**SCHOOL FEEDING PROGRAM AND ACADEMIC PERFORMANCE**

**OF LEARNERS IN RURAL UNIVERSAL PRIMARY EDUCATION**

**SCHOOLS IN BWANSWA SUB COUNTY**

**IN KAKUMIRO DISTRICT, UGANDA**

**BY**

**SSENYONGA WILSON**

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**OF EDUCATIONAL MANAGEMENT AND PLANNING**

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# DECLARATION

I Ssenyonga Wilson hereby declare that this dissertation report is my original work and has neither been produced nor submitted to any institution of higher learning for any academic award.

Signed: ……………………………………. Date ……../………/………....

 SSENYONGA WILSON

2017/AUG/MEMP/M222611/DIST/KYE

# APPROVAL

This is to certify that this research project under the title“School Feeding Program and Academic Performance of Learners in Rural Universal Primary Education Schools in Bwanswa Sub County in Kakumiro District, Uganda” was done by Ssenyonga Wilson of registration number 2017/AUG/MEMP/M222611/DIST/KYE. It has therefore been submitted for examination with my approval as a University supervisor.

Signed: ………………………………………. Date ……../………/………....

 DR. JOYCE BUKIRWA SESSANGA

 Supervisor

# DEDICATION

I dedicate this research to my lovely mother Dimintria Nakitto, my wife Nabyonga Juliet and children; Samuel, Blessing, Prosper and Emmanuel.

# ACKNOWLEDGEMENT

Firstly, I do thank the Almighty God for the gift of life, strength, encouragement and wisdom words he has given me to accomplish this study.

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**DEFINITION OF TERMS IN THE STUDY**

**Academic Performance**: refers to the learners’ output measured through scores in examinations.

**Parental Contribution:** it is the support either material or financial that is provided by the parent or guardian of the child to ensure that he or she gets what to eat while at school.

**Prompt School Meals:** refers to the required and sufficient food provided to learners on a regular basis and in recommended intervals which helps to do the needful to the body function.

**School Feeding Programs:** are defined as interventions that deliver a meal or snack to children in the school setting, with the intent of improving attendance, enrolment, nutritional status and learning outcomes.

**School Meals:** is the food provided to children to eat while they are at school.

**UNEB:** is an example of a body in Uganda that administers examinations to measure the level of academic scores of learners.

**Universal Primary Education:** defined as an education system in Uganda where pupils in primary education are sponsored partly by the government and only their parents have to cater for a few of the school requirements like books, pens, school meals and uniforms.

#

**LIST OF ABBREVIATIONS**

ASAL Arid and Semi-Arid Land

BOG Board of Governors

CDC Centre for Disease Control

CSB Corn-Soya Blend

EFA Education for All

EMIS Education Management Information Systems

GCNF Global Child Nutrition Foundation

MDG Millennium Development Goal

MOE Ministry of Education

MOES Ministry Of Education and Sports

NFC National Feeding Council

P.L.E Primary Leaving Examinations

P.T.A Parents Teachers Association

PDR People Democratic Republic

SFC School Food Committee

SFP School Feeding Program

SMC School Management Committee

 SSA Sub Saharan Africa

U.P.E Universal Primary Education

UN United Nations

UNEB Uganda National Examinations Board

UNESCO United Nations Educational, Scientific and Cultural Organization

UPPET Universal Post Primary Education and Training

WFP World Food Program

# ABSTRACT

The purpose of the study was to evaluate the relationship between school feeding program and academic performance of learners in rural Universal Primary Education schools in Bwanswa Sub County in Kakumiro district. Specifically the study investigated the awareness and availability of indicators that help to reinforce the provision school meals, relationship between the nature of implementation of feeding at school and academic performance of learners, the effects of prompt school meals on the academic performance of learners, and also examined ways by which parental contributions to school meals influence academic performance of learners. The study employed a descriptive survey design of which random sampling was used in selection of the sampled schools while purposive sampling and simple random sampling was used to select respondents. The respondents were head teachers, teachers, pupils of primary seven classes and their parents. Data was collected by use of questionnaire guides, interview guides and by the use of observation checklists. It was presented using tables, bar charts and pie charts and was analyzed both qualitatively and quantitatively where percentages were also used. Findings of this study highlight key prominent issues; rural UPE schools did not have a copy of the guidelines for school feeding and nutrition intervention program in Uganda. There was no evidence for existence of SFC in schools. Each school had a school cook and a substandard kitchen, even where a school does not provide meals for pupils they had to cater for teachers’ lunch. School resources like land were not of use to support school meals despite pupils’ involvement in growing crops. There is a close relationship between the nature of implementation of feeding at school and academic performance of learners. In fact findings of the study show that for the schools or pupils who endeavored having school meals, had their academic performance quite good in PLE. Prompt school meals have several positive effects towards the improvement of the academic performance of learners. However, meals in these schools have not been so prompt and not of the required standard eventually leading to poor academic performance of learners. Conclusively, the direct involvement of all parents in contributing towards the provision of school meals to their children greatly helps to improve academic performance of learners. This study recommends the organization of periodical reviews and sensitizations at various levels on School Feeding Programs, providing a copy of the school feeding program to each school, establishment of functional school feeding committees at school level, sub county, district and at national level. Additionally, there is a need to utilize school resources and projects such as land and other projects like piggery and poultry to support the school feeding program. The government of Uganda and other external donor need to take at least a joint responsibility in the provision of school meals to children in collaboration with parents.

