3.843 and that communication channels as shown by a mean of 3.674 greatly influence performance of school feeding programme. However, the respondents indicated that setting institution objectives which moderately influence performance of school feeding programme as shown by a mean of 3.247.

4.5.2 Monitoring and Evaluation

The respondents were asked to the extent to which various aspects of monitoring and evaluation influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The findings are as shown in Table 4.6.

Table 4. 6: Extent of Monitoring and Evaluation Influence

	Mean	Std. Dev.
Programme implementation schedule	3.832	0.944
Monitoring mechanism	2.832	0.376
Evaluation mechanism	4.090	0.900
Timely decision making and action implementation.	3.697	0.462

From the findings, the respondents indicated that evaluation mechanism as shown by a mean of 4.090 and programme implementation schedule as shown by a mean of 3.832 greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The respondents also indicated that timely decision making and action implementation greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya as shown by a mean of 3.697. However, the study indicated that monitoring mechanism which moderately influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya as shown by a mean of 2.832.

4.5.3 Identification of Alternative Financing

The respondents were asked to the extent to which various aspects of identification of alternative financing influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The findings are as shown in Table 4.7.

Table 4. 7: Extent of Identification of Alternative Financing Influence

	Mean	Std. Dev.
Adequate budgeting	3.798	0.404
Sponsor funding	2.225	0.420
Resource mobilization	4.011	0.715
School economic activities	4.337	0.542
Financial investment plans	3.764	0.812

As per the findings, the respondents indicated that school economic activities as shown by a mean of 4.337, resource mobilization as shown by a mean of 4.011 and adequate budgeting as shown by a mean of 3.798 greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. However, the study indicated that sponsor funding as shown by a mean of 2.225 lowly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

4.5.4 Provision of Water

The respondents were asked to the extent to which various aspects of provision of water influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The findings are as shown in Table 4.8.

Table 4. 8: Extent Provision of Water Influence

	Mean	Std. Dev.
Amount of water available	3.596	0.652
Distance to water source	4.326	0.599
Time needed to fetch water	2.775	0.822
Water quality	4.270	0.539

As per the findings, the respondents indicated that distance to water source as shown by a mean of 4.326, water quality as shown by a mean of 4.270 and amount of water available as shown by a mean of 3.596 greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The respondents also indicated that time needed to fetch water as shown by a mean of 2.775 moderately influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

4.5.5 Performance of School Feeding Programme

The respondents were asked to indicate the trend on in the following aspects of Performance of school feeding programme in Kalama sub-county, Machakos County, Kenya for the last five years. The findings are shown in Table 4.9.

Table 4. 9: Trend of Aspects of Performance of School Feeding Programme

	Mean	Std. Dev.
Satisfaction of beneficiaries	3.910	1.125
Program quality	4.011	0.715
Enrolment levels	2.753	0.528
Programs within the budget	4.438	0.673
Program efficiency	4.056	1.037

From the findings, the respondents indicated that programs within the budget as shown by a mean of 4.438, program efficiency as shown by a mean of 4.056, program quality as shown by a mean of 4.011 and satisfaction of beneficiaries as shown by a mean of 3.910 have improved over the last five years. The respondents also indicated that enrolment levels as shown by a mean of 2.753 have been constant for the last five years.

4.6 Regression Analysis

The researcher conducted a multiple regression analysis to test the relationship between the variables. This showed how the dependent variable is influenced by the independent variables.

Table 4. 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.858	0.736	0.723	0.910

From the findings, the independent variables were statistically significant predicting the dependent variable since adjusted R square was 0.723. This implied that 72.3% variations in performance of school feeding programme in Kalama sub-county, Machakos County, Kenya are explained by community involvement, monitoring and evaluation, identification of alternative financing and Community participation. Other factors influencing performance of school feeding programme in Kalama sub-county, Machakos County, Kenya that were not covered in this study accounted for 27.7% which form the basis for further studies.

