

**AN ANALYSIS OF MONITORING AND EVALUATION PRACTICES ON  
PERFORMANCE OF SCHOOL FEEDING PROGRAMS; A CASE STUDY OF  
THE FOOD FOR EDUCATION ORGANIZATION, KIAMBU COUNTY.**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF MASTER OF SCIENCE IN  
PROJECT MANAGEMENT AND PLANNING OF  
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## DECLARATION AND APPROVAL

I hereby confirm that this research is entirely my work and has not been submitted to any university for consideration for a degree or any other award.

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## DEDICATION

I dedicate this work to my father, Julius Moses; my mother, Mellen Bonareri, and siblings. You have supported me beyond measure. God bless you.



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I thank God for the strength and wisdom He has given me this far. I also want to sincerely thank Dr. Maria Munga'ra, my supervisor, you have helped help me refine and polish my idea. I sincerely appreciate your assistance. I also wish to acknowledge the academic staff in the School of Business and Economics, Department of Management and Planning.

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## ABSTRACT

The outcomes of a program or project may be influenced by the monitoring and evaluation methods that were used. The value of monitoring and evaluation techniques to an organization's success must not be underestimated. These methods are crucial for measuring and improving the results of any endeavor. Thus, the objective of the study was, determine whether procedures for M&E programs have an impact on how well school feeding programmes operate. The study's significance is to give an insight on the influence of M&E practices on performance of school feeding programs. This research focused on the Food for Education Organization, Kiambu County. It examined the impact of capacity building, participatory M&E, and information systems on monitoring and evaluation. This research was grounded on the theories of human capital, stakeholder theory, and knowledge theory. Food for Education staff was the target population for the study. This include; Managers, assistant managers, operational personnel, tap-to-eat school managers, and support staff. The Yamane (1973) formula was used to generate the sample size  $n = N/(1+N\epsilon)^2$  of 100) from the target population (200). To evaluate the variables under inquiry, the research study used a descriptive research technique. Questionnaires and interview guides were used as data collection instruments. To ascertain the feasibility of research tools, a pilot study was conducted, and any necessary revisions were implemented. To assess the data, both descriptive and inferential statistical analyses were performed. Following that, tables were used to visually show the data that had been gathered. Findings indicate that capacity building initiatives play a crucial role in enhancing staff skills and program effectiveness, with strong positive correlations observed between capacity building and program performance ( $r = 0.799$ ,  $p = 0.000$ ). Similarly, stakeholder involvement emerged as a significant determinant of program success, highlighting the importance of engaging parents, teachers, and students in decision-making processes. The analysis presented a positive association ( $r = 0.622$ ,  $p = 0.000$ ) between stakeholder involvement and the performance of school feeding programmes. Moreover, the study underscored the pivotal role of information systems in supporting program management, ( $r = 0.674$ ,  $p = 0.000$ ) with stakeholders recognizing the efficiency and reliability of these systems. Study recommended that program managers should prioritize continuous training and proficient advancement opportunities for staff in school feeding programs. This includes workshops, seminars, and skill-building sessions tailored to address specific programmatic needs, such as nutritional planning, food safety protocols, and program management.

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## LIST OF ABBREVIATIONS AND ACRONYMS

F4E:	Food for Education
HGSMP:	Home-Grown School Meals Programme
M&E:	Monitoring and Evaluation
MOEST:	Ministry of Education, Science, and Technology
NGO:	Non-Governmental Organization
NSNP:	National School Meals and Nutrition Programme
HR:	Human Resource
IS:	Information System
SFP:	School Feeding Program
PMIS:	Project Management Information System

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background of the Study**

Effective project or program management relies heavily on monitoring and assessment. This is due to the information they provide about unforeseen consequences. They also help in identifying the gaps in implementation, and the degree to which the original aim could be achieved. Monitoring and evaluation is an ongoing practice where stakeholders are provided with regular updates on the progress toward achieving their goals and objectives (UNDP, 2023). An assessment is a more thorough and objective examination of how far the objectives have been attained. It also contributes in the making of choices in a deeper insight than an evaluation.

The purpose of any public policy initiative is to enhance the well-being of the people it is intended to support. A successful program should yield measurable outcomes, such as reducing unemployment rates. Policymaking focuses on assessing whether the expected results are achieved. According to Scheirer (2017) standard practices in monitoring and evaluation, including planning, coordination, capacity building, and defining information needs, have a crucial role in making informed decisions. The sustainability of the project is impacted by this practices. Monitoring and Evaluation (M&E) assists decision-makers in enhancing programs and policies by analyzing project outcomes at the input, output, result, and impact levels.

The practices should be considered in developing of projects because they enhance sound reporting (Ober, 2017). Integrating monitoring and evaluation procedures into programs is crucial because it ensures coherent reporting, establishes responsibility for outcomes and proofs, measures efficiency and effectiveness, ensures adequate allocation of resources, fosters ongoing education and improvement, and improves the

quality of decisions made (IFAD 2017). Monitoring and evaluation allow policymakers and program administrators to track the progress of an intervention, assess the quality of its implementation, and identify any gaps that exist between what is expected and the actual outcomes. This helps determine if the initiative has contributed to ensuring well-being. Through these procedures, project managers can compare the plan and the result. (Hyatt, M 2023). By reviewing the differences, they can account for the changes. Monitoring and evaluation provide a comprehensive and objective assessment of a project's actions, productions, and effects, enhancing both its effectiveness and likelihood of success. According to research by Ivan, T. (2019), the practices have a direct and proportional effect on the performance of a project, making it essential to implement an M&E plan to identify and measure this positive impact. For better resource allocation, increased productivity, and openness in making decisions, management uses monitoring and evaluation data. Program monitoring is utilized as a mechanism for monitoring the status of implementation of the objectives of the program. This is achieved by regularly collecting of input and output indicators during implementation phase.

According to a report published by the Nutritional portal, the employment of monitoring and evaluation systems take up an important part in assessing the effectiveness of programs and determining the outcomes of interventions (n.d.). Retrieved October 4, 2023,). It also reveals that School nutrition programs can be delivered and monitored in a variety of ways, and the scope of pertinent interventions can differ significantly between contexts. Researchers often employ different methods and measures in assessing the performance of school feeding programs, based on the program's aims and the different environments (O'Halloran · 2020 ·). Some common approaches include; nutritional assessment, measuring academic performance, looking

into the health outcomes, and conducting qualitative research methods, such as interviews.

A research was done to improve the monitoring and assessment methods of the Ghana School Feeding Programme. The study proposes enhancing M&E of school food programs in educational institutions by establishing a well-equipped M&E department. It suggests promoting active engagement of all stakeholders, with a specific emphasis on ensuring the effective participation of beneficiaries. Additionally, the study recommends the adoption of contemporary information and communication systems to facilitate the monitoring and evaluation activities. (Laar, 2016). The study also highlighted the following Significance of M&E on feeding programs. M&E informs on the challenges, Provides the recommendations that can improve outcomes, provides the needed information for policy, and promotes program sustainability.

#### GLOBAL AND REGIONAL ASPECT OF MONITORING AND EVALUATION

The initiation of globalization produced growing pressure on governments and organizations worldwide to be more responsive to the demands of the stakeholders. The stakeholders demanded good governance, accountability and transparency, and delivery of tangible results. This made it necessary for local government to have a relevant M&E approach that would foster accountability. Developed countries created evaluation cultures and M&E systems in response to these internal and external pressures. They further chose various starting points for implementing results-based M&E systems. The intention was to improve the implementation of all these programs, through stronger M&E units at the national, provincial, and local levels.

In the context of Africa, the literature review reveals that Egypt is the father and founder of M&E in the world. The ancient Egyptians regularly monitored their

country's outputs in grain and livestock production more than 5,000 years ago. This shows that M&E is certainly not a new phenomenon in Africa. Developed countries followed suit in the modern M&E. In Kenya, since 2000, Kenya has made significant progress in the institutionalization of M&E in the Public Sector.

The Government of Kenya recognizes the importance of Monitoring and Evaluation (M&E) in supporting evidence-based decision-making and strengthening delivery of development outcomes. In 2004, the government of Kenya established the National Integrated Monitoring and Evaluation System (NIMES). This body provides a mechanism to track the implementation of policies, programs, and projects in development plans and other international obligations. It has also been used to track the Kenya Vision 2030, the Big "Four" agenda, Sustainable Development Goals (SDGs). Over the years, the M&E function in the Public Sector has evolved resulting in a more holistic and integrated approach.

At the County level, the County Integrated Monitoring and Evaluation System (CIMES) was established to track implementation of County Integrated Development Plans (CIDPs). The Government of Kenya has recognized the importance of developing a toolkit for Monitoring and Evaluation. The M&E toolkit is a one-stop reference point for M&E tools. It provides a quick and easy access to tools for implementing the M&E function in the Public Sector and ultimately support accountability, and transparency through a strong M&E culture both at the National and County level. (Ukur, 2022)

### **1.1.1 Monitoring and Evaluation Practices**

Practices are ways of monitoring and evaluating projects that might lead to better performance. Reviewing the status of a project or program regularly about milestones is an essential part of any monitoring strategy. A project assessment is an in-depth evaluation of a current or completed endeavor. The objective of the assessment is to evaluate the importance and the degree of accomplishment of project objectives. It also looks into the effectiveness of the development process, the efficiency of operations, the impact generated, and the sustainability. (Dlamini 2022). M&E methods assist assess outcomes of a project or program and offer evidence for decision-makers to make educated policy decisions.

Capacity building is one of the major practices in carrying out evaluations. Counseling, mentoring, seminars, and classroom teaching all fall within this category. The objective of capacity building is to increase the efficiency of an organization's output, and sustainability. This is done via the development of the inherent potential of its members or members' members (Watson, 2018). The goal is to provide individuals with the resources they need to develop their own problem-solving, decision-making, and adaptability skills. Improving one's skillset has the potential to enhance productivity in one's personal and professional life. When a project team is finally assembled, it's crucial that everyone on it, regardless of their level of experience, get training and capacity development in M&E reporting (Bailey et al, 2018).

Mentorship programs were traditionally rare in countries that were classified as low/middle income, but they are becoming more common as they offer a chance to develop essential skills in specific fields (Prasad et al., 2019; Lescano et al., 2019). Having a skilled M&E team makes it easier to achieve desired outcomes. Human capital with appropriate skills is needed to provide M&E outcomes. Providing M&E

implementers with continual training on the current trends in the M&E process will help ensure a smooth implementation and improved project performance (Ling, 2018).

Another M&E practices that we look into is stakeholder participation. It is essential to involve stakeholders of any program when it comes to evaluating if the program is meeting the expected aim. This is because participation from stakeholders will, in a greater percentage contribute to local accountability, transparency, sustainability of the programme. It also helps to build a good social relation between stakeholders and project implementers. This can be achieved by involving more important players in the process than just providing information and consulting. (Sulemana, 2018). Participation of stakeholders in capacity building, execution, and analysis enables a farm to accurately evaluate their progress.

The use of Information systems is also another practice used by organizations as a tool effective for monitoring and evaluating the performance of a project. Information systems is defined by Emeritus 2023 as one that "integrates hardware, software, and communication networks to collect meaningful data, which may be recorded, analyzed, retrieved, and shared, among other uses. The integration of both the software and hardware systems helps track all tasks in general and gives a comprehensive view of the progress. (Simplilearn, 2023) This makes it easy to balance the outputs and the inputs.

An information system helps manage all the documents, information, and data that come with a project. The system can manage, plan, and control the flow of information, making it very essential since this could be too much work for a project manager to handle. This helps in every element of project management including; budgeting, performance, and reporting. Owing to the fact that it is always difficult for projects to be implemented as planned due to occurrence of unexpected events, instituting a

project management system will help limit such occurrences. (George, C. 2020). The system enables a project manager to supervise every aspects, check its progress, and make amendments where need be, make informed decisions and aid in timely monitoring. In essence, it equips project managers with the necessary skills for managing the project appropriately.

The main aim of this study is to explore how monitoring and evaluation mechanisms affect the success of school feeding programs. It seeks to assess the impact of the following practices; capacity building, participatory monitoring and evaluation, and use of information systems.

### **1.1.2 History of School feeding programs**

School nutrition programs were established in the beginning of the 20th century. The programs were first introduced in Europe and North America. Their primary agenda was to provide children with the access to nutritious meals while they were attending school. Intending to promote healthy development in children, the United States and Kingdom launched feeding programs in 1930s (Richter, Griesel, and Rose, 2000). Following World War II, many countries recognized the importance of tackling child malnutrition and food insecurity by introducing school feeding programs. During the 1960s and 1970s, these programs gained popularity as a key strategy to achieve this goal. The United Nations, particularly through agencies like the Food and Agriculture Organization (FAO), helped immensely in advancing school feeding programs worldwide. Currently, almost every nation has a program to provide healthy meals to schoolchildren.

The inaugural school feeding program in Kenya was initiated in 1966, under the National School Feeding Council, in Central Province. By 1967, some parts of Nairobi

got involved in the SFP. The program expanded greatly between 1970 and 1978, it was later introduced to the arid regions. School nutrition programs in Kenya have then been tried and tested since 1979 (Langinger, 2011), with varying degrees of success. After the 1979 drought severely impacted student enrollment, attendance, and performance, the government instituted a food incentive program for students to complete their coursework and come to class.