# CHAPTER ONE

# INTRODUCTION

# Introduction

This chapter focuses on; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, limitations of the study, basic assumptions of the study, and organization of the study.

# Background of the Study

The background of this study has been categorized under four aspects which include; the historical, theoretical, conceptual and contextual backgrounds.

# Historical background

Feeding is the act or process of eating or being fed (Merriam-Webster dictionary). Indeed living organisms survive on feeding. It is therefore right to say that eating is a must to all human beings so long as life has to continue. The obvious case is that whether at home or school children require having something to eat. While at school, the term is referred to as school feeding. This comprises of two words; school in this high opinion which means a place dedicated for formal teaching and learning. And then feeding which has been defined in the first instance as an act of eating. School feeding is defined by the WFP (2013) as the provision of food to school children. This implies to the act of eating while in the place of formal teaching and learning. Both teachers and learners need to eat while at school because these are the ones who encompass teaching and learning. Indeed for yielding outstanding results on these two aspects, feeding at school is an imperative basis.

To the emphasis on learning, a School Feeding Program is an invention that delivers a meal or snack to children in the school setting with the intent of improving attendance, enrolment, nutritional status and learning outcomes at large. Of course none of us would like to see ones child especially these young ones in primary stay at school while hungry. Additionally these children require good academic performance the rationale for attending school, and one of the contributing factors to this is feeding.

As we all know, primary education is seen as the first step in laying the foundation for the future educational opportunities and long life skills. For this reason a keen eye is put on children to ensure that they go at school for knowledge, skills and values as their basic human right that frees human beings from the state of ignorance. The second goal in the United Nations Millennium Development Goal states to achieve Universal Primary Education (UPE). By UPE in this aspect implies to a goal set by the international community in 2000 to ensure that by the year 2015, children everywhere, boys and girls alike be able to complete a full course of primary schooling.

In a global view, Education is upheld as a fundamental right recognized as pivotal for the attainment of self –fulfillment and national development (UNESCO, 2010). Education is therefore regarded as the most important factor for achieving sustainable development and used as an important means for changing attitudes and behaviors. As a result, governments have placed enormous resources both financial and human to enhance Education in their respective countries (UNESCO, 2010).Individual parents have also placed emphasis on the education of their children as the only good inheritance they can ever give to them. In the same way many countries have come up to realize that learners in schools are the heart of education process and that without good performance; all innovations in education are doomed to failure.

However, the burdens of hunger, malnutrition and ill-health on school-age children are major constraints in achieving the Education for All and the millennium Development Goals on education (WFP, 2006). According to Mary Garvin (2014) from the Nemours Foundation, children with insufficient diets are reported to have more problems with academic learning and psychological behaviors. In other words formal nutrition can result in long term neural issues in the brain which can impact a child’s emotional responses and learning disabilities among other complications. When people keep themselves well-nourished, they can participate more fully and effectively in a wide variety to activities.

Lindsay Obserst (2010) said that children who are hungry or under nourished are unable to focus and have hard time learning. On the other hand when kids get adequate nutrition, they do not need to miss school which can lead to improved knowledge acquisition in and out of class. It is true that having meals at school improve on cognitive abilities and mental concentration.

Cheng –YeJi (2006) noted that in China since the early of 1980’s school Lunch Program has been set up spontaneously in several coastal big cities. In 1988 the Chinese Students Nutrition Promoting Association (an independent organization) was established with the goal; uniting all stakeholders to extend to all children the school feeding program and to strengthen nutrition education in schools. The school feeding program was strongly supported by Chinese government authorities (Cheng-YEJI, 2006). Great progress has been reached since 1994, the number of students who participated in the school feeding system swiftly increased in many provinces. Nutrition messages were reinforced at the community level, through activities held in collaboration with local community groups. Activities including workshops, health talks, cooking competitions and newsletters targeting children, women and parents were launched.

The Global Child Nutrition Foundation (2017) found out that implementation of large scale school feeding programs is complex and difficult. It takes years to build a solid, well performing program and even a solid program require careful monitoring and the ongoing adoption of improvements as the program evolve. The evidence shows that school feeding programs have positive impacts on the pillars of human and economic development, health nutrition and Education. Unfortunately, the coverage of school meal program was weakest in the very places where the need was greatest. In low income countries, only about 18 percent of school children are provided with school meals (GCNF, 2017). Then in upper middle income countries 49 percent of the school children receive food at school.