Table 4. 11: ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	201.089	4	50.272	58.555	.000
	Residual	72.118	84	0.859		
	Total	273.207	88			

From the ANOVA Table, p-value was 0.000 and F-calculated was 58.555. Since p-value was less than 0.05 and the F-calculated was greater than F-critical (2.4803), then the regression relationship was significant in determining how community involvement, monitoring and evaluation, identification of alternative financing and provision of water influenced performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

Table 4. 12: Coefficients of Determination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.889	0.182		4.885	.000
Community involvement	0.806	0.321	0.706	2.511	.014
Monitoring and evaluation	0.721	0.278	0.603	2.594	.012
Identification of alternative financing	0.603	0.208	0.513	2.899	.004
Provision of water	0.782	0.312	0.621	2.506	.014

The established model for the study was:

$$Y = 0.889 + 0.806X_1 + 0.721X_2 + 0.603X_3 + 0.782X_4$$

Where: -

Y= Performance of school feeding programme in Kalama sub-county, Machakos County, Kenya

X₁= Community involvement

X₂= Monitoring and evaluation

X₃= Identification of alternative financing

X₄= Provision of water

The regression equation above has established that taking (community involvement, monitoring and evaluation, identification of alternative financing and provision of water), performance of school feeding programme in Kalama sub-county, Machakos County, Kenya will be 0.889. The findings presented also show that increase in the community involvement leads to 0.806 increase in the score of performance of school feeding programme in Kalama sub-county,

Machakos County, Kenya if all other variables are held constant. This variable was significant since 0.014 was less than 0.05.

Further it was found that if monitoring and evaluation increases, there is a 0.721 increase in performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. This variable was significant since 0.012 was less than 0.05.

Further, the findings show that a unit increases in the scores of managements support would leads to 0.603increases in the score of performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. This variable was significant since 0.004 was less than 0.05.

The study also found that a unit increases in the scores of provision of water would lead to a 0.782 increase in the scores of performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. This variable was significant since 0.014 was less than 0.05.

Overall, community involvement had the greatest influence on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya followed by Provision of water, then monitoring and evaluation while identification of alternative financing had the least influence on the performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. All the variables were significant since their p-values were less than 0.05.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, discussion, conclusion and recommendations on the influence of implementation of community water projects on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

5.2 Summary of the Findings

The study sought to determine the influence of community involvement on performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study found that frequency of meetings influence performance of school feeding programme very greatly. The study established that program supervision, that consultations and engagement mechanisms and that communication channels greatly influence performance of school feeding programme. The study established that setting institution objectives which moderately influence performance of school feeding programme.

Further, the study sought to access how monitoring and evaluation influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya. The study revealed that evaluation mechanism and programme implementation schedule greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study established that timely decision making and action implementation greatly influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study found that monitoring mechanism which moderately influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

In addition, the study sought to establish how identification of alternative financing influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya. The study found that school economic activities, resource mobilization and adequate budgeting greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study found that sponsor funding lowly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

Finally the study sought to determine how provision of water influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study revealed that distance to water source, water quality and amount of water available greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study established that time needed to fetch water moderately influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

5.3 Discussion of Findings

5.3.1 Community Involvement

The study found that frequency of meetings influence performance of school feeding programme very greatly. This concurs with Kananura, Ekirapa-Kiracho, Bumba and Peters (2017) community involvement is crucial in provision of SFP. Implementation of SFP can be successful if community can be consulted while designing the programme, if there are community level structures for communication, if there is a committee with parents and teachers representatives and if the community gets motivation to execute their roles fully in providing SFP.

The study established that program supervision, that consultations and engagement mechanisms and that communication channels greatly influence performance of school feeding programme. The study found that setting institution objectives which moderately influence performance of school feeding programme. These findings are in line with Govender (2013) who argues that participation is essential for establishment of community cohesiveness towards implementation of programme. It enables members to live together, share common norms, values, fears, and challenges as well as embrace the principle of partnership with the dynamic of change and development which bring about democracy and personal empowerment, build the tendency to associate, establish link, live inside each other and cooperate towards achieving a common goal

5.3.2 Monitoring and evaluation

The study revealed that evaluation mechanism and programme implementation schedule greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The findings concurs with Abrahams (2015) who argues that monitoring and Evaluation are very important management functions for ensuring that programme goals and objectives are fully achieved and that implementation process remains on course.