An example of the SFP was the milk scheme, which is recorded to have created a positive impact on education. There was a significant improvement in enrollment of student in schools and there attendance. (Nzoka, Rose K. 2018). The National examinations saw an improvement in pupil performance, and the dropout rate decreased significantly from 33% in 1966 to 13% by 2009. The Ministry of Education, in collaboration with the World Food Programme (WFP), launched a lunch program for schools in 1980, targeting children living in the country's drier and more semi-arid regions. This program was active till 2009, then the government set up the Home-grown School feeding program. In Kenya, the programs have shown to have a beneficial impact on education, it also helped in solving the issue of child malnutrition and food insecurity. This prompted the creation of more school feeding programs. Looking back over its history, Kenya's nutrition program has made consistent improvements toward its present aims of improving program quality and expanding program longevity. Over the past years, the government of Kenyan has funded a variety of programs that provide free meals to schoolchildren.

### **1.1.3 Performance of the school feeding programs**

School feeding programs have been and will continue to be of benefit to school-age children. This is because nutrition is crucial during school years, for physical, mental, and psychosocial development, hence the need to keep a check on their performance.

(Wang, 2020). The performance can be measured in different terms. First, their geographical coverage is an indication of growth. The implementation of SFPs is now a global affair. Secondly, the performance can be measured by assessing a range of factors like; the improvement in children's nutritional status, and educational outcome (school attendance, academic performance, enrollment rate, etc.) Their specific benefits may be unclear but the impacts can be evaluated on the outcomes.

The results of these initiatives may be affected by variables such as their design, implementation guidelines, funding, and geographical location, population, poverty levels, climate, among other reasons. In regions of the globe with significant levels of poverty and food insecurity, feeding programs have demonstrated amazing efficacy in enhancing children's healthiness and nutrition (EA Assefa 2023). This is because families in this region struggle to afford sufficient and nutritious food, and the school feeding programs are to them, of great benefit and highly affordable. This programs in the end play a crucial role in breaking the cycle of poverty. Regions with extreme climatic conditions also affect the performance of such programs in terms of seasonality of food availability or supply. The reason is, Climate directly affects agricultural output. It is critical to recognize that there are significant differences in school lunch program success between countries as well as between schools. This makes it hard to have a specific blueprint that can be used as a standard measure for their performances. School nutrition programs have been introduced across Africa with differing levels of effectiveness (Wineman, 2022). These programs have shown positive results, such as enhanced nutrition, higher enrollment rates, and lower dropout rates, especially in regions struggling with food insecurity and malnutrition. School Feeding Programs have contributed to various academic improvements for socio-

economically disadvantaged children (Desalegn, 2021). Additionally, they offer a safety net for at-risk children and encourage parents to enroll their children in school.

In Kenya, several school feeding programs have been introduced. Some of these programs are supported by the government while others are initiatives from the private sector. An example of government feeding programs are; the National School Meals and Nutrition Programme (NSNP) and the Home-Grown School Nutrition Programme. Examples of those from the private sector include; Kenya Kids Can and Food for Education. These initiatives aim to improve dietary habits, boost student enrolment, and support local farmers by encouraging the consumption of locally grown foods. Several school feeding programs are emerging even from the private sector, that have helped in meeting the demand for supporting pupils to at least acquire a nutritious sufficient meal, in a day.

#### **1.1.4 Food for the Education Feeding Program**

In Kenya, there are active non-governmental school feeding programs, including one called "Food for Education" (F4E). This program is also frequently referred to as the "Tap to Eat" nutrition initiative. It's a program that ensures no child stays in school hungry. An assurance of a meal a day allows the pupils to have better concentration and strength in their schoolwork. Wawira Njiru founded the organization in the year 2012 with the goal of providing school-going children in Kenya with access to adequate nutrition and educational opportunities, especially those from vulnerable backgrounds. The primary goal of the foundation was to make sure that all children could afford to eat healthy meals. It has helped eradicate hunger by providing subsidized lunch meals. Their main focus is on students attending public elementary schools.

The Food for Education Foundation supports local farmers' markets by buying locally sourced food. This food is then prepared in central kitchens and delivered to participating schools, adhering to internationally recognized food safety standards. They use a modern digital mobile platform with advanced FinTech to allow enrolled students to access meals upon payment. The program's meals have contributed to better nutrition, increased school attendance, improved academic performance, and higher rates of transition to high school.

The Food for Education program is presently active in; Kiambu, Nairobi, and Mombasa. The organization anticipates extending its reach to additional counties, including Kisumu County, soon. This particular study focused on Kiambu County, which has three kitchen centers; in Ruiru (Ruiru Primary School) in Juja (Kuraiha Primary School) and Kiringiti (Chief Waandie Primary School)

## **1.2 Statement of the problem**

In Kenya, agricultural and animal production is majorly rain-fed. The effects of the drought over many seasons has resulted in lower-than-average agricultural and animal production (Vanloon, 2019). This has contributed to acute food scarcity, which has in turn led to food insecurity. In the long run, it impacts the education system. Hunger in students has a significant effect in school attendance, academic performance and the general participation (Martey, 2021). A study on the association of food insecurity and school absenteeism showed that household food insecurity has a significant association with students' poor school attendance. Food secure households were 57% less likely to be absent from school than students from food insecure households (Tamiru, 2017). Because of this, there was a need to initiate school feeding programs in Kenya.

As stated in Article 43 (1) (c) of the Kenyan Constitution, all people of Kenya have the right to food and protection from hunger. The implementation of feeding programs in Kenya has been crucial in facilitating educational opportunities for children by mitigating concerns related to food insecurity and alleviating classroom hunger. Data from the Borgen Project reveal that a considerable number of 23 million children in Kenya attend school without access to adequate nutrition. (Anon 2020). Considering the significant impact of school feeding programs on various aspects of students' lives, conducting monitoring and evaluation (M&E) is crucial. This process is essential for maximizing the benefits of these programs to enhance students' wellness and educational outcomes.

This study aimed to examine the effect of monitoring and evaluation (M&E) practices on the performance of the school feeding program, and its influence on academic performance, school attendance, dropout rates, and participation in extracurricular activities. The study examined the following practices i.e. capacity building, stakeholder involvement, and information systems.

### **1.3 General objective of the study**

The study assessed the influence of monitoring and evaluation practices, on performance of F4E program, also known as Tap-To-Eat. It focused on three practices; capacity building, participatory monitoring and evaluation, and use of information systems. This case study examined the Food for Education (F4E) organization, in Kiambu County.

### **1.4 Specific objectives of the study**

1. To assess the influence of capacity building on the performance of school feeding program.

2. To assess the influence of stakeholder involvement on the performance of school feeding program.

3. To assess the effect of information systems on the performance of school feeding program.

### **1.5 Research Questions**

1. What is the effect of capacity building in the performance of the feeding program?

2. How does the involvement of stakeholders influence the performance of the feeding program?

3. What effects does the use of an information systems have on the performance of the feeding program?

### **1.6 Significance of the Study**

The research will provide insights into effective practices and strategies that will help improve school feeding program designs and other educational nutrition initiatives. The results of this study may be used by those in charge of school food programs to guide them in planning, by helping them identify the best M&E practices. Additionally, the best M&E techniques, lessons discovered, and evidence-based suggestions that could direct programme design and execution tactics may all be found in this research. This data may be used by policymakers to improve current M&E procedures or create new ones, which would ultimately result in school meal programs that are more successful and long-lasting. This will improve results and have a positive impact on how well school food programs operate overall.

### **1.7 Scope of the Study**

The research was conducted in Kiambu County, Kenya. Food for Education organization has three centers within the county, which were used for the research; in Ruiru (Ruiru Primary school) in Juja (Kuraiha primary school) and in Kiringiti (Chief Waandie primary school). The primary purpose was to assess how monitoring and evaluation practices have influenced the performance of the feeding program. The research focused on the following three M&E practices i.e. Capacity Building, Participatory Monitoring and Evaluation, and use of Information systems.

### **1.8 Limitations**

The limitation of the study included, time constraint, due to a limited data collection period, a sample was employed to represent the entire population. Some respondents were reluctant to answer, fearing their disclosure. To minimize the effect of that the respondents were assured of confidentiality about their response since they were not to give any information regarding their identity e.g. name. The research also informed the participants on the importance of honesty. Other study's limitations included the general expense in carrying out the research. This was solved by working within a manageable budget.

### **1.9 Delimitations**

The study was confined to Food for Education organization staff within Kiambu County. It focused exclusively on three practices of monitoring and evaluation; Capacity Building, participatory monitoring and evaluation, and Information systems.

### **1.10 Assumptions of the Study**

The researcher had assumptions that the respondents would provide true information regarding the research questions, and that the data collected was accurate and free from

biases and, that, the sample chosen gave a good representation of the broader population.



### **1.11 Operational Definition of Key Terms**

Monitoring - refers to the systematic and continuous manner of collecting, analyzing, and interpreting data to evaluate the program's efficacy and efficiency. Evaluation- A systematic and objective assessment of the program's effectiveness, and efficiency, on its intended beneficiaries,

Practices – the acts done regularly or repeatedly in regard to monitoring and evaluation of the program.

Performance - The degree to which the program's goals are satisfied.

School feeding program – An initiative that provides affordable meals to public primary schools in economically disadvantaged areas.

Food for Education – refer to the feeding program that was used for this study.

Capacity building – the act of improving one's skills in what they do

Information system - it's a data processing system that allows input of data, analyzes and gives results

Participatory monitoring – the practice of involving all stakeholders in the lifecycle of a project, and considering their inputs.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This chapter summarizes the research on (M&E) practices, how they affect project performance. It also emphasizes the theoretical and conceptual frameworks.

#### **2.1 Empirical literature**

##### **2.2.1 Capacity Building and Performance of School Feeding Program**

Capacity building refers to the skills and capabilities of an individual. Studies examining the variable have shown that experts agree on the effect of capacity development and its influence in ensuring projects are implemented successfully. Koonyo's 2017 case study provides an example of how capacity building contributed to the success of the Maasai HIV/AIDS awareness and preventive project. The research found that scaling up of local organizations' abilities, to a great extent, promoted the project, making it successful. It found a strong and significant correlation ( $r=0.611$ ) and a noteworthy relationship ( $p=0.000 < 0.05$ ) between project implementation and capacity building and project performance. This indicated that working on capacity building in the implementation of a project, will have a significant influence on its performance.

Kwamboka (2018) investigated how capacity-building programmes affect the expansion of nongovernmental organizations. The study assessed if building up on human resource affected the development of the organization. The results indicate that 71% of the respondents agreed this to be the case. The most significant conclusions from this study was that companies need to spend more on staff education and training as they expand because it is an important way of gaining a competitive advantage that

is needed in the development of an organization or a project. This is because it leads to improved productivity and efficiency, innovation and creativity, employee retention and attraction, adaptability, and flexibility to market shifts. Trained staff enhance customer satisfaction, they understand customer needs and provide solutions more effectively. This leads to better customer experiences, which can build loyalty and differentiate a company from its competitors.

This supports the findings of Analogues and Mouallem (2014), who discovered that improving human resource effectiveness increased employee engagement and improved interdepartmental interactions. It fosters a more collaborative, communicative, and efficient work environment. This can be done by implementing training programs on communication skills and creating formal communication structures. Having team-building activities that require multiple departments to work together, helps employees appreciate other departments. This helps to build a culture where departments actively seek opportunities to work together. A company's increased growth will be a result of its investment in its workforce. Capacity building creates an environment that encourages learning and adapting to changes that may emerge in the business sector. Improved productivity, increased performance, and increased staff satisfaction are all indicators of growth.

These results provide support to an argument put out by Makau (2015), who posited that human resources are coming to be considered as a means to the competitive advantage crucial to an organization's development. It reduces the risk of non-compliance and costly legal issues because educated staff are more aware of regulations, safety practices, and industry standards. This protects the organization from risks that could harm its reputation. Training also help in reduction of the production cost. Employees are more likely to become experts in their roles, reducing

the time and resources spent on correcting mistakes or inefficiencies. This leads to cost savings that can be a competitive advantage.

KIBE (2017) looked at the efficiency of non-governmental water initiatives in Kenya and how participant training impacted project outcomes. The study's findings indicate that training greatly increased the non-governmental water program's efficacy in Kenya. Training considerably increased corporate performance in Kenya, according to the study's beta values ( $t = 4.132$ ,  $p < 0.05$ ). The replies indicate that because training considers the demands of the business, it is thought to have a unique impact on an organization's success. One of the main interventions that aim to increase employees' knowledge and capabilities is offering training often. There are numerous claims that training is essential to the development of a company's labor force, including the possibility that it will change people's capacities. In 2018, IM Njeru presented research suggesting that businesses face issues when employees miss M&E training.

According to M. Wassem's 2019 research, he agrees that training and development programs have a substantial effect on employees' output. They enhance their technical and professional skills to perform their tasks, improves their competence, knowledge, and abilities in specific areas, leading to higher quality work, and greater output. These results should persuade governments to fund initiatives that strengthen organizational capacities and productivity. Such initiatives improve the morale and boost motivation of workers, making them feel valued and supported. They are empowered to deliver better results.

Human resource development cannot occur without training and capacity-building initiatives (Asfaw, Argaw, and Bayissa, 2015). They form the foundation for developing an organization's human resources. It is through capacity building that people are equipped to drive personal development and make informed decisions. It's

geared towards developing leadership and management skills, this will in return result in the overall development of an organization. Without these initiatives, employees may lack the necessary skills to improve productivity, resulting in underperformance and reduced organizational effectiveness.

Fletcher, Alfes, and Robinson (2018) found that investing in staff capacity had a significant impact on loyalty and productivity in the workplace. When organizations prioritize the development of their employees, they create an environment of trust, motivation, and satisfaction. When employees see a clear pathway for professional development through training and mentorship, they become more dedicated to the company's goals and vision. It increases job satisfaction and fulfilment to employees, such are less likely to seek opportunities elsewhere, thus boosting loyalty. It strengthens connections and leads to better quality outcomes and long-term resilience and independency.