In Africa school feeding has become a key intervention for countries to achieve Sustainable Development Goal 2; by providing food at school have two advantages; first, well tinned school meals elevate short term hunger possibly improving children’s ability to concentrate and learn. Second they provide incentive for school attendance directly to the child (Cardes and Ahamed, 2004). Therefore the impact of the school meals on learning appears to operate through improvements in school attendance thus better learning efficiency.

 Karimi M. (2018) said that since 1990’s providing school meals to primary school children in Kenya have been the joint responsibility of World Food Program (WFP) and the Ministry of Education. In accordance with “Education for All” development targets, the Kenyan government decided to expand its role in the implementation of school feeding programs national wide (MoE, 2003). The Ministry of Education then took a full responsibility of providing hot lunches to almost two millions pupils in the arid –and semi-arid areas of the country. A daily hot lunch in such universal schools means more children attend school, they stay the whole day and get an education that helps them became more productive in future

UPE policy in form of fee abolition has therefore become popular in many countries in Sub Saharan Africa (SSA) for achieving Education for All (EFA) since the mid 1990s(Avenstrup et. al,2004;UNESCO, 2008). The policy has been stated in many national development plans and pursued with vigor by governments of most developing countries, (Thomas, 2000).

In Uganda UPE policy was introduces in January 1997 following a political commitment by President Museveni that the government would meet the cost of primary education of four children per family. This commitment was later extended to allow all people that wanted to access primary education to do so.UPE policy in Uganda came with main objectives to achieve which include; provision of facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete, to make education equitable in order to eliminate disparities and inequalities, ensure that education is affordable by the majority of Ugandans and to reduce poverty by equipping every individual with basic skills.

However, amidst the implementation of UPE to achieve the stated objectives, there are several factors that contribute to either its success or failure and one of them is the feeding of children while at school.

Alupo, J. (2013) asserts that feeding and nutrition at school are important for Uganda for empowering children and their parents in significant ways. It promotes and improves psychological growth, school enrolment, learning and overall cognition. It also attributes to the benefits like improved community, participation, classroom concentration and children’s in class performance.

Uganda under the MOES recognizes that feeding at school is an essential component of a child friendly school and that not feeding a child at school is violation of children’s rights. This is clearly observed under the United Nations Declaration on the Rights of the child and other International Protocols and conventions to which Uganda is a signatory. It is through these efforts that the school feeding guidelines were drafted in conformity with the Education Act (Article 13, subsection five (2c). This states that “The responsibility of parents and guardians shall include; providing food, clothing, shelter, medical care and transport” to their children. The goal of these guidelines on school feeding and nutrition intervention program was to “contribute towards improved quality of life and cognitive performance in class of school going children”. Among the objectives was “promoting in class concentration, cognition and other performance”

In the rural setting of Bwanswa Sub County in Kakumiro district, children in UPE schools report daily as early as 8am, stay at school the whole day and leave by 5pm.However what was not known in this particular county was whether school children get what to eat while at school or not. Where feeding programs are not well developed or are lacking altogether the results are negative effects on children’s education achievement. Learners who are hungry cannot concentrate in class; neither can they attempt an exercise as required. This also directs to poor results that are seen at Primary Leaving Examinations among other assessments in rural Universal Primary Schools.

With such a background it really necessitated to carry out a study that helps to evaluate the attention given to the implementation of the feeding program in Bwanswa Sub County in Kakumiro district.

# 1.1.2 Theoretical Background

School feeding has been part of the global portfolio of the World Food Program (WFP) for the last years. The program is implemented under Strategic Objective 4 of WFP’s Strategic Plan 2014-2017, to “reduce under nutrition and break the intergenerational cycle of hunger”. WFP introduced a School Feeding Policy in 2009 – evaluated by Mokoro in 2011 – which was revised in 2013 and which states that “while continuing to advocate for the universal adoption of school feeding program, that help to increase children’s access to learning opportunities and improve their health and nutrition status. In this way school feeding is a basis that needs to be achieved for other opportunities and achievements to proceed.

Therefore, the study based on the hierarchy of needs theory by Maslow A.H. According to Maslow (1943) in his hierarchy of needs motivational theory emphasizes a five tier model of human needs often depicted as hierarchical levels within a pyramid as in the diagram below.

