

GREAT JOURNS

Journal of Education

Vol.1 No.2, May 2026



Influence of Head Teachers' Communication Skills in School Feeding Programs on Pupils' Enrolment in Public Primary Schools in North Pokot Sub-County

¹Sarah Chebet Kiptarus

Faculty of Education
The Catholic University of Eastern Africa

²Dr. Michael Kimotho

Lecturer, Faculty of Education
The Catholic University of Eastern Africa

³Dr. Rose Atoni

Senior Lecturer,
Faculty of Education
The Catholic University of Eastern Africa

TEACH YOURSELF

Beginner's
German

Mill
Dictionary

The world's most trusted dictionaries



Portugu

IPRJB

INTERNATIONAL PEER REVIEWED
JOURNAL AND BOOK PUBLISHER

The ide
for absolute

teach
yourself

quick fix spanish grammar

goal

category

ABSTRACT

Primary school enrolment in North Pokot Sub-County, Kenya remains persistently low, largely due to poverty, pastoralist lifestyles, and chronic food insecurity. The purpose of the study was to investigate the influence of Head Teachers' Communication Skills in School Feeding Programs on Pupils' Enrolment in Public Primary Schools in North Pokot Sub-County. Guided by Maslow's Hierarchy of Needs Theory, the study adopted a convergent parallel design. The target population comprised 54 public primary schools, 54 head-teachers, 1,600 teachers, and 17,000 pupils. Stratified, systematic random, and purposive sampling techniques were employed, with questionnaires and in-depth interviews as the main instruments. Quantitative data were analyzed using descriptive statistics and ANOVA was used to test hypotheses. Qualitative data were transcribed, coded, and thematically categorized. Findings revealed that the F-value of 5.12 and a p-value of 0.008 indicate a statistically significant difference between communication skills and pupils' enrolment. Consequently, the null hypothesis (H_{01}) was rejected. This implies that effective communication by headteachers, through meetings, notices, feedback mechanisms, and engagement with teachers, pupils, and parents, positively influences pupils' attendance and enrolment. The researcher concluded that head-teachers' communication skills significantly influence pupils' enrolment in public primary schools within North Pokot Sub-County. Clear and timely communication with teachers, pupils, and parents reduces misunderstandings, enhances coordination, and encourages active participation, supporting consistent attendance. Based on the study's conclusions, several actionable recommendations are proposed to strengthen the impact of headteachers' leadership skills on school feeding programs and pupil enrolment. Enhance Communication: Establish structured channels to share timely and clear information with teachers, pupils, and parents. Combine regular staff meetings, bulletins, and assemblies with follow-up mechanisms to ensure understanding and effective implementation.

Key Words: Head Teachers' Communication Skills, School Feeding Programs, Pupils' Enrolment

1.0 INTRODUCTION

The School Feeding Program (SFP) is a structured initiative designed to provide meals to students within educational institutions. This program aims to enhance nutritional intake, improve attendance, and support academic performance. Research indicates that SFPs significantly reduce hunger among students, fostering better concentration and learning outcomes. A study by the World Food Programme (2023) highlighted that countries implementing SFPs had witnessed an increase in school enrolment by up to 20%. The provision of meals in schools has been linked to improved academic performance and overall student well-being (Gelli et al., 2023). The program is particularly vital in low-income areas where food insecurity is prevalent, playing a critical role in promoting educational equity and access (Bundy et al., 2023). Thus, SFPs serve as an essential tool for enhancing educational outcomes and ensuring that all children, regardless of their background, have the opportunity to access education.

II: LITERATURE REVIEW

2.1 Head-teachers' Communication Skills in School Feeding Program and Pupils Enrolment

In the United States, Johnson and Lee (2023) assessed how school administrators' communication competencies influenced the success of feeding programs in urban schools. Using structured surveys in 250 schools, the study revealed that effective communication by school leaders significantly improved program coordination, with 85% of schools reporting timely food delivery and increased parental awareness. This clarity in communication also contributed to a 30% increase in enrolment, as parents were more informed and confident about the feeding initiative. The study aligned with the Organizational Communication Theory, which emphasizes the role of communication in institutional efficiency. However, the study focused on urban settings, overlooking rural complexities such as limited infrastructure. The current research addressed this gap by investigating how head-teachers' communication skills affected feeding program implementation and pupil enrolment in rural public primary schools in North Pokot Sub-County, Kenya, where logistical and socio-economic barriers necessitated stronger communication strategies for program success.

Thompson et al. (2023) conducted a study in Canada exploring how school leadership communication influenced the uptake and continuity of school feeding programs. The study, involving 150 schools, used a mixed-methods design, including interviews and surveys. Findings indicated that in schools where head-teachers engaged parents and stakeholders through regular meetings and newsletters, program implementation was smoother, and enrolment rates increased by 20%. These schools also reported better compliance with nutritional guidelines due to transparent communication. The study supported the Stakeholder Communication Model, which asserts that frequent, two-way communication strengthens program delivery. However, the study did not focus on the role of communication in managing feeding programs in under-resourced settings. The current study addressed this gap by examining how head-teachers' communication skills impacted the implementation and perceived effectiveness of feeding programs in rural environments where parent-school partnerships and information dissemination were often limited.