A study by Onwujekwe (2020) examining how capacity-building strategies affect both individual and organizational capabilities for Health Policy and Systems Research (HPSR) in managing endemic diseases in Nigeria involved conducting three training workshops. Data was collected on how participants perceived the value of these capacity-building sessions. The majority of those taking the course reported feeling more prepared to generate, communicate, and apply evidence in the treatment of endemic diseases. This showed that training helps boost self-efficacy, making them feel more capable and prepared to handle tasks. On the other hand, the trainees' inability to accomplish duties was also attributed to an absence of mentoring and consistent support from trainers.

Omondi's 2016 case of the Danish Refugee Council demonstrated that the training methods used had a significant effect on achieving the program's objectives. The results

highlighted a notable correlation, as evidenced by a p-value of 0.095. It was also notable that individual level capacity was key. This meant that the internal level capacities of a person, need more attention than the external levels. The findings also suggested that the knowledge gained through capacity-building programs might have an effect on the final product of a given project. The particular skill sets necessary for NGO operations mean that capacity building is crucial for increasing staff competence in the non-governmental organization (NGO) sector. When allocating capacity-building assets, personal talents were given more priority than those of organizations, communities, or the whole planet.

It was discovered that internal skills required more attention throughout the capacity-building process than external talents did. Counseling and mentorship are seen as less important than furthering one's career. The results also underlined the necessity of training techniques in determining a project's success, as varied approaches may either aid or hinder students, hence altering the outcome of the venture. Results suggested that capacity-building programs have an effect on the aftermath of a project.

How can improving the quality of private schools in Kenya influence the well-being of their students? That's a question that interests Amiga (2020). Findings revealed that the adoption of capacity-building programs had decreased dependency on consultants for training, and the majority of USIU Africa workers expressed high levels of confidence in their abilities to accomplish their responsibilities. In addition, most respondents said they were now able to identify their areas of illiteracy and take active measures to learn more, and they would easily go to their seniors or coworker for assistance if they encountered difficulties. Top-down communication was used, as shown by the results, to inform personnel on the institution's strategic strategy, operational processes, and regulations. They discovered that factors included open lines of communication,

openness to change, and training and growth contributed to employee satisfaction. Employees reported feeling more confident in their skills after completing the course.

As a case study of Christian organization capacity development and performance, B ROBERT (2015) looked at the African Evangelistic Enterprise in Rwanda. This research aimed to do so by exploring the interplay between capacity growth and output. According to the survey, one of the keys to AEE's success is the company's dedication to its employees' personal and professional growth. Organisational participation and the benefits of capacity building are seen to contribute to AEE's success. The p-values of the studies that discovered a link between capacity expansion and increased output were higher than the statistical significance level (0.917). It was determined that there was a link in capacity development and AEE competence, as the p-values range from 0.01 to 0.917, which are above the significance threshold. Consequently, it was believed that investing in strategic capacity building was necessary for success of any corporate.

To better understand how institutional relationships and farmer capacity development affect the efficiency of smallholder irrigation operations, AL is conducting research in Migori County, Kenya. In 2021, Othieno did some investigating. The results suggest that smallholder irrigation schemes may be very beneficial for farmers who have a thorough understanding of the many institutional networks involved. Migori County's smallholder irrigation projects benefited greatly from developing farmers' skills for interacting with institutions. It was found that enhancing farmer's skills through institutional linkages had an impact on smallholder irrigation projects ( $r = 0.803$ , and  $p < 0.000 < 0.05$ ). Therefore, it is recommended that the County Government of Migori should adopt policies that foster connections between smallholder irrigation projects in

the Kuja project and institutions interested in supporting the development of small-scale farmers.

Mulei (2021) looked into how a project in Kenya's Kilome Sub-County would fare in the long run if community capacity building was implemented. Water projects funded by the Makueni County Government have been demonstrated to be strongly correlated with community organization and capacity development. At the 0.000,  $p < 0.05$  level of significance, there was a notable association found between the project duration and markers of community capacity development. This positive correlation implied that enhancing community capacity building resulted in improved project sustainability. The study found that 57.1 % of the respondents agree that, the projects could be sustained by strengthening the skills of people in the community. The study recommended that project development agencies should strengthen the project management skills, of the community, to ensure the sustainability of the project even in the future.

Capacity expansion and worker productivity in Anambra State's plastics manufacturing companies were the focus of a study by CO Okonkwo (2022). The effects of various forms of employee orientation, mentoring, and job rotation on productivity were studied. In the case study, worker productivity was shown to be highly correlated with capacity growth. The summary of the research showed that employee initiatives designed to improve employees' skills, knowledge, and experience e.g. coaching, are significantly positively associated with workers' performance. Companies were urged to consider orientations, and refreshment packages and adopt a policy of permitting on-the-job training.

Numerous scholars supports that capacity-building initiatives have a profound influence on employee performance and organizational success. It is critical in creating

a highly skilled and adaptable workforce, which in turn fosters innovation, efficiency, and a competitive advantage. Targeted training and professional growth opportunities lead to enhanced skills, higher productivity, and increased job satisfaction, all of which contribute to superior performance outcomes. In agreement with the above academic research and findings, a conclusion can be drawn that, building the capacity of human resources, in any given sector/organization or project, will lead to a positive influence and better results. Therefore there is a need for this practice to be adapted.

### **2.2.2 Stakeholder Involvement and Performance of the school feeding program**

This involves the active involvement of stakeholders at different stages in monitoring or evaluating a certain project. This practice mainly focuses on engaging primary stakeholders and identifying corrective actions that can be taken to improve a project/program (World Bank 2010a). Through this, the outcomes of the project improve, team morale rises, and a growth mentality is fostered. PM&E helps measure the progress, analyze information periodically, and provide information for decision makers, among other benefits. A significant body of research emphasizes the importance of integrating project stakeholders in growth and sustainability assessments.

In his 2018 study, on the influence of M&E Strategies, Njeru aimed to find out if there was any relation between the success of hospital medical camp projects and the participation of stakeholder teams. The participants assessed the significance of stakeholder's participation in healthcare outcomes. While 69% of respondents found the impact of stakeholder participation on performance to be "very significant," 21% found it to be "significant," and 10% found it to be "moderate." This means that 69% of a healthcare program's performance may be attributed to stakeholder contributions. Professionals who have no stake in the project's success other than reporting its findings to senior managers or even funders, evaluate the outcomes and impacts of the

project because there isn't enough room for important stakeholders of the project to participate in the execution of the evaluation systems.

The impact of including stakeholders in the evaluation of projects was further explored by Makau (2018). His major interest was to establish whether and how including project stakeholders facilitated better monitoring and evaluation. He discovered that the effectiveness of the project was influenced depending with the level of stakeholder involvement. Three constructs were used in examining this aspect; stakeholder engagement, resourcing, and the organization culture. The study recommended the incorporation of stakeholders throughout the implementation period of a project. It also recommended the need to have a clearly defined framework through which stakeholders can be engaged. Also, the resources needed for the stakeholders to participate in the project should be provided. Finally, their inputs should be looked into carefully.

Research conducted in Kwanza Sub County by the Africa Journal, 2020, indicates that the engagement of stakeholders had a positive correlation ( $r = 0.496$ ) with water project sustainability at p-value of 0.010, and a confidence level of 95%. Hence, it was recommended that the government and other development partners should include stakeholder perspectives and encourage their participation in monitoring and evaluation. The sustainability of the program and its influence on people's lives may be evaluated, and problems can be foreseen and addressed, leading to more equitable policies and solutions that address the needs of the entire population.

Participatory monitoring and evaluation (M&E) tactics facilitate local judgment, spread effective interventions, and address problems that develop as a consequence of implementation. RM Kananura's 2017 research, evaluated the impact of participatory M&E approaches on decision-making among stakeholders in eastern Uganda. Results

indicate that providing key stakeholders with information motivated them to take appropriate actions. Therefore, players from many sectors must work together to carry out complicated development activities. The researcher concluded that it is crucial to establish platforms that unite stakeholders from various sectors, as this will facilitate the successful implementation of even the most complex initiatives.

With the goal of ensuring the sustainability of donor-funded initiatives, MC Ruwa expanded its investigation into this topic in 2016. The respondents affirmed that, involvement of stakeholders influenced sustainability of the project, the cost, and its lifespan. This is because their participation helps them build a sense of ownership in the project, this acts as a motivating factor. It also indicated that, projects fared better when stakeholders and beneficiaries had a larger voice in how they were monitored and assessed. Based on the findings, the researcher suggested that stakeholders should be engaged in every phase of the project cycle, as they each contribute unique roles.

According to EM Njogu (2016), stakeholder involvement was crucial to the success of the Nema car pollution control project in Nairobi County. It was determined that success levels in lowering automotive emissions was directly correlated with the level of participation from all key parties. Campaign success in reducing vehicle emissions was positively and strongly correlated with stakeholder involvement ( $r=0.279$ ,  $p=0.001$ ). This indicated that greater participation from everyone involved would positively influence the actualization of the Automobile Emission Control project. The findings also showed that stakeholder involvement contributed significantly to cost efficiency, reduced carbon emissions, increased customer satisfaction, and lowered emission rates. Additionally, the study highlighted the importance of engaging stakeholders in project identification, planning, and monitoring, as these factors positively impacted the project's overall performance.

Makokha investigated how the activities of stakeholders influenced the project's outcome in Kakamega. He aimed to give an insight into how various decisions made over the project cycle influenced the result. A positive correlation was found at a 95% confidence level, between the researcher's identified routines of project stakeholders and the project's final results. The respondents were questioned about whether stakeholder strategies impacted the construction projects in Kakamega County. The outcomes revealed that 48 (16%) strongly agreed, 148 (49.3%) agreed, 64 (21.3%) moderately agreed, and 40 (13.3%) disagreed with the statement, while none strongly disagreed. The summary indicates that 260 (86.6%) of the respondents accept that the success of the construction projects was in some way, influenced by stakeholders. The study recommended all managements and policymakers to embrace stakeholders' practices and formulate strategies that go in hand with the stakeholder's interest.

Similar research involving construction projects was conducted by Mambwe (2020), examining the impact of stakeholder engagement on the end outcome in Lusaka. The study examined the connection that exist in the input of stakeholder and performance of a project in the following ways; costing, scheduling, and specification. The findings showed a strong linear relationship on project cost, with a correlation coefficient of -0.628, and 0.711 on project scheduling, and a Correlation coefficient of 0.800 on project specification. According to the findings, including more people in the road-building process significantly boosted the project's success. The success of a project can be improved by involving those who will be affected by it. It was recommended that increasing the engagement of stakeholders in road construction would significantly enhance project performance. It would help builds trust and prevent certain groups from feeling excluded or alienated, making it easier to implement policies with broad support.

A study was carried out to evaluate the use of participatory monitoring and evaluation (PM&E) methods and their impact on maternal and newborn health programs in Mombasa. In this study by PA Oginga, 2023, results indicate that health facilities often used the participatory approach at the first phase and that it was a substantial forecaster of the quality of decision made. The results were generally positive, regarding Quality Decision-Making Practices. Consequently, the study concluded that health facilities employing participatory monitoring and evaluation approaches are more likely to make high-quality decisions.

In 2019, Sifunjo conducted research to examine the impact of participatory monitoring and evaluation in Kajiado North constituency. It focused on maternal health projects. The study found that participatory monitoring contributed to the sustainability of the projects. It also determined that involving stakeholders in setting the objectives, influenced the performance of these projects positively. It also noted the positive significance of stakeholder identification and involvement. It therefore concluded that maternal health projects need a participatory performance form of evaluation. The researcher recommended engagement of stakeholder prior to implementing any developmental project. This involvement will foster participatory monitoring and evaluation throughout all stages of project development, thereby enhancing the sustainability of the projects.

Mbuvi and Gekara (2019) investigated the influence of participatory monitoring and evaluation on the effectiveness of gender mainstreaming in Nairobi County. Their regression analysis revealed that aspects such as M&E planning, training, information systems, and stakeholder involvement significantly positively affect project performance. The study recommended improving M&E planning to enhance project outcomes and stressed the importance of creating a strategic plan that includes

partnerships and collaboration to achieve the desired results. Collaborative approaches help in mobilizing additional resources, whether financial or technical, from various partners who share the development goals.

In his 2018 research, Mwangi explored how participatory monitoring and evaluation affect the sustainability of community development projects in Kiambu County. The study found that stakeholder involvement and capacity building in problem-solving, community empowerment, and ownership significantly impact sustainability. Development initiatives that are co-designed with stakeholders are more likely to be sustainable in the long term because they reflect the real needs and capacities of the people they aim to serve. Local communities and other stakeholders are more invested in maintaining projects that they helped shape. The findings suggest that both county and national governments should collaborate to create monitoring and evaluation units that will enhance stakeholder participation in defining project goals and vision.

PM&E is a method that enhances project performance and improves the efficiency of project planning, management, and execution by involving stakeholders in the process. An IJRM 2018 study aimed to assess how PM&E affected the public school projects in Mutomo Sub-County. It was discovered that stakeholders were not engaged in management of school projects. Additionally, it highlighted that strengthening of institutions could be improved by having open forums with stakeholders. A transparent process that includes stakeholders would help prevent corruption, mismanagement, or the misallocation of resources, as it invites scrutiny from those directly affected by the initiatives. The study recommends that public secondary schools incorporate stakeholder involvement in project management by organizing meetings, forums, and seminars to gather opinions, and needs, which would give value in negotiating perspectives and making the right judgments.

In a 2016 case study, Wambura investigated the impact of participatory monitoring and evaluation (M&E) on Village Savings and Loan Association (VSLA) projects in Kwale County. One of the objectives was to evaluate how participatory M&E influenced these projects. The findings revealed that participatory M&E significantly affected the implementation of VSLA projects. This influence stems from the fact that participatory M&E directly contributes to project reformulation, with stakeholder involvement being closely tied to the execution of VSLAs both within Kwale County and beyond. This indicated that stakeholders are crucial for tailoring development programs to local contexts, making them more relevant and impactful. They bring on-the-ground knowledge and expertise about the specific challenges, needs, and opportunities within their communities or sectors.