The study established that timely decision making and action implementation greatly influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study found that monitoring mechanism which moderately influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. These findings are in line with Hirschman and Chriqui (2013) who argues that school feeding programmes lack monitoring and evaluation systems that is critical in ensuring the programmes meet its desired objectives and goals. School feeding programmes are capital intensive, sanitation which requires a monitoring and evaluation system that ensures the desired goals and objectives are achieved.

5.3.3 Identification of Alternative Financing

The study found that school economic activities, resource mobilization and adequate budgeting greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. These findings concur with Kimwele, Ochola and Mugambi (2019) who argues that there is dire need to increase funding towards implementation of the programme because budget constraint and heavy reliance on donor funding, continuous dwindling funding for programme has influenced implementation of school feeding programmes

The study found that sponsor funding lowly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya This is in line with Osiemo (2014) who noted that with a two tire government system in Kenya, there is need to have a well-coordinated financing structure to utilize the allocated funds towards implementation of the school feeding programme

5.3.4 Provision of water

The study revealed that distance to water source, water quality and amount of water available greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. This concurs with Lesley, Alice and Donald (2016) who noted that government in collaboration with institutions partners such as church sponsors and other partners could create a water improvement plan for water projects. Kenya Rainwater Association continues to promote improved washing needy rural primary schools in Kenya, through different partnerships, one of them being Global Giving.

The study established that time needed to fetch water moderately influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. This is in line with WFP (2015) who highlights that lack of water in the Marginalized areas impacts negatively on the School feeding program. The scarcity of water in the ASAL regions has implications not only on the preparation of food but also on sanitation and hygiene.

5.4 Conclusions

The study concluded that community involvement significantly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study made it clear that frequency of meetings, program supervision, consultations and engagement mechanisms and communication channels have a great influence on performance of school feeding programme. The study found that setting institution objectives which moderately influence performance of school feeding programme.

The study concluded that monitoring and evaluation significantly influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. It was established that evaluation mechanism and programme implementation schedule greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study established that timely decision making and action implementation greatly influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

The study concluded that identification of alternative financing significantly influences performance of school feeding programme in Kalama sub-county, Machakos county, Kenya. It was established that school economic activities, resource mobilization and adequate budgeting greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study found that sponsor funding lowly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

The study concluded that provision of water significantly influences performance of school feeding programme in Kalama sub-county, Machakos County, Kenya. The study established that distance to water source, water quality and amount of water available greatly influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

The study established that time needed to fetch water moderately influence performance of school feeding programme in Kalama sub-county, Machakos County, Kenya.

5.5 Recommendations

The study recommends that it is important to strengthen the community participation in implementing School feeding programmes. This is because community assisted schools offer certain advantages such as increased contact between parents and teachers. This gives parents the opportunity to become more aware of what goes on at the school hence enabling them come up with strategies to improve the feeding programme.

The study also recommends that capacity building should be continuous and mandatory for all programme managers for effective and efficient management of the programme. The government should train all staffs on skill to ensure effective and efficient management of the feeding program. The skills may include record and book keeping, reporting skills and foods and nutrition studies.

The School feeding programmes is very crucial if the government has to address high number of children not attending school .There is need to ensure that all schools in all counties are included in the Programme and adequate funds need to be provided for all materials needed in preparation of the meals.

The study also recommends supervision, monitoring and evaluation of pre-school feeding programmes should be intensified to ensure that all pre-schools measure to a given standard in terms of adequacy, quality availability of facilities, equipment for the provision of feeding programmes in all schools.

There is also a dire need to increase funding towards implementation of the programme. This is as a result of budget constraint and heavy reliance on donor fundingderails implementation of school feeding programmes. Hence the county and national government needs to allocate adequate funds towards implementation of school feeding programmes.