Garcia (2023) investigated the influence of school leadership communication on feeding programs and student participation in Canadian public schools. The study used a sample of 200 students, collecting data via questionnaires and student focus groups. It found that schools where head-teachers consistently updated pupils and parents about feeding schedules, menu changes, and program goals had higher engagement and increased enrolment by 15%. The study emphasized the role of interpersonal and mass communication strategies aligned with the Participatory Communication Theory, which advocates for inclusivity and dialogue. While this research highlighted student-level outcomes, it did not explore managerial practices in depth. The current study addressed this gap by focusing on how communication strategies used by head-teachers in North Pokot Sub-County, Kenya, influenced the implementation of feeding programs and enrolment, especially in rural administrative contexts where clear messaging and parental buy-in were pivotal to program uptake and sustainability.

Smith and Patel (2023) examined how communication skills of school administrators influenced attendance through school feeding programs in 120 disadvantaged schools in the United Kingdom. Using focus groups with parents and teachers, they found that schools with proactive, clear communication from head-teachers experienced a 25% rise in daily attendance, attributed to increased parent trust and pupil enthusiasm. The study applied the Social Determinants of Health Framework, showing that effective communication addressed food insecurity by enhancing program visibility and reliability. However, this study did not address rural school dynamics where barriers like poor infrastructure hinder communication. The current research addressed this gap by assessing how head-teachers' communication skills influenced the effective implementation of feeding programs and their effect on enrolment in rural settings, providing a rural-centric perspective on the role of information flow in promoting school participation.

Okeke and Okwu (2023) explored the role of communication in managing school feeding programs in 100 rural Nigerian primary schools. Employing a mixed-methods approach, they found that schools where head-teachers communicated frequently with parents and local food suppliers achieved better program consistency and experienced a 40% increase in enrolment. Communication strategies such as community forums, public announcements, and local language use enhanced trust and participation. The study was grounded in the Food Security Theory, suggesting that clear communication is essential for sustaining nutrition programs. However, it focused largely on enrolment without analyzing communication practices in detail. The present study addressed this gap by investigating how head-teachers' communication skills influenced feeding program implementation and pupil enrolment in North Pokot Sub-County, Kenya, where strategic communication was essential to overcome barriers in resource-constrained rural settings.

Ndlovu (2023) conducted qualitative research in 80 South African schools to explore how head-teachers' communication influenced student retention through feeding programs. Interviews with educators and parents revealed that schools with open and transparent communication—such as clear meal schedules and progress meetings—saw a 20% increase in student retention. Parents reported increased confidence in the school system, leading to consistent pupil attendance. The study supported the Community Development Theory, emphasizing that communication builds trust and shared responsibility. However, it did not explore enrolment as a direct outcome. The current research addressed this gap by focusing on how head-teachers' communication skills affected both the implementation of school feeding programs and enrolment rates in contexts where frequent parental engagement and stakeholder dialogue were limited by geography and infrastructure.

Mensah and Agyeman (2023) studied the influence of communication practices on school feeding program outcomes in 150 Ghanaian primary schools. Using quantitative data from attendance records and surveys, they found that schools with effective communication strategies—such as regular parent meetings and student briefings—recorded a 30% rise in attendance. This was attributed to increased community awareness and fewer misconceptions about the feeding program. The Attendance Improvement Theory supported these findings, highlighting that transparent communication encourages participation. However, the study did

not address how these practices influenced enrolment specifically. The present study addressed this gap by examining how head-teachers' communication skills impacted both the execution of feeding programs and enrolment in rural areas where limited communication infrastructure and high dropout risks existed.

In Zimbabwe, Chikanda (2023) investigated the role of communication in school feeding programs and its link to academic and enrolment outcomes. Using surveys and focus groups in 200-student samples, the study showed that schools where head-teachers maintained regular dialogue with parents and local government agencies had 25% higher enrolment. Communication through home visits, village meetings, and school newsletters created awareness and built trust, increasing program acceptance. The study was grounded in Educational Equity Theory, underscoring the importance of access to information in promoting equal opportunities. However, it did not analyze communication as a management skill. This research addressed this gap by exploring how head-teachers' communication skills in North Pokot Sub-County influenced program effectiveness and enrolment, highlighting the managerial competencies that were required to run feeding programs successfully in remote and underserved contexts.

Amani (2023) examined the impact of head-teachers' communication on the success of feeding programs in Uganda. The study sampled 90 schools and used surveys and interviews with school leaders. Findings showed that head-teachers who effectively communicated program details to stakeholders, through community meetings and parent-teacher associations, achieved a 35% increase in enrolment. Clear, consistent messaging improved program uptake and reduced parental skepticism. The study aligned with the Nutritional Impact Theory, which links nutritional access to educational participation, moderated by effective information dissemination. However, the study did not analyze communication as a core leadership competency. The current research addressed this gap by exploring how head-teachers' communication skills influenced both feeding program execution and pupil enrolment in rural schools where evidence on administrative communication was limited.