In 2024, Kamau examined the influence of PM&E team capacity and PM&E planning on performance with special reference to Livelihood Development Projects in Somaliland. The study showed a significant impact on the performance of livelihood development projects in Somaliland, brought about by stakeholder participation. It also established a correlation between PM&E and project success. Based on these results, it was suggested that organizations adopt participatory monitoring and evaluation practices to improve project outcomes. By incorporating the perspectives and needs of diverse stakeholders, PM&E helps ensure that project goals align with the actual needs and priorities of the community. This engagement fosters a sense of ownership and responsibility, leading to more relevant and tailored project interventions.

Additionally, an investigation was done in Samburu County to examine the impact of participatory monitoring and evaluation. It looked into the Constituency Development Fund (NG-CDF) projects. The findings concluded that participatory M&E significantly influences the performance of CDF projects positively. It increases accountability by

making processes transparent and allowing stakeholders to track progress and results. This transparency can lead to better resource allocation and decision-making. It also builds trust between project implementers and the community. There is therefore need to involve community members in the planning phases of how to utilize the funds and implement the projects.

From the literature reviews cited above, we can affirmatively state that participatory monitoring and evaluation, influences project outcomes. Many scholars argue that PM&E enhances stakeholder engagement, leading to greater ownership and alignment of project goals with community needs. Others highlight its role in improving accountability and transparency, ensuring that resources are used more effectively. Additionally, it is noted that PM&E builds local capacity and fosters long-term sustainability, and contributes to better-informed decisions, more effective project implementation. It is therefore important to embrace it.

### **2.2.3 Information System (IS) and Performance of the School Feeding Program**

An information system consists of interconnected computerized elements designed to gather, generate, and store data. The system is used to transform the data into useful statistics which is then distributes it to specific recipients, for use. Over time, information systems have undergone significant development. They generally comprise five key components: hardware, software, the data itself, the users, and the procedures for processing data into information (Peppard, 2016). Most organizations have adopted these systems into their daily operations, to perform their different duties and tasks. This has greatly led to the smooth running of businesses, organizations, and, projects, by automating routine tasks, reducing manual work, and speeding up processes.

The use of information systems in project management plays an important role in important role in knowledge management, especially for firms that function on a

project basis. As the nerve center of a project-based firm, its efficacy is fundamental to the good performance of the business and the projects it manages. An information system is not only a working tool but a competitive advantage tool. Desiring to grow, many companies have put in place different information systems that support the achievement of organizations' goals and objectives which in the end, make operations easy and stimulate more output (Cassidy, 2016). Its use has proven efficiency and effectiveness in all operations.

In 2016, at the G8 Summit, Allen, Fenemor, and Wood presented an essay on the impact of information systems on developed country performance. A quantitative analysis of this phenomenon is presented. They claim that the Information System is the only reliable way to analyze project data and draw insightful conclusions that may be applied to project future planning. As a result, the IS might create a report outlining the potential advantages, expansion prospects, and risks of the project. This aids in deciding the type of monitoring and evaluation system that should be embraced in a given project.

There is a need to manage data associated with projects. In an article by Kanza, 2022 entitled "Behind every great research project is great data management" the researcher reveals that strong data management is the foundation of any worthwhile research project. He highlights some of the key areas that need to be considered. This includes organizing, storing, sharing, data creating, and, data ethics. It's therefore important to note the best practices that can be incorporated into a given project, for good outcomes. L Oufkir (2018) asserts that knowledge management (KM) creates a difference in how businesses perform. The potential advantages of knowledge management in this situation are frequently disregarded.

Research was carried out in the construction industry to determine the impact of PMIS on project performance, focusing on the case of Horizon Construction Company (Rabulen, Nketchi, Mbabazi, 2016). The respondents rated various aspects that helped in determining the influence of PMIS. The independent variables showed a connection with project performance, with a correlation coefficient of 0.925 and a p-value of 0.000. The research revealed that using the system to generate high-quality information enabled project managers to carry out their duties more professionally. It helps to minimize human error, leading to higher accuracy in data collection, processing, and reporting, thereby enhancing project performance. Based on these findings, the study recommended that organizations adopt Project Management Information Systems for managing their projects. This is because such systems provide the quality information required for effective and efficient project management and decision-making.

GS Mburia (2020) conducted a study on knowledge management and related project outcomes in Tharaka Nithi. He aimed to examine the different aspects of knowledge and their long term effects of project performance. This included the acquisition, storage, and sharing of knowledge. The research demonstrated that the exchange of information and the acquisition of expertise significantly impacted project success in Tharaka Nithi County. The study's findings demonstrated that information gathering had a positive impact on the accomplishment of projects. It provided the data and insights needed for informed decision-making, risk management, and overall project efficiency.

A case study of Koonsar Bank in Iran investigated how knowledge management affected organizational productivity. From the results, he concluded that knowledge management components had a constructive impact on organizational competitiveness and innovation, leading to enhanced productivity (Fatemeh, Jamal 2017). They

enhancing how organizations capture, share, and apply knowledge. An effective system provides employees with access to valuable information and best practices, leading to faster and more informed decisions, efficient workflows and problem-solving.

BH Reich (2014) did further research on how knowledge management affects project success. The project's success rested heavily on the knowledge management abilities of the project managers. The results backed up this theory and highlighted the need for effective knowledge management, to ensure that critical information is stored, organized, and easily retrievable. There is evidence to show that the probability that a project will deliver economic value is boosted if the team's knowledge and its artifacts are well-aligned.

Numerous research, including the Research Enterprise case study by Sokhanvara (2014) on the implication of knowledge management, have demonstrated that knowledge management greatly enhances performance in project-based organizations. Thus, it is imperative to create more effective information-gathering tactics. Developing one's knowledge management skills may result in more measurable outcomes, according to a study on the correlation that exists between project management and knowledge management competencies. It was asserted that understanding the value of knowledge management skills might improve organizational results and enable projects both now underway and in the future to achieve their strategic objectives.

Knowledge management and project management were among Yeong's topics of study, as stated by the American Academy of Alghaili (2017). He aimed to determine if or not commercial endeavors would benefit from the integration of knowledge management. It was anticipated that regular feedback, knowledge alignment during the progression of the project, and information dissemination among project members would raise the

success rate of a project. This is because employees had access to the right information at the right time, enabling them to perform their tasks more efficiently and effectively. The results confirmed that project success might be significantly impacted by knowledge management issues.

MC Langat's (2023) research at the Kenyan Tea study Foundation focused on strategies for managing information and carrying out projects. The study's results suggest that the Tea Research Institution's data collection, dissemination, and archiving efforts are crucial in fostering institutional growth and preparing growers for the future. Knowledge management was shown to have a favorable relationship with project completion ( $P < 0.05$ ). Knowledge management strategies were found to be quite helpful in the rollout of Tea Research Institute initiatives in Kericho County. Gathering accurate and relevant data enables institutions to understand current trends, performance metrics, and areas needing improvement. Sharing the right data across different levels of an organization ensures that everyone is aligned with the institution's goals. It promotes transparency. Storing data helps institutions track progress, compare outcomes, and learn from past challenges.

Kiarie's study, in the case of the United Nations Office for Project Services, found that the four key knowledge pillars—application, acquisition, protection, and transfer—significantly influenced the organization's productivity and efficiency. A regression analysis showed that these factors accounted for the differences that existed in performance at the rate of 93.3%. The study concluded that enhanced performance requires effective information sharing, preserving, generating new knowledge, and utilizing existing information. Knowledge protection was found to be the most influential element in improving output.

In 2022, H. Idrees explored the relationship between knowledge management skills and workplace efficiency particularly on the success of new product introductions. Although the study was confined to the automotive industry, it revealed that both the application and sharing of knowledge significantly affected new product development. Its application plays an important role in planning and forecasting new products. It ensured that relevant knowledge was captured, shared, and applied effectively throughout the innovation process. It gave access to existing knowledge from previous projects, market trends, or customer feedback. This aided in providing inspiration and direction for new product ideas, making the product development faster and efficient.

VT Wanyama (2018) explored the effects of knowledge management on public sectors in Kenya. According to the study's findings, Kenya's public sector organizations gained from expanded chances to create, share, apply, and save knowledge. It helped to improve effectiveness, transparency, and service delivery, which can help in developing informed policies and making evidence-based decisions. The public sector uses KM to enhance public value, optimize resources, and respond to societal needs, unlike the private sector, where the focus is often on competitive advantage and profitability.

A research paper by Varajão, 2021 on information systems and project management success shows that IS project management is achieving high levels of success. Such projects bring fulfillment in terms of scope, schedule, and cost. The system can analyze trends and predict future demand, leading to better purchasing decisions ensuring that organizations only purchase and store what is needed, reducing costs related to excess inventory and storage. The research recommended that such project management methodologies should be designed and adopted when working on any project. When

integrated into a project, it raises the possibility of achieving the primary objectives of the project, with minimal changes.

A case study of the youth polytechnic development projects in Embu County was used to examine the effect of project management information attributes on project performance by Catherine, 2017. It was found that the quality of the system influenced productivity and performance in the organization. The quality of information acquired had a direct link to the information system in use. It was also noted that the ease of use, access, and flexibility of the system, played a role in generating relevant, accurate, and secure information. It concluded that the complexity of the system is less significant compared to information relevance and the ability of the user to utilize it effectively. The study recommended that Youth Polytechnics should implement project management information systems for managing their development projects. PMIS promotes the accuracy needed for effective management.

In another study that sought to explore how banks can utilize PMIS in the implementation of credit digitization, conducted by Kamau 2021, commercial banks in Nairobi, Kenya were used as the case study. He studied the impact of project management information on performance and found that the variables studied had a positive effect. The system can use PMIS to allocate resources based on the workload and project timeline, it can track deadlines, and facilitate collaboration between different teams involved in credit digitization. This centralization ensures that all stakeholders have up-to-date information and can resolve issues quickly. It recommended that banks establish a robust system for monitoring and evaluation of all their projects.

Another study conducted in Iran by the International Journal of Research (IJR 2016) examined the impact of (PMIS) on project success within three dependent firms in

Tehran Petroleum. A detailed model was developed to assess how PMIS affects management functions. The findings showed that effective PMIS enhances professionalism in performance through its use in planning, controlling, setting, and reporting throughout various project stages. The results indicated that high-quality PMIS positively impacts the quality of output information, making it more accessible, reliable, accurate, comprehensive, and secure.

From the above-given research and findings, we can see the influence of an information system in an organization or project, with knowledge management being at the center. The use of information systems improves monitoring and control mechanisms, allowing quicker identification of potential issues and more accurate project tracking. These capabilities ultimately lead to improved productivity, cost savings, effective collaboration and higher quality outcomes in projects. It facilitates better communication, resource allocation, and risk management. It is evident that a project that exploits existing technology attains superior outcomes.

### **2.3 Theoretical Review**

This study was informed by the Human Capital Theory, Stakeholders Theory, and Knowledge-Based View Theory.

#### **2.3.1 Human Capital Theory**

In the 1960s, an economists by the name Theodore Schultz and Gary Becker proposed a theory positing the beneficial impacts of human capital. Human capital include things like education, training, and experience. This strategy highlights the importance of information, skills, and abilities in fostering economic growth and development. This concept was extensively discussed in the seminal work "Investment in Human Capital" (1961). Theodore Schultz posits that investments in human capital could provide

returns comparable to those of physical capital. He believed that if individuals put money into their education and training, they may have better economic and financial success.

The theory is significant to the study since it explores on the importance of capacity building, which is the first objective of the study. Despite Schultz's concentration on agriculture, the concepts he developed for enhancing production and farmers' income are universal and may be applied to any industry, initiative, or organization. Gary Becker expanded the use of human capital beyond the agricultural sector by expanding on the work of Schultz. In his 1964 book *Human Capital*, Becker expanded the concept of human capital to encompass on formal education, experience, on-the-job training, and other characteristics that enhance a person's potential for productivity. Societies can improve overall economic performance, productivity, and creativity by providing people with useful skills and information.

Human Capital Theory has helped policymakers better understand the contribution of education and training to economic development, allowing them to create policies to incentivize this kind of investment. It has been crucial in quantifying the returns on investments in people, such as via education and professional development. It remains a valuable basis for examining the connection between human capital, economic growth, and individual wellness. In his study to examine the roles of human capital theory, J. Aliu (2019) argues that investing in employees' human capital is crucial to retaining talented workers and recruiting new talent. The allocation of resources towards the growth of human capital has a noteworthy impact on enhancing employee satisfaction, fostering a positive organizational culture, and ultimately leading to heightened productivity levels.

### **2.3.2 Stakeholders Theory**

The concept of stakeholders was refined in the 1980s by scholars including R. Edward Freeman. In order to provide light on how projects should be conceptualized, Freeman created the stakeholder theory in 1984. The theory gives a view of capitalism that emphasizes on the unified relations between an organization or a business and its overall clients. This encompasses consumers, suppliers, employees, investors, and others with a vested interest in the organization. The theory also posits that a company should acknowledge and create value for all stakeholders, not just shareholders. It is therefore relevant since it addresses the second objective of the study, i.e the effect of stakeholder involvement.