The study also recommends that the county and national governments should come with strategies to deal with scarcity of water in most of schools in Machakos County. This is because water is essential in schools for cooking, washing the cooking utensils and even for drinking by

the students. Hence water projects should be initiated to ensure there adequate water for successful school feeding programmes.

5.6 Suggestions for Further Research

The study recommends that the same study should be replicated in other areas of Machakos County. In addition, future studies should be done focusing on other counties to establish the influence of participatory project management strategies on performance of school feeding programme.

The study further recommends that future studies should focus on influence of participatory project management strategies on implementation of school feeding programme.

Future studies should look at influence of participatory project management strategies on performance of school feeding programme in either secondary or primary schools.

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APPENDICES

Appendix I: Letter of Transmittal

Dear Respondent,

Re: Request Questionnaire Responses

I am a Master student at University of Nairobi, I am carrying out a research study on INFLUENCE OF PARTICIPATORY PROJECT MANAGEMENT STRATEGIES ON PERFORMANCE OF SCHOOL FEEDING PROGRAMME IN MARGINALIZED AREAS. A CASE OF KALAMA SUB-COUNTY, MACHAKOS COUNTY, KENYA.

You have been identified as one of the people that could be of assistance with the research and I thus request your participation in the research. Essentially, you would be required to complete a questionnaire. You will be treated anonymously and your responses will be treated with utmost confidentiality. The information you provide will be used only for academic purposes.

The questionnaire is strictly for academic purposes and any information given shall be treated with strict confidentiality; please give the information as accurately as possible. Thank you very much.

Yours faithfully

Appendix II: Research Questionnaire

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: Background Information (Please tick (√) appropriate answer)

1) Please indicate your gender: Female Male

2) State your highest level of education

Certificate Diploma Degree Masters PhD

Others (Specify) -----

3) Please Indicate your age bracket 20-30 yrs 31-40 yrs

41-50 yrs 51 – 60

PART B: INFLUENCE OF PARTICIPATORY PROJECT MANAGEMENT STRATEGIES ON PERFORMANCE OF SCHOOL FEEDING PROGRAMME

Parental and community involvement

4) To what extent do the following aspects of community involvement influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

Very great extent [5] Moderate extent [3] Very low extent [1]

Great extent [4] Low extent [2]

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Frequency of meetings					
Program Supervision					
Setting institution objectives					
Communication channels					
Consultations and engagement mechanisms					

5) In your own opinion, how do the above aspects of community involvement influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

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Monitoring and evaluation

6) To what extent do the following aspects of monitoring and evaluation influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

Very great extent [5] Moderate extent [3] Very low extent [1]
 Great extent [4] Low extent [2]

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Programme implementation schedule					
Monitoring mechanism					
Evaluation mechanism					
Timely decision making and action implementation					

7) In your own opinion, how do the above aspects of monitoring and evaluation influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

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Identification of alternative financing

8) To what extent do the following aspects of identification of alternative financing influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

Very great extent [5] Moderate extent [3] Very low extent [1]

Great extent [4] Low extent [2]

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Adequate budgeting					
Sponsor funding					
Resource mobilization					
School economic activities					
Financial investment plans					

9) In your own opinion, how do the above aspects of identification of alternative financing influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

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Provision of water

10) To what extent do the following aspects of provision of water influence performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

Very great extent [5] Moderate extent [3] Very low extent [1]
 Great extent [4] Low extent [2]

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Amount of water available					
Distance to water source					
Time needed to fetch water					
Water quality					

11) In your own opinion, how do the above aspects of provision of water influence Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

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Performance of School Feeding Programme

What is the trend on in the following aspects of Performance of school feeding programme in Kalama sub-county, Machakos county, Kenya for the last five years?

1= Greatly decreased 2= Decreased 3= Constant 4= Improved 5= Greatly Improved

	Greatly decreased	Decreased	Constant	Improved	Greatly Improved
Satisfaction of beneficiaries					
Program quality					
Enrolment levels					
Programs within the budget					
Program efficiency					

12) In your own opinion, what is your recommendation on what should be done to improve performance of school feeding programme in Kalama sub-county, Machakos county, Kenya?

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Thank You for Your Participation