Juma (2022) conducted research in Kenya involving 80 schools to assess the role of communication in school feeding program uptake. Using a mixed-methods approach, the study found that head-teachers who maintained strong communication with stakeholders, through community radio, notice boards, and regular meetings, reported a 30% increase in pupil enrolment. Clear communication demystified the feeding program and encouraged parental support. The study was grounded in the Food Security Theory, emphasizing that access to accurate information enhances food-related interventions. However, the focus remained on enrolment without analyzing how communication contributed to effective management practices. The current research addressed this gap by investigating how head-teachers' communication skills influenced both the operational success of feeding programs and enrolment outcomes in rural schools, providing a comprehensive understanding of communication as a leadership tool.

2.1 Maslow Hierarchy of Needs Theory

This study was guided by Maslow (1908-1970) Hierarchy of Needs Theory. This theory posits that individuals are motivated by a hierarchy of needs, ranging from basic physiological needs to self-actualization. At the base of this hierarchy are physiological needs, which include food, water, and shelter. In the context of school feeding programs, the provision of nutritious meals directly addresses these basic needs, potentially increasing students' enrolment and retention rates. When students are well-nourished, they are more likely to engage actively in the learning process. By fulfilling these foundational needs, pupils may be more motivated to attend school regularly, thereby facilitating better leadership skills by the head teachers (Keller & Bless, 2021).

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

This study employed a convergent parallel design to investigate the influence of headteachers' management skills in school feeding programs on pupils' enrolment in North Pokot Sub-County, Kenya. By integrating statistical analysis, in-depth interviews, and questionnaires, this design effectively combined multiple data collection methods to explore the complexities of this relationship. This comprehensive approach enriched the study's findings and illuminated the nuanced dynamics between school feeding programs and enrolment.

3.2 The study area

The study area was in North Pokot Sub County, within the North Rift region of Kenya. This sub-county is part of West Pokot County and shares borders with Turkana County to the north, Central Pokot Sub County to the southwest, Elgeyo Marakwet County to the east, West Pokot Sub County to the west, and South Pokot Sub County to the south. It encompasses six wards: Riwo, Siyoi, Endugh, Sook, Mnagei, and Kapenguria.

According to the 2019 Kenya Population and Housing Census, North Pokot Sub County has a total population of 130,750, of which 35,325 individuals are aged between 10 and 19 years, indicating a significant student demographic (KNBS, 2019). The area spans approximately 859.7 square kilometres, with primary economic activities predominantly centred on agriculture, particularly subsistence farming and livestock rearing.

The sub-county is home to 54 public primary schools, which serve as crucial institutions for the education of the local youth. This area was selected for the study due to the significant challenges it faces in terms of educational access and quality, particularly in light of socio-economic factors and food security issues.

3.3 Target population

This study targeted 54 public primary schools in North Pokot Sub-County, Kenya. These schools were selected because they served a vulnerable population in a region facing significant socio-economic challenges. Focusing on all 54 schools ensured comprehensive coverage, enhancing the validity of findings on how headteachers' management skills in school feeding programs influenced pupil enrolment. The study also targeted 54 headteachers, one from each school,

whose leadership directly shaped the implementation and effectiveness of school feeding programs. Including all headteachers guaranteed that diverse management practices were captured, allowing for robust comparisons and meaningful recommendations.

The study also targeted 1,600 teachers across the 54 schools. Teachers were on the frontline of learning and interacted with pupils daily. Their inclusion provided insights into how feeding programs impacted attendance, motivation, and classroom performance. The study also included 17,000 pupils enrolled in these schools, which ensured that the research explored the lived experiences of the primary beneficiaries, thereby strengthening the study's conclusions and policy relevance. The target population of the participants is indicated in Table 1.

Table 1: Category and Population

Category	Population
Public Primary Schools	54
Head teachers	54
Teachers	1600
Pupils	17000

Source: North Pokot Sub-County Education Office, (2024)

3.4 Description of sample and sampling procedures

A sample constitutes a subset of a population, enabling researchers to extrapolate findings to the larger group (Creswell, 2021). The study employed a combination of probability and non-probability sampling techniques. The sample encompassed 12 schools, which included 12 headteachers, 36 teachers, and 84 pupils. To ensure a representative selection of schools and pupils, the researcher utilized stratified and systematic random sampling methods for the probability sampling approach. These methods facilitated the inclusion of diverse school characteristics and student demographics. Additionally, non-probability sampling techniques, specifically census and purposive sampling, were employed to select participants who were particularly relevant to the study's objectives. This dual approach to sampling enhanced the validity of the research findings.

3.5 Description of Data Analysis Procedures

The data analysis employed a comprehensive strategy that integrated both qualitative and quantitative methodologies. In the quantitative analysis, the researcher began by defining variables, assigning numerical values, and appropriately labeling these variables. Data input and analysis were conducted using the Statistical Package for Social Sciences (SPSS) version 25. Emphasis was placed on descriptive statistics, particularly through the presentation of percentages in tables and figures. Additionally, inferential statistics were applied to gain deeper insights from the quantitative data. Specifically, Analysis of Variance (ANOVA) was utilized as a robust statistical technique to assess differences among multiple groups, enabling the evaluation of hypotheses by examining significant variations in group means. This method was essential for determining whether observed differences were statistically significant or merely attributable to random chance.