According to stakeholder theory, "stakeholders" are any individuals or groups with a stake in, or the potential to impact or be affected by, an organization's activities. This study will employ the concept of stakeholder participation in monitoring and evaluation to see how it influences project performance. Freeman, in his 1984 book on Strategic Management, argues that the viewpoints of stakeholders should be put into consideration to enhance an organization's performance. In this view, management is concerned with all the moving parts that comprise an organization. A company's stakeholders might also include the following categories; locals, regionals, nationals, and internationals. According to the theory, organizations should take a more inclusive stance when making decisions, giving equal weight to the legitimate interests of all parties involved rather than just shareholders' or owners' interests.

Over years, the theory has diversified into different sectors and influenced their performances. The theory strongly urges the need to re-frame capitalism in regard to stakeholders so that we can see business in the aspect of creating value for

stakeholders. Stakeholder theory as a whole encourages a management strategy that considers and seeks to meet the needs of several interested parties.

### **2.3.3 Knowledge-Based View Theory**

Grant authored this theory in 1996. The thesis proposes gaining a competitive advantage in organizations by successfully obtaining, developing, sharing, and utilizing information. The theory acknowledges that knowledge assets are more important for a company's survival in a competitive environment than monetary and tangible assets. (Carlucci et al., 2004). This notion helps to clarify the importance of information. According to this idea, a firm can be regarded as a knowledge system spread among its personnel, with the primary task of organizing and controlling their efforts in order to generate value for the firm itself and stimulate knowledge generation within the organization.

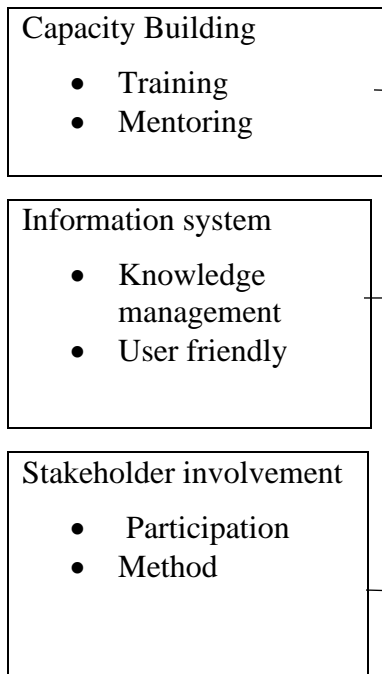
This theory is relevant to the study as it focuses on the third objective of the study. The paradigm may provide helpful context for understanding the link between knowledge sharing, acquisition, and storage, as well as project success. This is what makes up an information system. It may use one or more software applications to analyze the project data to give meaningful information that can help monitor the project's progress. The knowledge-based view (KBV) is a synthesis of many theoretical frameworks about the importance of knowledge in organizations (RM Grant 2015). The theory lays a foundation on which we can base all other benefits of an information system.

Brigden, 2024 highlights some of this benefits as follows; it enhances collaboration and communication, improves planning and scheduling, increases efficiency and productivity, and promotes effective resource allocation and management. This concept is pertinent to our research because it highlights the significance of knowledge in enhancing a competitive edge. Information systems can be important in the realm of

school feeding programs, in facilitating efficient and effective management, thereby improving the outcomes.

## 2.4 Conceptual Framework

### Independent Variables



### Dependent Variables

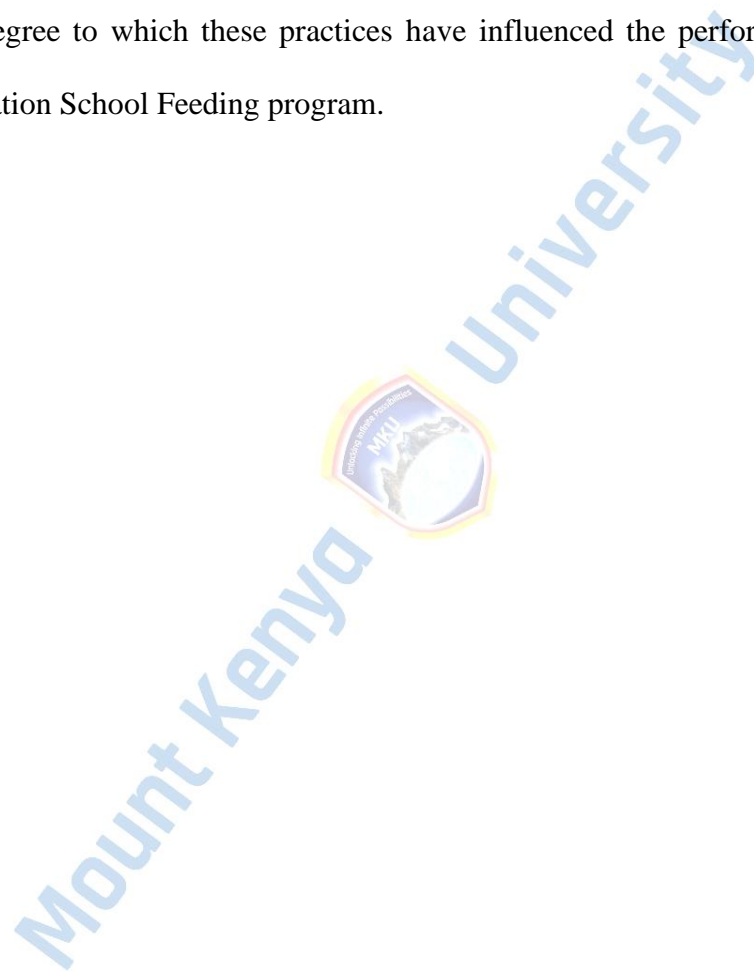


**Figure 1: Conceptual Framework**

## 2.5 Recap of Literature Review

The empirical studies have highlighted how the three M&E practices of this study have influenced the performance of various programs. The relevance of Capacity building has been revealed, it also captures why it's crucial to think about stakeholders and finally, it shows how an Information system guarantees that collected data is analyzed and arranged in a useful way to generate knowledge that can aid in proper decision making.

However, the challenge remains there are no clear guidelines on how to monitor and evaluate the performance of school feeding programs. This is because the success of school meal programs varies widely, not only across schools but also between nations, each monitoring system is distinctive to the programs, and so are the M&E practices. Hence, there are no implementation guidelines or blueprint for assessing the success of school feeding programs ((n.d.). Retrieved October 4, 2023,). This study, therefore, explores the degree to which these practices have influenced the performance of the Food for Education School Feeding program.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.0 Introduction**

This chapter provides a summary of the research methods, data collection procedures and means of data analysis.

#### **3.1 Research Methodology**

The research used a mixed research approach. Both qualitative and quantitative research design were employed in the study. According to Wasti (2022), mixed research design provide a better and deeper understanding by providing a fuller picture that can enhance the description and understanding of the phenomena.

#### **3.2 Research Design**

Descriptive research methods were used in the research. According to Rahi, S. (2017), descriptive research aims to comprehend a phenomenon better as it exists. It monitors the situation without altering the underlying parameters in any way. Descriptive survey design is a research approach that looks at contemporary events through the eyes of participants' narratives, perspectives, norms, and routines (Banner et al. (2018). This type of research also necessitates accurate analysis, interpretation, identifying trends, and making comparisons. Descriptive research can employ a diverse range of methods (McCombes, 2019). Therefore, this study used descriptive research approaches.

#### **3.3 Location of the Study**

The study was conducted in Kenya, Kiambu County. Food for Education Organization was our case study. Three (3) kitchens areas were used; Ruiru primary in Ruiru, Kuraiha Primary in Juja and Chief Wandie primary in Kiambu.

### **3.4 Target Population**

Sheard (2018) defines population to be the complete set of persons or objects that the researcher aims to investigate. The target population for this study was the Food for Education Organization staff. The organization is operational in three counties; Nairobi, Kiambu and Mombasa. This research was restricted to three kitchens in Kiambu Kiambu County (Ruiru, Kurahia and Chief Wandie). This was due to limitations in time and resources. It comprised managerial staff, area leads, Tap to Eat school managers, and support staff.

### **3.5 Sampling Procedures and Techniques**

It refers to selecting a smaller group from a larger population. The samples are then used to collect information for the research. According to Eric and Herring (2020), sampling is the selection of a segment of the overall population. The purpose of sampling is to make estimates or generalizations about characteristics relevant to the research question, to represent the larger population. Researchers utilized the sampling method to collect a statistically representative portion of the population based on the characteristics of interest so as to make conclusion on the entire population.

The respondents were selected using the simple random tactic. This is because it equalizes the probability of being selected, for every member of the target population (Kombo & Tromp, 2006). The purposive sampling method enables a researcher to utilize scenarios that are representative information of the researcher's objectives (Mugenda and Mugenda (2003). This method was employed in the selection of the key informants from the managerial team.

### 3.6 Sample Size

According to Jung (2019), the sample size represents a portion of the population that the investigator examines, in order to understand the characteristics of the entire group. Studying dispersed or large populations requires the use of representative samples. By examining specific samples, we are able to draw conclusions about the entire population. The Yamane (1973) formula was used to generate the sample size where N is population size, n indicates sample size, P represents the degree of variability (0.5) and e the sampling error (5%).

$$n = \frac{N}{1 + N e^2}$$

Therefore, the sample size used for the study was;

$$n = \frac{133}{1 + 133(0.05)(0.05)} = 100.$$

Proportional allocation formula was used to select the sample from each category.

$\{n_i = N_i/N * (n)\}$  Where  $N_i$  is the sample in the  $i^{\text{th}}$  cluster,  $N$  is the total population,  $n_i$  is the size and  $n$  is the sample size.

**Table 1: Target population and sample size**

Respondents	Target Population (N)	Sample size
Managers	3	2
Area leads	5	4
Tap To eat managers	42	32
Support staff	83 (total = 133)	62 (total = 100)

### **3.7 Construction of Research Instruments**

Data was assembled by us of questionnaires and interview guides. A questionnaire is a commonly used tool for gathering information. It facilitates the collection of data on knowledge, attitudes, opinions, facts, and so on (M. Sathiaselan, 2015). A combination of open and closed ended questions was utilized. The questionnaires were carefully designed to incorporate pertinent questions that are consistent with the study's aims. Opinions were measured using a Likert scale. Data were also collected using interview schedules. It included a series of carefully designed questions aimed at helping researchers and interviewers find the answers they seek.

### **3.8 Testing Validity and Reliability**

#### **3.8.1 Validity**

This refers to the extent to which a test truthfully measures what it is intended to measure. It is a crucial feature. It's a gauge of how realistically the analysis has come to its conclusions. A pilot study was conducted in Ruiru to examine the research tools for clarity and usability. The goal of the trial run was to find the most efficient method of data collection. Orodho (2003) suggests doing preliminary tests on 10% of the whole sample.

#### **3.8.2 Reliability**

Refers to the uniformity of a measurement. It's a way to describe a test's dependability by spelling out how effectively it avoids making erroneous measurements and consistently yields the same results (Chiang, 2015). There was a trial run, or "pilot," to test the reliability. To determine the coefficient of reliability known as Cronbach's alpha, was utilized using SPSS program. It is generally accepted that a Cronbach alpha

between 0.7 and 1 indicates reliability. All the instrument items had high reliability coefficients hence were deemed reliable.

### **3.9 Data Collection Methods and Procedures**

The data collection process began after acquiring approval from the appropriate authorities. It employed the use of questionnaires and interview guides. The study's aims and participant roles were well explained. Any clarifications required were addressed prior to the distribution of surveys. The research samples were selected using a simple random selection approach as well as purposeful sampling. Completed questionnaires and interview schedules were collected and reviewed.

### **3.10 Proposed Data Analysis Techniques and Procedures**

Data analysis involves making sense of the data at hand and coming up with potential conclusions that can aid in decision-making. According to Ibrahim (2015), data analysis entails conducting specific computations and assessments to extract pertinent information from the data that will yield answers to research questions. Descriptive data was evaluated using SPSS 24 (Statistical Package for the Social Sciences), to conducted multiple regression modeling as the chosen method of obtaining the particular inferential statistic. The determination of whether the individual variables are significant or not is based on the use of a critical p value. The researcher revealed the importance of the study's model as a whole using ANOVA. Inferential statistics helped to draw conclusions that cannot be derived from descriptive statistics. Descriptive statistics were utilized to present the results, and the data were subsequently interpreted with the study's objectives.

### **3.11 Ethical Considerations**

Relevant ethical guidelines were followed during the study. All required permissions and documentation were obtained before the research was conducted, ensuring the confidentiality of all respondents. The identity of the respondents was not revealed. An informed consent form was given out to respondents to seek their consent. All data collected was regarded as confidential and only used for research purposes. Other authors' and researchers' contributions were acknowledged via the use of in-text citations and bibliographic references.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

The chapter contains the findings, analysis, and discussion of the study. It contains information on the percentage of questionnaires returned, the respondents' demographics, the discussion and results are arranged thematically according to objectives.

#### 4.2 Questionnaire Return Rate

Participant numbers affect a study's effectiveness since a low response rate might restrict how far the findings can be applied. As in Table 2, 94 of the 100 participants who were supposed to take part in the study returned the questionnaires, yielding a 94% response rate. The high response rate was a result of regular visits to the research respondents and frequent reminders to them to fill up the questionnaires. Creswell and Poth (2016) state that a response rate of 50% or higher is ideal for conducting meaningful statistical analysis. Consequently, the response rate for this study was deemed adequate.

**Table 2: Response Rate**

Category	Frequency	Percentage
Completed and returned	94	94
Not returned	6	6
Total	100	100

#### 4.3: Reliability Results

The completed questionnaire were used to calculate the Cronbach Alpha Coefficients. The determined and summarized findings are displayed in Table 3.

**Table 3: Reliability Results**

	<b>No. of Items</b>	<b>Cronbach Alpha Coefficient</b>
Capacity building	3	.812
Participatory M&E	3	.802
Information system	3	.811
Project Performance	4	.841

Due to the Cronbach's alpha coefficient of the research instrument exceeding 0.7, it was deemed dependable for data collection in this study. Additionally, the engagement with respondents and the content of their progress-related questionnaires notably bolstered the tool's content validity. To facilitate comprehension, the study instrument was also designed using straightforward language. These Cronbach's alpha coefficients adhere to Yin's (2017) reliability standard of 0.7 and above.