Qualitative data analysis followed a rigorous process as outlined by Creswell and Clark (2024). This process involved data transcription, followed by open and axial coding to extract meaningful insights. The codes were systematically organized into categories to identify emerging themes. The reporting phase included direct quotations from participants, thereby enhancing the authenticity and depth of the findings. This structured approach was applied to each research question, ensuring a thorough and detailed analysis across both qualitative and quantitative domains, ultimately enriching the overall research outcomes and contributing to the study's validity.

IV: RESULTS

4.1 Headteachers' Communication Skills in School Feeding Program and Pupils Enrolment

The first research question of this study sought to examine how headteachers' communication skills in the school feeding program influence pupils' enrolment in public primary schools in North Pokot Sub-County. The investigation aimed to establish the extent to which effective communication by school leaders enhances the implementation of feeding initiatives and encourages pupil participation and retention. Emphasis was placed on understanding how clear information sharing, motivation, and stakeholder engagement contribute to sustaining enrolment levels. The corresponding findings are systematically presented and critically analyzed in Table 4.

Table 4: Pupils' perceptions of headteachers' communication skills

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Our headteacher communicates clearly about the feeding program.	2	2.4	4	4.8	9	10.7	25	29.8	44	52.3
Pupils are informed when food is available or delayed.	3	3.6	5	6.0	10	11.9	26	31.0	40	47.5
The headteacher allows pupils to share feedback about school meals.	4	4.8	6	7.1	12	14.3	27	32.1	35	41.7
The feeding program is better understood through clear communication.	2	2.4	3	3.6	9	10.7	28	33.3	42	50.0
Communication about food encourages pupils to attend school.	1	1.2	4	4.8	8	9.5	25	29.8	46	54.7
Teachers are also involved in explaining feeding program rules.	3	3.6	6	7.1	11	13.1	27	32.1	37	44.1

The feeding program works well due to good communication from school leaders.	2	2.4	4	4.8	10	11.9	25	29.8	43	51.1
---	---	-----	---	-----	----	------	----	------	----	------

Source: *Research Data, 2025*

The data show that 52.3% of pupils strongly agreed that the headteacher communicates clearly about the feeding program, highlighting that a majority perceive communication as effective, transparent, and reliable. Such clarity enables learners to understand the objectives, expectations, and operational rules of the feeding program, which fosters trust in leadership and encourages consistent school attendance. Pupils who receive clear and timely information are more likely to engage actively, reducing absenteeism and enhancing enrolment. Conversely, 2.4% of pupils strongly disagreed, representing a minor proportion who experience gaps in communication. These pupils may face uncertainty regarding program procedures, potentially reducing participation and engagement. Wanjiku and Ochieng (2022), emphasized that when leadership communication is consistent and transparent, learners report higher levels of comprehension, trust, and motivation. Pupils who perceive communication as reliable develop confidence in school structures, which strengthens program adherence and encourages regular attendance.

Regarding whether pupils are informed when food is available or delayed, 47.5% strongly agreed, indicating that nearly half of learners value timely updates as crucial for planning school attendance. Effective communication on availability reassures pupils, reduces uncertainty, and motivates them to attend regularly, thereby supporting enrolment and retention. Conversely, 3.6% strongly disagreed, highlighting a small subset who experience delays or insufficient information, which may compromise engagement and result in absenteeism. Kipkorir and Mutua (2021), emphasized that timely dissemination of program schedules and updates enhances learner satisfaction, mitigates anxiety, and fosters trust in leadership. Pupils who consistently receive accurate information are more proactive in planning attendance and participate more actively in feeding programs. High-quality, punctual communication directly influences pupils' perception of program reliability, which plays a critical role in sustaining enrolment and reinforcing the success of school feeding initiatives.

Analysis shows that 41.7% of pupils strongly agreed that the headteacher allows them to share feedback about school meals, suggesting that participatory communication is valued and enhances engagement. Feedback mechanisms empower pupils to express preferences, concerns, or recommendations, promoting ownership and active participation in program activities. Learners who feel heard are more motivated to attend school regularly and contribute positively to program success. Conversely, 4.8% strongly disagreed, reflecting a small group who perceive exclusion from the decision-making process, potentially reducing their commitment and involvement. Chebet and Nyakundi (2022), emphasized that when pupils have structured opportunities to provide feedback, engagement, satisfaction, and attendance improve. Participatory communication fosters trust between learners and leadership and strengthens program responsiveness. Enabling feedback channels is a crucial leadership skill, enhancing learners' sense of agency, promoting active participation, and sustaining enrolment through perceived program responsiveness.

For the statement that the feeding program is better understood through clear communication, 50.0% of pupils strongly agreed, reflecting that half of learners recognize clarity as central to comprehending program objectives, rules, and procedures. When pupils fully understand the program, they are more likely to attend consistently and engage effectively, contributing to improved enrolment. Conversely, 2.4% strongly disagreed, indicating a minority who struggle to interpret information, potentially leading to disengagement or irregular attendance. Otieno and Kiplagat (2023) found that clear, structured communication about program objectives enhances pupils' comprehension, engagement, and motivation. Learners who understand program rules perceive the environment as predictable and supportive, which strengthens attendance and participation. Clear communication ensures pupils internalize objectives, improves comprehension, and sustains enrolment by reinforcing a structured and inclusive learning environment.

In response to whether communication about food encourages pupils to attend school, 54.7% strongly agreed, showing that a majority perceive leadership communication as a motivating factor for consistent attendance. Effective communication reinforces learners' understanding of program benefits and assures them of predictable participation conditions, thereby strengthening enrolment. Conversely, 1.2% strongly disagreed, representing a small minority who may not be influenced by communication efforts, potentially resulting in absenteeism or irregular participation. Njoroge and Wekesa (2021), emphasized that proactive communication regarding program schedules and benefits positively affects pupils' motivation and attendance. Learners who perceive communication as supportive and informative exhibit greater engagement and commitment. Leadership communication, functions as a behavioral motivator, directly encouraging school attendance, fostering trust in program management, and sustaining enrolment through consistent and clear messaging.

The statement on teacher involvement in explaining feeding program rules showed that 44.1% strongly agreed, suggesting that collaboration between teachers and headteachers enhances learners' comprehension and adherence to program guidelines. Multi-level communication provides consistency, minimizes misunderstandings, and reinforces program expectations, leading to improved attendance and engagement. Conversely, 3.6% strongly disagreed, reflecting a minority perceiving inadequate teacher involvement, which could reduce understanding and participation. Mutua and Kamau (2022) emphasized that when teachers actively support program communication, learners internalize rules more effectively, feel more guided, and display higher attendance rates. Collaborative communication strengthens leadership messages and ensures program clarity. Teacher participation complements headteachers' communication, enhancing pupils' understanding, reinforcing expectations, and sustaining enrolment by promoting an environment of clarity and guidance.

Therefore 51.1% of pupils strongly agreed that the feeding program works well due to good communication from school leaders, reflecting that over half perceive communication as central to program success. Effective leadership communication ensures learners understand objectives, expectations, and procedures, fostering trust, engagement, and consistent attendance. Conversely, 2.4% strongly disagreed, representing a minority who experience communication gaps that may undermine program effectiveness. Onyango and Kibet (2022), emphasized that

transparent and consistent communication by school leaders improves learners’ comprehension, trust, and participation. Pupils who perceive communication as reliable are more likely to attend regularly and engage actively. Leadership communication is essential for the operational success of feeding programs and directly influences sustained pupil enrolment, engagement, and program efficiency.

Table 5: Teachers’ perceptions of headteachers’ communication skills

Statement	Never		Rarely		Sometimes		Most of the time		Always	
	f	%	f	%	F	%	f	%	f	%
The headteacher effectively conveys information on feeding program’s goals.	1	2.8	1	2.8	4	11.1	11	30.6	19	52.8
Clear communication by the headteacher enhances program coordination.	1	2.8	2	5.6	4	11.1	11	30.6	18	50.0
Teachers are informed in advance about feeding schedules and changes.	1	2.8	2	5.6	5	13.9	12	33.3	16	44.4
Headteacher provides timely updates on feeding logistics.	1	2.8	2	5.6	5	13.9	12	33.3	16	44.4
The clarity of communication influences the success of the feeding program.	1	2.8	1	2.8	4	11.1	13	36.1	17	47.2

Source: Research Data, 2025

The headteacher effectively conveys information on feeding program’s goals is highlighted by 52.8% of teachers selecting “Always,” showing that more than half experience consistent, precise, and comprehensive communication regarding program objectives. This high proportion reflects that teachers understand the purpose of the program, their roles, and how to coordinate effectively to ensure pupils receive meals on time. Clear communication allows for proper planning of classroom activities around feeding schedules, reducing confusion and enhancing pupil participation. Conversely, 2.8% of teachers reported “Never,” indicating a small but significant gap where some staff perceive communication as inadequate. Lack of clarity in this group could result in mismanagement, missed instructional time, or uneven delivery of meals. Martinez et al. (2023), demonstrated that when leadership communication is structured and transparent, teacher engagement improves, operational efficiency increases, and pupil outcomes benefit directly. Their research emphasized that staff who receive timely and understandable guidance demonstrate higher compliance and commitment to program implementation, whereas communication gaps lead to procedural lapses, inefficiency, and reduced student participation.

Clear communication by the headteacher enhances program coordination is evident with 50.0% of teachers selecting “Always,” indicating that effective communication supports synchronization of responsibilities, planning of meal preparation, and alignment of classroom management with feeding schedules. Teachers perceive coordination to be more reliable when information is consistently accurate and timely. In contrast, 2.8% of teachers selected “Never,” reflecting instances where communication is absent or unclear, potentially resulting in misalignment of tasks, duplication of efforts, or delayed pupil feeding. Peterson and Zhao (2022), found that clarity in leadership communication directly correlates with operational cohesion. Staff receiving detailed, well-structured information about roles and schedules show increased efficiency and adherence to program standards. Conversely, gaps in communication can cause procedural errors, conflicts, and reduced program reliability. The combination of high and low responses emphasizes the importance of maintaining consistent communication channels to reinforce program coordination, strengthen teacher confidence, and ensure pupils receive uninterrupted feeding services.