#### **4.4 Demographic Attributes of Respondents**

Demographic attributes of respondents varied across gender, age, and education level, reflecting a diverse sample population. The study encompassed individuals from different backgrounds, providing a comprehensive overview of the demographic composition within the dataset. Analyzing these attributes through descriptive statistics offers valuable insights into the characteristics of the surveyed population, aiding in the interpretation and understanding of research findings.

#### 4.4.1 Percentage Response by Gender

The respondents were made of male and female, which aided in the collection of reliable information from various gender viewpoints.

**Table 4; Distribution by gender**

Gender	Frequency	Percentage (%)
Female	63	67%
Male	31	33%
Total	94	100.0%

From the table, females made up the majority of those who responded (67%) to the case study of the Food for Education Organisation in Kiambu County, with men making up the remaining respondents (33%). This indicates that respondents of both gender participated in the study.

#### 4.4.2 Distribution by Age

Respondents in this survey ranged in age from below 30 to above 50 years old. The inclusion of respondents from various age groups allowed for the normal distribution of data. Table 5 shows the percentage of responses by age.

**Table 5: Respondents by Age**

Age	Frequency	Percent
Below 30	54	57
31- 40	24	26
41- 49	13	14
Above 50	3	3
Total	94	100

The distribution of respondents across different age groups in the study indicates a varied representation, ranging from below 30 to above 50 years old. This varied age distribution enables a thorough understanding of the viewpoints and experiences associated with school feeding program performance. Most respondents were below 50 years old, up to 97% of the sample size. This gives a general view that majority of the employees in the organization are below the age of 50. This could be related to the nature of their daily tasks (food preparation, cooking, serving, cleaning) which require an active population. The minority age group comprises those of 50 years and above. All other age groups are well represented among the staff working for the Food for Education initiative.

#### 4.4.3 Highest Level of Education

The table below presents the statistics of the different educational qualifications of the staff and project managers for the Food for Education Initiative.

**Table 6: Distribution of respondents as per academic qualifications**

Category	Frequency	Percent
Primary	5	5.3
Secondary	37	39
College	28	29.8
University	19	20
Postgraduate	5	5.9
Total	94	100

Table 6 presents the data the education attainment by the study respondents. Majority of those who participated (39%) have completed their secondary education and college (29.8%). A lower percentage from (5.3%) and (5.9%) had primary and postgraduate

qualifications. Another higher percentage of graduates had university graduates (20%). This distribution suggests that a significant part of respondents have a higher level of education, which strengthens the legitimacy of their insights and ensures a well-informed appraisal of the school feeding programs.

#### 4.5 Performance of school feeding programs

A questionnaire was given to the participants to rank the degree to which the ideas in Table 7 align with the performance of school feeding programs. Respondents were presented with four components as indicators of the performance of school feeding programs. Respondents used a 5-point category scale to answer questions ranging from strongly agree (5) to strongly disagree (1). This data was further evaluated and consolidated based on the percentages, averages, and standard deviations.

**Table 7; Effect of the feeding program on different variables**

STATEMENTS	1	2	3	4	5	Mean	SD
The school feeding program has contributed to improved academic performance.	9.3%	13%	11.7%	43.3%	22.7%	4.23	0.774
The school feeding program contributes to improved school attendance rates.	8.6%	15.1%	14.3%	41.3%	20.7%	3.96	0.843
The program has also minimized dropout rates by pupils.	10%	17%	15.3%	36.4%	21.3%	3.68	0.876
There is active participation in school extracurricular activities as a result of the school feeding program.	9%	13%	8.3%	42.4%	27.3%	4.38	0.656
Composite and composite mean						4.06	0.787

N=94

The study's conclusions about the performance of school feeding programs were emphasized in this section. The greater number of respondents (Agree = 43.3%, Strongly Agree = 22.7% strongly agree) agreed that the feeding program has contributed to improved academic performance, of respondents rating this positively (mean = 4.23, SD = 0.774). This indicates a strong perception that the feeding program positively impacts students' academic achievements. Most participants (Agree = 41.3%, Strongly Agree = 20.7% strongly agree) also agreed that the program contributes to improved school attendance rates, with 62% of respondents rating this positively (mean = 3.96, SD = 0.843). This suggests that the feeding program is perceived as a significant factor in ensuring better attendance among students. Thirdly, in regard to if the program has helped to reduce the number of drop outs, respondents (Agree = 36.4%, Strongly Agree = 21.3% strongly agree) While there is a positive trend, the lower mean and higher standard deviation indicate more varied opinions on this aspect. (mean = 3.68, SD = 0.876). Finally, There was strong agreement that the school feeding program has led to active participation in extracurricular activities, with (Agree = 42.4%, Strongly Agree = 27.3% strongly agree) of respondents rating this positively (mean = 4.38, SD = 0.656). This demonstrates a perceived link between the feeding program and increased student engagement in non-academic school activities.

The overall composite mean of 4.06 suggests a moderately high positive perception of the performance of school feeding programs among the respondents. The standard deviation of 0.787 indicates relatively consistent responses, affirming the reliability of the data collected.

An interview schedule with program managers affirmed the descriptive findings of the study. Program managers agreed that the program had a huge impact on the overall wellbeing of the learners in terms of academic performance, school retention rates and also participation in school games. They acknowledged that most learners were from humble backgrounds and before the programme they could hardly be in school from Monday to Friday. The introduction of the feeding program further improved their dietary needs and there was reduction in the percentage of learners who missed school due to sickness.

#### 4.6 Capacity building and Performance of school feeding programs

This table highlights the descriptive data collected from the respondents concerning how the school feeding program performed as a result of capacity building initiatives. Rating was done on a five point likert scale.

**Table 8; Capacity building and performance of the feeding program**

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Relevant training is given to everyone involved in school feeding program.	9.6%	10.7%	12.4%	41.6%	25.7%	4.28	0.604
Training helps improve on the skills and attitude of those involved in the program	11%	15%	11%	40.3%	22.7%	3.99	0.671
There is efficiency in the performance of the program due to capacity building.	10%	14.3%	14.3%	37.3%	24.1%	3.94	0.718
<b>Composite SD and Composite Mean</b>						<b>4.07</b>	<b>0.664</b>

N=94

The table above presents the findings on the influence of capacity building and the performance of feeding program. Based on the findings presented in the table, the study participants agreed that relevant training is given to everyone involved in the school feeding program (Mean=4.28, SD=.604). The participants also agreed that training helps improve on the skills and attitude of those involved in the program (Mean=3.99, SD=.671). Lastly, respondents agreed that there is efficiency in the performance of the program due to capacity building (Mean=3.94, SD=.718). The composite mean for all the constructs was 4.07 implying that majority of the respondents agreed that capacity building activities were efficient in the school feeding program.

Programme managers agreed with the descriptive statistics noting that training for the staff involved in the managing of the programme was an essential part of the success of the project. Different categories of staff were trained in different areas. For instance, cooks and those in charge are always trained on the nutritional requirements of the meals and also on hygiene and ensuring proper storage of the cereals for use. Program managers also revealed that expanded skills and knowledge had led to better monitoring and evaluation methods, allowing for timely modifications and enhancements to the program. Additionally, the increased competence among staff has resulted in higher satisfaction levels among beneficiaries and stakeholders, as evidenced by more positive feedback and engagement. Overall, the program managers attribute much of the program's success to the robust capacity-building initiatives, which have enabled them to deliver more effective and impactful school feeding services.

#### 4.6.1 Correlation Analysis

Correlation Analysis between Capacity building and Performance of school feeding programs

The coefficient of Pearson's correlation was used by the researcher to show how Capacity building and performance and impact of school feeding programs.

**Table 9: Correlation Analysis on Capacity Building and Performance of school Feeding Program**

Variable		Capacity building	Performance of school feeding programs
Capacity building	Pearson Correlation	1	0.799**
	Sig. (2-tailed)		0.000
	N	94	94
Performance of school feeding programs	Pearson Correlation	0.799**	1
	Sig. (2-tailed)	0.000	
	N	94	94

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis in Table 9 indicates a strong positive correlation ( $r = 0.799$ ,  $p = 0.000$ ) between Capacity building and performance of school feeding programs. The 0.799 coefficient shows a robust positive association between these variables. These findings agrees with a number of studies. For instance, according to a study by Kinyua and Mwangi (2022), professional development for program managers significantly improves their competencies in nutritional planning and food safety, directly impacting the success of feeding programs. Fletcher, Alfes, and Robinson (2018) found that investing in staff

capacity had a significant impact on loyalty and productivity in the workplace.

According to Onwujekwe's (2020) research on the influence of capacity building interventions on competence, the majority of course participants reported feeling better prepared to create, disseminate, and use evidence in the treatment of endemic diseases. Trainees' inability to complete tasks was also attributed to a lack of mentoring and constant help from trainers. Okonkwo (2022) studied the effects of various forms of employee orientation, mentoring, and job rotation on productivity. In the case study, worker productivity was shown to be highly correlated with capacity growth. The summary of the findings indicated that employee orientation, has a positive effect on employee performance in plastic manufacturing companies in Anambra.

#### **4.6.2 Regression Analysis for Capacity building and the Performance of the program**

This was to show the association of Capacity building to the performance of school feeding programs. Simple linear regression was utilized.

**Table 10; Regression analysis for Capacity building and the Performance of the program**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.799 <sup>a</sup>	.720	.664	.4861

a. Predictors: (Constant), Capacity building

It summarizes the relationship that exists between Capacity building and the performance of feeding programs through a simple linear regression model. The results highlight Capacity building as a significant predictor of performance of school feeding programs. The R Square value of 0.720 indicates that 72% of the variance in success in the performance of school feeding programs can be explained by variations in Capacity

building. The Adjusted R Square, considering model complexity, is 0.664. The positive correlation coefficient ( $R = 0.799$ ) indicates a significant positive relationship. An ANOVA test was also done to establish the significance of Capacity building in predicting the performance of school feeding programs.

**Table 11; ANOVA**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	63.049	1	63.049	167.12	.000 <sup>b</sup>
	Residual	126.422	93	.652		
	Total	189.471	94			

Table 11 shows that Capacity building has a considerable influence on the performance of school feeding programs and is a significant predictor, with  $[F(1, 93) = 167.12, P.05]$ .

#### **4.7 Stakeholder involvement and Performance of the program**

The study's goal was to ascertain if stakeholder involvement affects the performance of school feeding programs. Table 12 summarizes three opinions on the impact of Stakeholder involvement. The scale contained five points: highly agree (5 points) to strongly disagree (1).

**Table 12 ; Stakeholder involvement and performance of the feeding program**

STATEMENTS	1	2	3	4	5	Mea	Std Dev
Stakeholders, such as parents, teachers, and students, are considered in decision-making processes	8.7%	11%	10%	41.3%	29%	4.31	0.583
Feedback from stakeholders is actively sought and used to improve the program	20%	38.3%	11.3%	16.3%	14.1%	2.74	0.795
Stakeholder participation has positively influenced the performance of the school feeding program.	22%	37.7%	11.3%	16.3%	12.7%	2.72	0.799
<b>Composite mean and standard deviation</b>						<b>3.21</b>	<b>0.730</b>

N=94

This objective aimed to investigate how Stakeholder involvement influences the performance of school feeding programs. Table 12 illuminates the impact of Stakeholder involvement. The majority of respondents agreed that stakeholders, including parents, teachers, and students, are considered in decision-making processes, with 70.3% rating this statement positively (mean = 4.31, SD = 0.583). This high mean indicates strong stakeholder participation in shaping the school feeding programs, suggesting that involving stakeholders in decisions is seen as a critical factor for the success of these initiatives. Secondly, respondents were less convinced that feedback from stakeholders is actively sought and used to improve the program, with only 30.4% agreeing with this statement (mean = 2.74, SD = 0.795). The lower mean and higher standard deviation indicate that many respondents perceive a gap in how effectively stakeholder feedback is integrated into

program improvements. Similarly, the perception that stakeholder participation has positively influenced the performance of the school feeding program garnered mixed responses, with 29% agreeing (mean = 2.72, SD = 0.799). This suggests that while stakeholder involvement is recognized, its direct impact on program performance is not uniformly acknowledged. The overall composite mean of 3.21 suggests an average assessment of stakeholder engagement in the performance of the school feeding program.

Interviews with the program managers also insisted on the significance of including key stakeholders such as the parents, teachers, education officials, ministry of health, and the donors for the success of the program. They noted that although sometimes this is never effectively done, there was room for improvement to ensure that everybody was on board for the success of the feeding program. They noted that they were scouting for more sponsorships and support in order to reach all the learners across the county and the country in the long run.

Different researchers agree that stakeholder involvement positively affects project performance. Njeru's 2018, examined if there was a link between the effectiveness of hospital medical camp projects and the involvement of stakeholders. The participants assessed the significance of stakeholder participation for healthcare outcomes. Sixty nine (69%) of respondents found the impact of stakeholder participation on performance to be "very significant". Njogu (2016) agrees that stakeholder involvement is crucial to the success of a project. In the case of the Nema car pollution control project in Nairobi, it was established that the level of success in lowering automotive emissions was directly correlated with the level of participation from all key parties. Campaign success in reducing vehicle emissions was positively and strongly correlated with stakeholder

involvement ( $r=0.279$ ,  $p=0.001$ ). Mambwe (2020) conducted a study in the Lusaka District to explore the effect of stakeholder engagement on the outcomes of construction projects. The research findings indicated that involving those affected by the project can enhance its success. The study suggested that improving stakeholder engagement in road construction is key since it would significantly impact outcomes of such projects.