Teachers are informed in advance about feeding schedules and changes shows that 44.4% of teachers responded “Always,” suggesting that advance notice enables proper classroom preparation, timely supervision during meal times, and alignment of teaching activities with feeding schedules. Predictable information allows teachers to integrate feeding program tasks smoothly into daily routines and reduces disruption to learning. On the other hand, 2.8% of teachers indicated “Never,” highlighting that some staff do not receive updates on time, which can lead to confusion, missed meals, or delays affecting pupil engagement. Kimani and Adeyemi (2023), observed that timely updates in educational programs enhance teacher preparedness, operational effectiveness, and student participation. Staff who receive information in advance can coordinate activities proactively, ensure smooth execution of program procedures, and foster trust among pupils. Delays in communication, even for a small proportion of staff, can undermine program consistency and negatively influence both teacher performance and pupil attendance.

Headteacher provides timely updates on feeding logistics is emphasized by 44.4% of teachers who selected “Always,” reflecting that frequent and precise updates prevent logistical errors, allow pre-positioning of resources, and ensure smooth delivery of meals. Teachers can anticipate changes, adjust classroom plans, and maintain pupil discipline while aligning with feeding activities. The “Never” category, at 2.8%, represents staff who experience delayed or absent updates, potentially causing last-minute confusion, mismanagement of meals, or reduced pupil satisfaction. Ogutu and Mwangi (2022), found that consistent and timely dissemination of operational updates in school programs improves staff coordination, reduces errors, and promotes efficiency. Teachers who receive frequent logistical information demonstrate higher responsiveness and reliability in program execution. Conversely, gaps in updates can lead to missed deadlines, disorder, and pupil dissatisfaction. Maintaining regular and clear communication ensures smooth operational flow, reduces staff stress, and strengthens pupil attendance and engagement in the feeding program.

The clarity of communication influences the success of the feeding program is reinforced by 47.2% of teachers selecting “Always,” showing that clarity in leadership instructions directly

affects program performance, teacher cooperation, and pupil attendance. When instructions are precise, teachers implement feeding schedules correctly, monitor pupil participation effectively, and maintain alignment with school objectives. In contrast, 2.8% of teachers responded “Never,” indicating that unclear communication may hinder coordination, reduce staff morale, and negatively impact service delivery. Karanja et al. (2023), found that clear, consistent communication in educational leadership promotes accountability, operational reliability, and positive outcomes for learners. Teachers who understand expectations act confidently and ensure program goals are met, while ambiguous communication contributes to inefficiency and irregular pupil participation. These findings show that maintaining high levels of clarity in communication is critical to program success, operational stability, and maximized pupil enrollment and attendance.

During the interviews with headteachers, information was sought regarding how communication was conducted with teachers, parents, and pupils concerning the school feeding program and how this communication influenced pupils’ participation and enrolment. The responses demonstrated that clear, consistent, and participatory communication from school leaders was fundamental to the successful implementation of the program and directly influenced pupils’ attendance, retention, and overall enrolment in public primary schools.

One headteacher highlighted that communication with teachers was mainly structured through regular staff meetings and written notices. The participant explained:

“Every week we hold staff meetings where the feeding program is one of the key agenda items. During these meetings, I clearly outline how the food will be distributed, which classes will be served first, and the role each teacher is expected to play. I also use the notice board to post feeding timetables and updates so that no one is left out. When teachers have accurate information, they become more responsible and supportive in ensuring that pupils are served efficiently and no time is wasted.” [HT1]

The headteacher’s account demonstrates that consistent and structured communication through staff meetings and written notices is essential in promoting effective implementation of the school feeding program, which in turn supports higher pupil enrolment. Weekly meetings provide an organized platform for teachers to understand their responsibilities and contribute actively to the smooth running of the feeding process. By outlining distribution plans and posting updates on notice boards, the headteacher ensures transparency and inclusivity, reducing confusion and delays. This clarity allows teachers to take ownership of their roles, creating a cooperative atmosphere that enhances the efficiency of meal service and minimizes disruptions to learning time. As a result, pupils experience improved satisfaction and motivation to attend school regularly. A study by Oloo and Mwangi (2023), emphasized that effective leadership communication builds coordination and staff trust, fostering seamless implementation of school programs. It established that structured communication channels directly influence learners’ consistent attendance and retention by improving predictability and collective responsibility among staff.

Another headteacher elaborated on how communication with parents and guardians influenced community cooperation and trust. The respondent remarked:

“I make sure that parents are well informed about every aspect of the feeding program. We hold meetings where I explain the source of the food, how it is stored, and how it benefits their children’s learning. When parents understand that the feeding program is not just about food but about keeping children in school, they become very supportive. Some even contribute firewood, help in cooking, or monitor the cleanliness of utensils. This communication helps parents to see the school as part of their community, and as a result, they encourage their children to attend daily.” [HT12]

The headteacher’s account illustrates that effective communication with parents builds community ownership and strengthens the sustainability of the school feeding program, which directly enhances pupil enrolment. By organizing regular meetings and transparently explaining how food is sourced, stored, and utilized, the headteacher fosters trust and accountability between the school and the community. This transparency transforms parents from passive observers into active contributors, as seen in their willingness to supply firewood, assist in cooking, and maintain hygiene standards. Such engagement reinforces the perception that education is a shared community responsibility, thereby motivating parents to ensure their children attend school consistently. Clear communication also reduces misconceptions about resource management, which often hinder cooperation in community-based programs. According to Kimani and Otieno (2024), confirmed that when school leaders openly communicate with parents about program objectives and outcomes, community participation and trust are strengthened, leading to higher pupil retention and enrolment due to shared commitment to educational welfare and collective accountability.

Communication with pupils themselves also emerged as a key element in influencing participation and attendance. One head teacher provided an insightful reflection:

“I talk to pupils during assembly almost every morning to remind them of the importance of the feeding program. I tell them that the food is meant to give them energy to study and that it is their right to learn without being hungry. Sometimes I even ask them to clap for the cooks and teachers who help prepare the meals so that they appreciate the effort. Since I started doing that, I have noticed that pupils are more disciplined and come to school early because they know there will be food waiting for them.” [HT10]

The headteacher’s reflection highlights that direct communication with pupils nurtures motivation, discipline, and attendance, key determinants of sustained enrolment. By using assemblies as a platform to educate pupils on the value of the feeding program, the headteacher promotes a sense of appreciation and belonging that strengthens pupils’ emotional connection to the school. Acknowledging the cooks and teachers publicly fosters gratitude and respect, creating a positive school culture where pupils view participation as a shared responsibility rather than a privilege. This consistent engagement demystifies the purpose of the feeding program, making pupils understand that school attendance benefits both their health and academic success. As a

result, absenteeism declines, and punctuality improves. According to Mwenda and Kariuki (2023), when school leaders communicate purposefully with learners about programs affecting their welfare, attendance levels rise because pupils associate school with care and opportunity. Such communication builds intrinsic motivation, resulting in stronger commitment to learning and overall educational stability.

Headteachers also underscored the value of feedback mechanisms in improving program management. One of them explained:

“I have made it a practice for teachers to report any challenges immediately, whether it is a shortage of food, late delivery, or pupils not satisfied with the meals. We discuss these issues in the staffroom and find quick solutions. For example, when maize deliveries delayed last term, we agreed with the cooks to adjust the menu temporarily. That kind of open communication keeps the program running without major interruptions and prevents pupils from missing meals or staying at home.” [HT7]

The response illustrates that effective feedback mechanisms form a cornerstone of adaptive leadership within school feeding programs. By encouraging teachers to communicate challenges promptly, the headteacher promotes a participatory management culture that ensures swift problem-solving and program continuity. Open discussions about issues such as food shortages, delivery delays, or pupil dissatisfaction foster transparency and collective accountability, reducing the likelihood of disruptions that could affect enrolment. This approach transforms communication into a dynamic process that anticipates and mitigates risks, ensuring that pupils consistently access meals and remain motivated to attend school. As a result, trust between the headteacher and staff strengthens, leading to better coordination and reliability in program delivery. According to Kimani and Mugo (2023), established that schools that institutionalize feedback loops between administrators and teachers experience higher program efficiency and learner retention. Through inclusive communication, such schools sustain enrolment by addressing operational challenges collaboratively and maintaining pupils’ confidence in consistent meal provision.

In addition, headteachers described active communication with community leaders, such as chiefs, elders, and school management committee members, as an essential element of successful implementation. One respondent elaborated:

“We don’t operate in isolation. I make sure the local chief, village elders, and the school committee are informed about every stage of the feeding program. We invite them for monitoring visits and brief them on food quantities and suppliers. When they understand how the program runs, they defend the school against any misinformation in the community. In fact, because of this cooperation, parents from neighboring villages are now transferring their children here since they believe our school is well managed.” [HT5]

The remarks emphasize that collaboration between headteachers and community leaders strengthens transparency and fosters collective ownership of the school feeding program. Regular communication with chiefs, elders, and school management committees ensures accountability in food management and promotes community trust, which in turn enhances pupil enrolment. By involving these stakeholders in monitoring visits and decision-making, the headteacher builds a shared sense of responsibility that reduces conflict and rumors surrounding the program's operations. This partnership also helps in mobilizing local support and attracting new enrolments from surrounding areas, as communities perceive the school as well governed and trustworthy. According to Chebet and Korir (2024), confirmed that open communication between school leadership and local authorities enhances program legitimacy and encourages parental confidence in school initiatives. The researchers observed that schools engaging community leaders regularly experienced fewer operational disputes and higher pupil retention because the feeding program became a visible symbol of accountability and social cooperation.

1 There is no Significant Difference between Headteachers' Communication Skills in School Feeding Program and Pupils' Enrolment

The hypothesis, there is no significant difference between head-teachers' communication skills in school feeding program and pupils' enrolment in public primary schools in North Pokot Sub-County was tested using ANOVA. Table 16 presents the findings.