#### 4.7.1 Correlation Analysis for Stakeholder involvement and Performance of school feeding programs

Correlation analysis is necessary to establish the association between the independent variables and the dependent variable. This analysis was conducted using Pearson correlation.

**Table 13 Correlation Analysis**

Variable		Stakeholder involvement	Performance of school feeding programs
Stakeholder involvement	Pearson Correlation	1	0.622**
	Sig. (2-tailed)		0.000
	N	94	94
Performance of school feeding programs	Pearson Correlation	0.622**	1
	Sig. (2-tailed)	0.000	
	N	94	94

The analysis presented a strong and positive association ( $r = 0.622$ ,  $p = 0.000$ ) between stakeholder involvement and the performance of school feeding programmes. This finding agrees with a number of studies done. For instance, research by RM Kananura (2017) who found out that sharing information with key stakeholders motivated them to take suitable actions. Therefore, players from many sectors must work together to carry out complicated development activities. Another study by Makau (2018) examined the advantages of

participatory monitoring and evaluation, revealing that engaging stakeholders in the M&E process contributes to the success of programs.

#### **4.7.2 Regression Analysis for School Food Programme Performance and Stakeholder Involvement**

This analysis helps establish the association between different variables. Simple linear regression was used.

**Table 14; Regression analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622 <sup>a</sup>	.543	.482	.4711

a. Predictors: (Constant), Stakeholder involvement

In the regression analysis (Table 14), Stakeholder involvement emerged as a crucial predictor of success in performance of school feeding programs. About 54.3% of the variance in success is explained by variations in Stakeholder involvement (R Square = 0.543). Considering model complexity, the Adjusted R Square is 0.482, signifying that approximately 48.2% of the variance is explained by Stakeholder involvement. The positive correlation coefficient (R = 0.622) underlines a robust positive relationship between Stakeholder involvement and the performance of school feeding programs.

Additionally, an ANOVA test was performed to determine the significance of Stakeholder involvement as an indicator of the performance of school feeding programs.

**Table 15; ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.237	1	78.237	99.223	.000 <sup>b</sup>
	Residual	111.234	93	.670		
	Total	189.471	94			

Table 15 shows that Stakeholder involvement has a considerable impact on the performance of school feeding programs and is a significant predictor, with [F (1, 93) = 99.223, P.05].

#### 4.8 Influence of information system on Performance of school feeding programs

This third objective looked into the impact of information system on the performance of school feeding programs. Three constructs tested on the influence of information systems on a five a point likert scale.

**Table 16; Information system and performance**

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Program data are efficiently captured with the systems in use.	10%	12.3%	9.7%	43%	25%	4.18	0.671
The information system in use is user friendly.	10%	15.3%	15.3%	37.3%	22.1%	3.82	0.745
Accurate and timely data for decision making is available.	11%	14.7%	10.3%	37.3%	26.7%	3.95	0.722
<b>Composite mean and SD</b>						<b>3.98</b>	<b>0.713</b>

N=94

Table 16 investigates how information system use influences the performance of school feeding programs. The majority of respondents agreed that program data are efficiently captured with the systems in use (mean = 4.18, SD = 0.671). Secondly, respondents agreed that the information system in use is user friendly (mean = 3.82, SD = 0.745). Lastly, majority of the participants agreed that accurate and timely data for decision

making is available (mean = 3.95, SD = 0.722). The overall composite mean of 3.98 suggests a positive agreement of the influence of information system use on the performance of the feeding program.

Interviews with the program managers also supported the findings informing that there were integrated ways of collecting data on the learners who benefits from the program, their personal details, and the payment structure. They insinuated that the information was important for decision making as it helped plan for future stock and forecasts.

#### 4.8.1 Correlation Analysis

Pearson correlation analysis was conducted to establish the relationship between programme performance and use of information system.

**Table 17; Correlation analysis**

Variable		Influence of information system	Performance of school feeding programs
Influence of information system	Pearson Correlation	1	0.674**
	Sig. (2-tailed)		0.000
	N	94	94
Performance of school feeding programs	Pearson Correlation	0.674**	1
	Sig. (2-tailed)	0.000	
	N	94	94

\*\* . Correlation is significant at the 0.05 level (2-tailed).

A high and positive association was established between program performance and information system ( $r = 0.674$ ,  $p = 0.000$ ). This finding is supported by a number of studies done on the influence of information systems use. For instance, Langat's (2023) research at the Kenyan Tea study Foundation focused on strategies for managing information and

carrying out projects. The study's results suggest that the Tea Research Institution's data collection, dissemination, and archiving efforts are crucial in fostering institutional growth and preparing growers for the future. Another study, by Hidrees 2022 found a strong correlations between knowledge management using information system and the success of new product innovations.

#### **4.8.2 Regression analysis of Influence of information system and Performance of school feeding programs**

This was done to show the connection between the effectiveness of school food schemes and the impact of information systems. Simple linear regression was applied.

**Table 18; Regression analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 <sup>a</sup>	.551	.492	.4111

a. Predictors: (Constant), Influence of information system

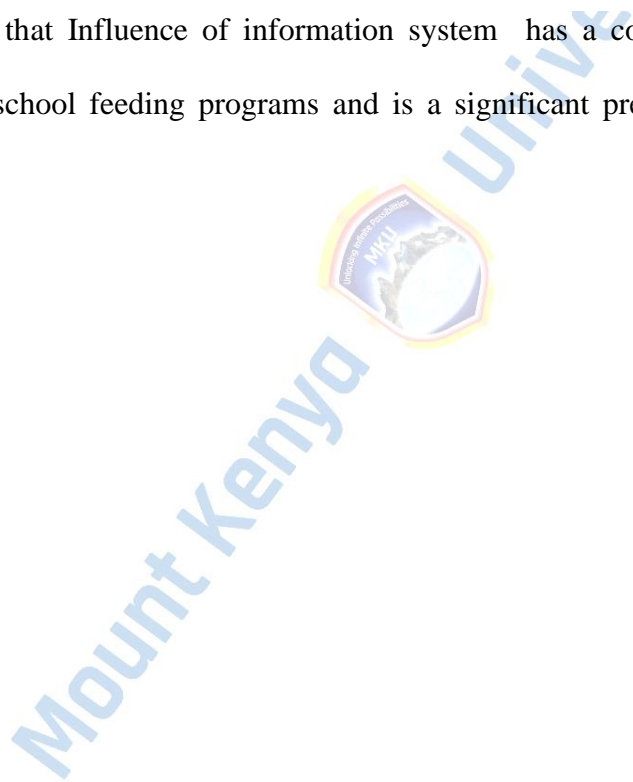
The regression analysis examines the connection between influence of information system and the performance of school feeding programs, using a simple linear regression model. The findings reveal that influence of information system is a significant predictor of performance of school feeding programs. Approximately 55.1% of the variance in success is explained by variations in Influence of information system (R Square = 0.551). Accounting for model complexity, the Adjusted R Square is 0.492, indicating that about 49.2% of the variance is explained by influence of information system. The positive correlation coefficient (R = 0.674) indicates a strong positive relationship between influence of information system and the performance of school feeding programs.

Additionally, an ANOVA test was performed to determine the significance of Influence of information system as an indicator of the performance of school feeding programs.

**Table 19; ANOVA**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	66.241	1	66.241	100.241	.000 <sup>b</sup>
	Residual	123.230	93	.490		
	Total	189.471	94			

Table 19 shows that Influence of information system has a considerable impact on the performance of school feeding programs and is a significant predictor, with [F (1, 93) = 100.241, P.05].



## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### **5.1 Introduction**

This chapter gives a summary of the findings, along with the conclusions drawn and the recommendations given, based on those findings. It outlines the findings of the dependent and independent variables that were under examination. This includes the general performance of the school feeding programs and the practices that influence its performance. This included capacity building, Participatory Monitoring and Evaluation, and, the use of information systems.

#### **5.2 Summary of study**

This study examined how effective school feeding programs are impacted by M&E procedures. The Food for Education organization was used for the study, within Kiambu County. This study aimed to accomplish three main goals. The primary objective was to assess how capacity building affected the school feeding program's effectiveness. Second, the study looked into how well school feeding programs performed in relation to stakeholder involvement. Thirdly, it purposed to determine the connection between information systems and school food program performance.

The research study used a descriptive research technique. Questionnaires and interview guides were used as data collection instruments. Descriptive statistics was evaluated using SPSS 24. Inferential statistics helped to draw conclusions that cannot be derived from descriptive statistics, Descriptive statistics were used to report the results.

## **5.3 Discussion**

### **5.3.1 Performance of School Feeding Programs**

This was the dependent variable. Four indicators were used to measure the influence that the feeding program has wrought (Table 7). This included academic performance, school attendance rates, dropout rates, and, participation in extracurricular activities. The study assessed the performance of school feeding programs through a questionnaire, revealing positive perceptions among respondents. Most agreed that the programs contributed to improved academic performance and school attendance rates of 4.23 and 3.96 respectively. Studies by Wang (2020) emphasize that in the past, school feeding programs have been essential, and they will remain to be important for the improvement of academic performance and improved healthy lifestyle. Opinions varied on minimizing dropout rates, with the lowest mean of 3.68. Most respondents strongly agreed on increased participation in extracurricular activities (mean = 4.38). The composite mean of 4.06 showed that program performance was rated well. A general observation was that the program was successful in keeping pupils in school, especially those from low-income households.

### **5.3.2 Capacity building and Performance of school feeding programs**

The performance of the school feeding program as a result of capacity building initiatives were examined in the study (Table 8). The respondents were in agreement that relevant trainings were given and that the training helped them improve their skills. This led to efficiency in their performance.

The results showed a positive correlation between training initiatives and program effectiveness. The results of the correlation study showed a positive connection ( $r = 0.799$ ,  $p = 0.000$ ) between program performance and capacity building, confirming the significance

of continued learning in improving program performance. This agrees with research done by other scholars e.g. Kibe (2017) who found out that trainings greatly increased the efficiency of non-governmental water projects. Regression analysis further confirmed capacity building as a significant predictor of program performance, with ANOVA indicating a substantial influence.

### **5.3.3 Stakeholder involvement and Performance of school feeding programs**

The study's investigation into stakeholder involvement and its impact on the performance of school feeding programs revealed varying perceptions among respondents (Table 12). The key stakeholders in this case included parents, teachers, and students. From the findings, most respondents agree that stakeholders are considered when it comes to decision-making processes, with a 70.3% rating, even if they may not be directly involved in making the decisions. There were doubts about the effective utilization of stakeholder feedback and its direct influence on program performance. The overall composite mean of 3.21 indicates a moderate perception of stakeholder involvement's role in program performance, suggesting opportunities for improvement in integrating feedback and demonstrating its impact.

Interviews with program managers unveiled strategies such as regular communication and engagement sessions, which were mainly used to involve stakeholders and gather their input. Correlation analysis confirmed a positive correlation ( $r = 0.622$ ,  $p = 0.000$ ) between stakeholder involvement and program performance, supported by previous research (Mambwe 2020, Kananura 2017) emphasizing the crucial role of stakeholder engagement in driving positive outcomes. Regression analysis further validated stakeholder involvement as a significant predictor of program success.

### **5.3.4 Influence of information system and Performance of school feeding programs**

The influence of information systems on the performance of school feeding programs was examined, with Table 16 providing a comprehensive overview of stakeholders' perceptions. Majority of the respondents agreed that program data are efficiently captured with the systems in use. They also agreed that the information system in use is user friendly and that accurate and timely data for decision making is available. The overall composite mean of 3.98 and a positive correlation of ( $r = 0.674$ ,  $p = 0.000$ ) show the positive influence of information system use and the performance of the program. This agrees with the findings of other researchers that the use of information systems for data acquisition, protection, and analysis has a significant impact on the organization's productivity and efficiency. It also impacts on the success of projects and their overall performance. (Varajão, 2021, Catherine, 2017)

Interviews with the program managers also supported the findings informing that there were integrated ways of collecting data on the number of learners who benefited from the program. The program has employed the use of cutting-edge technology, like the digital mobile platform, Tap2Eat. A digital mobile platform that enables parents to pay for subsidized lunches through mobile money, which is deposited into a virtual wallet, linked to a smart wristband. Students then use this wristband to Tap2Eat in less than five seconds. With this technology, they can capture students' details and payments. The correlation analysis highlighted a strong and positive association between the use of information system and the performance of the feeding program.

## **5.4 Research Contribution to SDG 8 and Vision 2030**

### **5.4.1 Sustainable Development Goal 2: Zero Hunger**

The research significantly contributes to the realization of Sustainable Development Goal number two; Zero hunger. M&E helps to ensure that the programs are efficient, sustainable, and meeting their main objective which is; combating hunger and improving food security. This research can help identify successful models of school feeding programs that can be replicated across regions or countries to ensure more children will benefit from daily nutritious meals, which play a key role in reducing hunger at a larger scale. Looking into these practices can enhance the sustainability of this kind of program and lead to a long-term reduction in hunger and malnutrition. In addition, most of the school feeding programs are linked to local agriculture. This helps support small-scale farmers by creating a ready market for their products. This in turn promotes the sustainability of agricultural practices. By linking local farmers to school feeding programs, the effect of hunger reduction will be felt in the community at large.

### **5.4.2 Kenyan Vision 2030**

Kenya Vision 2030 aims to transform the country into a newly industrialized, middle-income nation, ensuring a high quality of life for all its citizens by the year 2030. Research on M&E practices in school feeding programs aligns with several pillars on Kenya's Vision 2030. This includes; the economic pillar, political pillar and, social pillar. The economic pillar incorporates poverty reduction by promoting inclusive growth, which includes a proper nutrition that will promote children growth and productivity. It also recognizes the role of agriculture in promoting food security. M&E frameworks will foster sustainable agriculture and strengthen rural economies.

Politically, M&E practices promote good governance and transparency which are essential for achieving Vision 2030. This means better allocation of resources and regular evaluations to ensure that programs are implemented effectively. It also promotes creditability in the use of funds. The Kenya Vision 2030's social pillar aims to build a skilled workforce. This can be achieved best by promoting the education sector. Adoption of school feeding programs has had a positive effect on achieving this goal. This is because the program boosts school attendance, promotes retention and brings about improvement in cognitive development through nutritious meals.

## **5.5 Conclusion**

### **5.5.1 Capacity building**

The study concludes that capacity-building initiatives contributed positively to the performance of the school feeding program in Kiambu County and that relevant training activities are scheduled and periodically conducted. The study also observed a positive association between the variables. These findings agree with a number of studies. For instance, according to a study by Kinyua and Mwangi (2022), professional development for program managers significantly improves their competencies. Fletcher, Alfes, and Robinson (2018) also found that investing in staff capacity had a significant impact on loyalty and productivity in the workplace. In addition, Okonkwo's study, (2022) on the effects of various forms of employee orientation, mentoring, and job rotation showed that worker productivity was highly correlated with capacity growth.

### **5.5.2 Stakeholder involvement**

The study concludes that consideration of stakeholder's views in making of decisions is important in ensuring the success of the program. However, the majority of the respondents have a feeling that feedback from different stakeholders is not sought. From the findings, respondents also feel that stakeholder participation has not positively influenced the performance of the school feeding program. However, correlation analysis shows that stakeholder participation has a strong influence on performance. Different researchers agree that stakeholder involvement positively affects project performance. Njogu (2016) agrees that stakeholder involvement is crucial to the success of a project, in the case of the Nema car pollution control project in Nairobi. Mambwe (2020) conducted a study in the Lusaka District to explore the effect of stakeholder engagement on the outcomes of construction projects. The research findings indicated that involving those affected by the project can enhance its success.

### **5.5.3 Information system**

This study concludes that use of information systems have a positive influence on the performance of the school feeding program. Respondents agreed that program data is efficiently covered and that the information system in use is user friendly and provides accurate and timely data for decision making. The correlation and regression analysis further proved the significance of the variable on the dependent variable. This finding is supported by a number of studies done on the influence of information systems use. For instance, Langat's (2023) research at the Kenyan Tea study Foundation focused on strategies for managing information and carrying out projectshe found out that this strategies are crucial in fostering institutional growth. Another study, by Hidrees 2022 found a strong correlations

between knowledge management using information system and the success of new product innovations.

### **5.5 Recommendations**

The study recommended the following:

1. Specific targeted training seminars and workshops should be organized at least termly to capacity-build the staff and other stakeholders involved in school feeding programs. This will help achieve the vision of having a skillful workforce by 2030.
2. Measure which can help in assessing the health outcome of the school feeding programs should be put in place to evaluate the long term effects on the well-being of the children. This will promote good health and well-being (SDG 3)
3. Program managers should promote innovation and invest in advanced technologies, especially in the management systems, and design easier and integrated means of data collection not only in feeding programs but in all sectors. This will help achieve SDG 9.

### **5.6 Recommendations for Further Studies**

The research suggests more research on the following. Evaluation on the community engagement strategies that can promote education projects, particularly school feeding programs. An Examination on the impact of donor participation and cooperation on education project success and an Evaluation on how non-governmental organizations (NGOs) might collaborate with donors to improve school food programs.

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## APPENDICES

### APPENDIX I: Introductory Letter

Dear Participants, my name is Fridah Moses, a student pursuing a Master's degree in Project Management and Planning, at Mount Kenya University. I am conducting research on “*Monitoring and Evaluation Practices on the Performance of school feeding programs; a case study of the Food for Education Organization in Kiambu County.*” The participation in the research project is entirely voluntary, and any information that is acquired during the interview will be utilized exclusively for academic purposes. The findings will be kept in utmost confidentiality.

Please answer the following questions as truthfully as you can.

Your assistance will be much valued.

Expressing gratitude.

**Fridah B. Moses**

## APPENDIX II: QUESTIONNAIRE

### PART I: Demographic Characteristics

Please select just one choice for each question.

1. What is your sexual category?

a) Male

b) Female

2. What is your age group?

a) Below 30 Years

b) 31 – 40 Years

c) 41 – 49Years

d) Above 50 Years

3. What is your level of Education?

a) Primary

b) Secondary

c) College

d) University

e) Postgraduate

## APPENDIX III: Questionnaire for Operational Staff, Tap to Eat Managers and Support

### PART A: Capacity Building

Please give your rating to the following statements. Answer appropriately.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(a)	The school feeding program offers relevant training and workshops for enhancing my skills.					
(b)	Because of the trainings, I feel adequately prepared and supported to perform my role in the school feeding program					
(c)	Training that is provided contributes to the performance of the program					

### **PART B: Involving Stakeholders**

Please give your rating to the following statements. Answer appropriately.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(a)	Stakeholders, such as parents, teachers, and students, are considered in decision-making processes.					
(b)	Feedback from stakeholders is actively sought and used to improve the program.					
(c)	Stakeholder participation has positively influenced the performance of the school feeding program					

### **PART C: Information System**

Please give your rating to the following statements. Answer appropriately.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(a)	The information system provided is efficient in managing program data					
(b)	The information system for the feeding program is user friendly					
(c)	The information system generates data that are timely, accurate, and dependable.					

#### **PART D: Performance of school feeding programs**

Please give your rating to the following statements. Answer appropriately.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(a)	The school feeding program has contributed to improved academic performance					
(b)	The school feeding program contributes to improved school attendance rates					
(c)	The programme has also minimized dropout rates by pupils					
(d)	There is active participation in school extra curriculum activities as a result of the school feeding programme					

## **APPENDIX III: INTERVIEW GUIDE FOR PROGRAM MANAGERS**

### **Section A: Capacity Building**

1. Have the training and capacity building initiatives been effective in enhancing their skills and knowledge?
2. Do you believe that capacity building has improved the performance of the school feeding program?

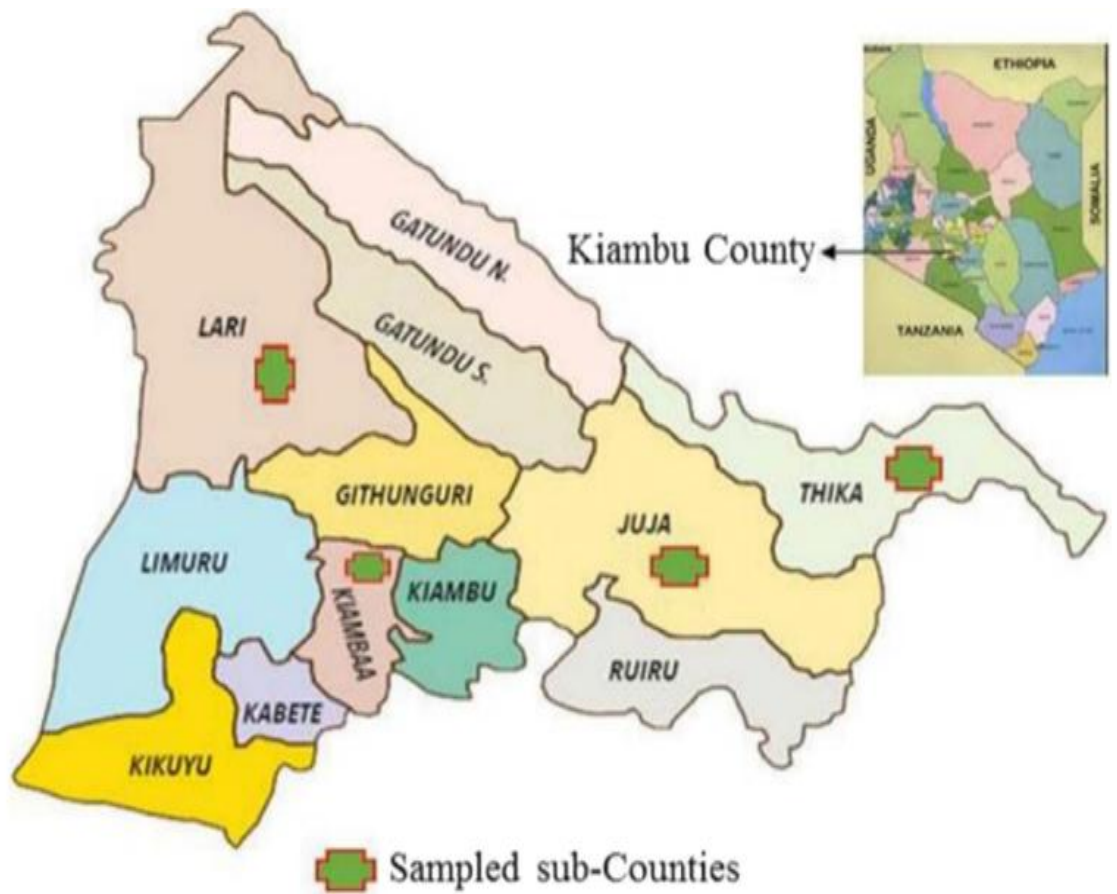
### **Section B: Participatory Monitoring and Evaluation**

1. What strategies and methods are used to involve stakeholders in the program?
2. How do you gather input and feedback from stakeholders regarding the program's operations?
3. Have there been any changes or improvements in the program as a result of stakeholder feedback or collaboration?

### **Section C: information system**

1. How does the information system collect and store data related to the program?
2. Has the management of the school feeding programme benefited from the information system?
3. Has the information system improved how the school feeding programme is managed?

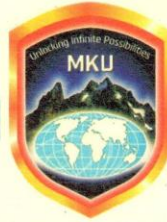
**APPENDIX IV: Map**



Mount Kenya

## APPENDIX V: ERC Approval

# Mount Kenya University



REF: MKU/ISERC/3850  
TO: MOSES FRIDAH BOSIBORI

Date: 09 July 2024

REG: MSCPM/2022/45118

Dear Sir/Madam,

**RE: MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF SCHOOL FEEDING PROGRAMS: A CASE STUDY OF THE FOOD FOR EDUCATION ORGANIZATION, KIAMBU COUNTY.**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2888**. The approval period is **09/07/2024 - 08/07/2025**.

This approval is subject to compliance with the following requirements;

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


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

Yours sincerely,



**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC

## APPENDIX V1: ERC Introductory Letter



# Mount Kenya University

## DIRECTORATE OF GRADUATE STUDIES

MSCPM/2022/45118

16<sup>th</sup> July, 2024

National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA

Dear Sir/Madam,

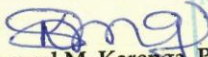
**RE: MOSES FRIDAH BOSIBORI- REGISTRATION NO. MSCPM/2022/45118**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Science in Project Management** in the **Department of Management** in the school of **Business and Economics**

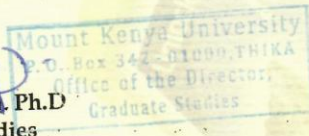
The title of the research is "**Monitoring and Evaluation Practices on Performance of School Feeding Programs: A Case Study of the Food for Education Organization Kiambu County.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July 2024, and September 2024.**

Any assistance accorded to the student will be highly appreciated.






Thank you.



Dr. Samuel M. Karenga, Ph.D  
Director, Graduate Studies  
Enc.



## APPENDIX VII: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 718327	Date of Issue: 23/July/2024
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss.. FRIDAH BOSIBORI MOSES of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF SCHOOL FEEDING PROGRAMS; A CASE STUDY OF THE FOOD FOR EDUCATION ORGANIZATION, KIAMBU COUNTY. for the period ending : 23/July/2025.</p>	
License No: NACOSTI/P/24/38229	
718327 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

**The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

## APPENDIX VIII: Field Entry



### Research on the Impact of F4E's feeding program

1 message

**Natasha Musyoki** <natasha.musyoki@food4education.org>

To: Mary Omwa <mary.omwa@food4education.org>, Branque John Ochieng <branque.ochieng@food4education.org>, Loise Wambui <loise.wambui@food4education.org>

Cc: Lyndah Ronoh <lyndah@food4education.org>, Vivian Ochieng <vivian@food4education.org>, Shalom Ndiku <shalom@food4education.org>, Fridah Moses <fridahbirita@gmail.com>

Hi team,

I hope this email finds you well

I'd like to introduce Fridah Moses, a master's student currently working on her project focused on M&E and school feeding programs. She has selected Kiambu, Ruiru, and Juja kitchens as her study sites and has a few questions for our Kitchen Managers, Assistant Kitchen Managers, and TSMs. Given the school closures, we understand the TSMs are currently out of school, so we're considering distributing the questionnaire to them via email either through the area leads or the Kitchen managers.)

Fridah has received the necessary approvals, and we've reviewed all her research documents to ensure no personal data is being collected and the research is ethically sound and safe for Food for Education. Kindly assist her as needed, and please don't hesitate to reach out if you have any questions. Given her tight deadline with graduation, we will appreciate your prompt response on this as she visits the kitchens.

The questionnaire is provided [below](#)

Best regards,

**Natasha Musyoki**

Senior Associate, Impact

E:

[natasha.musyoki@food4education.org](mailto:natasha.musyoki@food4education.org)

#: +254746246876



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## APPENDIX IX: Similarity Index

### Fridah Moses

# MONITORING AND EVALUATION PRACTICES ON PERFORMANCE OF SCHOOL FEEDING PROGRAMS; A CASE ST...

Thesis  
Master  
Mount Kenya University

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#### Document Details

Submission ID	trn:oid:::1:3076384108	103 Pages
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