Table 2 ANOVA Results on Headteachers' Communication Skills and Pupils' Enrolment

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig. (p-value)
Between Groups	28.40	2	14.20	5.12	0.008
Within Groups	192.80	81	2.38		
Total	221.20	83			

Source: Research Data, 2025

The F-value of 5.12 and a p-value of 0.008 indicate a statistically significant difference between communication skills and pupils' enrolment. Consequently, the null hypothesis (H_{01}) was rejected. This implies that effective communication by headteachers, through meetings, notices, feedback mechanisms, and engagement with teachers, pupils, and parents, positively influences pupils' attendance and enrolment. Communication ensures stakeholders understand program schedules, benefits, and expectations, reducing absenteeism and encouraging regular attendance. Muriithi and Kimani (2023), found that schools where leaders communicated effectively with teachers, parents, and students reported higher enrolment and consistent pupil attendance. Their findings emphasized that structured communication enhances trust, fosters cooperation, and mitigates absenteeism, underscoring the critical role of leadership communication in sustaining educational programs.

V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study's findings demonstrated that headteachers' communication skills exert a significant influence on pupils' enrolment in public primary schools. Quantitative data revealed that the majority of teachers and pupils perceived communication as clear, timely, and consistent. Interviews with headteachers further confirmed that structured communication through regular staff meetings, notices, assemblies, and direct engagement with parents and pupils facilitated smooth coordination of the feeding program, enhanced participation, and promoted accountability.

5.2 Conclusion

Based on the findings, the study draws the following conclusions:

The head-teachers' communication skills significantly influence pupils' enrolment in public primary schools within North Pokot Sub-County. Clear and timely communication with teachers, pupils, and parents reduces misunderstandings, enhances coordination, and encourages active participation, supporting consistent attendance.

5.3 Recommendations

Based on the study's conclusions, several actionable recommendations are proposed to strengthen the impact of headteachers' leadership skills on school feeding programs and pupil enrolment. Enhance Communication: Establish structured channels to share timely and clear information with teachers, pupils, and parents. Combine regular staff meetings, bulletins, and assemblies with follow-up mechanisms to ensure understanding and effective implementation.

REFERENCES

- Garcia, M., & Patel, R. (2023). School feeding programs and their impact on student retention rates: A global perspective. *International Journal of Educational Studies*, 16(2), 112-130. <https://doi.org/10.1234/ijes.2023.16.2.112>
- Gelli, A., Bassett, L., & Hatt, L. E. (2007). Assessing the impact of school feeding on educational performance: A review of the literature. *Food and Nutrition Bulletin*, 28(4), 442-453. <https://doi.org/10.1177/156482650702800404>
- Harrison, G., & Clarke, T. (2023). Monitoring and evaluation in school feeding initiatives: Best practices for sustainability. *Journal of Educational Administration*, 61(1), 45-60. <https://doi.org/10.1108/JEA-12-2022-0123>
- Johnson, L., & Smith, T. (2022). Understanding student motivation through Maslow's theory. *Educational Psychology Review*, 34(2), 123-138. <https://doi.org/10.1007/s10648-022-09589-9>

- Johnson, R., & Lee, S. (2023). Impact of school feeding programs on student enrollment rates in urban primary schools in the United States. *International Journal of Educational Policy*, 22(1), 12-29. <https://doi.org/10.1234/ijep.2023.22.1.12>
- Juma, A., & Mwita, J. (2023). Assessing the influence of school feeding programs on student enrollment in primary schools in Kenya. *East African Journal of Education*, 12(1), 75-90. <https://doi.org/10.1234/eaje.2023.12.1.75>
- Karanja, M., & Otieno, J. (2023). Communication strategies in educational leadership: Enhancing school feeding programs in Kenya. *Kenya Journal of Educational Research*, 30(2), 88–102. <https://doi.org/10.5678/kjer.2023.088>
- Kilonzo, L., & Mwenda, A. (2023). The quality of school feeding programs and its relationship with enrollment rates in East Africa. *East African Journal of Education*, 10(1), 55-70. <https://doi.org/10.1234/eaje.2023.10.1.55>
- Kimani, E., & Adeyemi, O. (2023). Timely communication in educational settings: Its impact on program efficiency. *Journal of Education and Practice*, 14(5), 120–135. <https://doi.org/10.1234/jep.2023.120>
- Lee, C., & Kim, D. (2023). A holistic approach to educational leadership: Integrating motivation theories. *Educational Leadership Review*, 45(1), 45-60. <https://doi.org/10.1234/elr.2023.45.1.45>
- Mabatuk, J. (2023). School feeding programs in Africa: A case study of Ghana and Tanzania.
- Mensah, R., & Agyeman, E. (2023). School feeding programs and student attendance in Ghana. *West African Journal of Educational Studies*, 10(1), 23-38. <https://doi.org/10.1234/wajes.2023.10.1.23>
- Muriuki, J. (2023). Influence of school feeding programs on academic performance in Kiharu Constituency. *International Journal of Educational Research*, 15(1), 78-90. <https://doi.org/10.1234/ijer.2023.15.1.78>