 **Self actualization**

 (creative activities)

 **Esteem needs**

 (self esteem, prestige)

 **Social needs**

 (belonging, love, friendship)

 **Safety needs**

 (security, protection)

 **Physiological needs**

 (food and water)

*Source: Maslow, A. H. (1970). Motivation and Personality (2nd Ed.), New York: Herper and Row*

Maslow used the terms “Physiological, safety, belonging and love, esteem needs and self actualization” to describe the pattern through which human motivation generally move. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. For example if food and other basics are provided then there is assured security and protection hence conducive environment. Thirdly love and a sense of belonging are exhibited leading to self esteem. And finally, according to Maslow if all those are satisfied then an individual can develop his or her full potential in any of the creative activities that could be carried out. This means that in order for motivation to occur at the next level, each level must be satisfied within the individual themselves. The goal in Maslow’s theory is to attain the fifth level or stage: self actualization. Indent

Every person is capable and has the desire to move up the hierarchy towards a level of self -actualization. Unfortunately progress is often disrupted by a failure to meet lower level needs. Life experiences including a person going longer without food may cause to fluctuate between levels of hierarchy. The need of self actualization defines what a person can accomplish. Maslow (1943) states “A musician must make music, an artist must paint, and a poet must write if he is to be ultimately happy” (p.382).

Now the question here is, what does a learner have to do if he is to be happy? To the obvious case a learner must learn and attain good results. A person is driven by the needs to spend time doing what brings happiness. In the context of physiological needs under this study, school feeding is a drive to in class concentration hence good learning outcomes. In other words satisfaction of a child’s basic needs is a motivational basis towards the achievement of one’s full potential including creative activities where academic performance is part.

# 1.1.3 Conceptual Background

The guidelines for the school feeding program in Uganda were drafted and issued (Alupo, 2013). However, there was scanty evidence for whether this program was known in schools or implemented in Bwanswa Sub County in Kakumiro district. This study was based on the concept that when School Feeding Program is implemented in schools helps to improve the academic performance of learners.

The study focuses on the relationship of school feeding program as the independent variable and then academic performance as the dependent variable. School feeding is defined by the WFP (2013) as the provision of food to school children.

Kearney. J. E (2010) asserts that School Feeding Programs are defined as interventions that deliver a meal or snack to children in the school setting, with the intent of improving attendance, enrolment, nutritional status and learning outcomes.

According to Zeider (1998) academic performance refers to the learners output measured through scores in examinations. UNEB is an example of a body in Uganda that administers such examinations to measure the level of academic scores of learners. Under school feeding program (independent variable) the study conceptualized on four aspects namely: - Awareness and availability of indicators which implies to the knowledge school stakeholders have regarding school feeding and also those features that are in place that give real evidence for the implementation of the program. Secondly the nature of school feeding implementation referring to a means through which these rural UPE schools manage to have school meals provided to the learners. Thirdly the aspect of prompt school meals; this includes providing the required food to learners on a regular basis and in recommended intervals which helps to do the needful to the body function. The last one is the parental contribution to school meals which refers to the support given by the parents or guardians of children to promote the program of school feeding in rural UPE schools.

Amidst the above variables the researcher also looked at the “Universal Primary Education schools” as the moderating variable. According to the general paper Wiki Educator free e- learning content (2009), defines UPE as an education system in Uganda where pupils in primary education are sponsored partly by government and their parents. Therefore UPE schools are those schools in Uganda where children attain the education sponsored by the government and only their parents have to cater for a few of the school requirements like books, pens, school meals and uniforms. This moderating variable contains aspects like; teacher pupil ratio (high enrolment), resource books and physical infrastructure, UPE Capitation grants from government, fee abolition and poverty, automatic promotion, and political influence.

The study observed that when learners are fed at school, eventually their academic performance improves. Therefore, academic performance is influenced by the feeding of learners at school. In other words the variation or change in school feeding program will cause an effect that is realized on the academic performance of learners.

# 1.1.4 Contextual Background

Uganda has got many primary schools, those which are privately owned and the UPE government aided schools. The UPE schools are many in numbers and are also known for high enrolment of pupils the fact that education in these schools is almost free of charge. However there is a wide dissatisfaction with the current academic performance of UPE schools particularly as reported in the UNEB examinations. Bwanswa Sub County has got nine (9) UPE schools and all these are regarded as schools in the rural setting a focus for the study.

The table below indicates the Primary Leaving Examination performance levels of year 2018 for the different schools in Bwanswa Sub County in Kakumiro district.

**Table 1.1: Bwanswa Sub County UPE schools’ performance in PLE results 2018**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sn** | **EMIS**  | **School** | **Pupils** | **Div1** | **Div 2** | **Div 3** | **Div 4** | **Div U** | **DivX** |
| 1 | 011018 | Bukuumi Boys | 23 | 0 | 1 | 4 | 10 | 6 | 2 |
| 2 | 011017 | Bukuumi Girls  | 31 | 0 | 29 | 0 | 2 | 0 | 0 |
| 3 | 011007 | Kihumuro  | 38 | 0 | 20 | 14 | 4 | 0 | 0 |
| 4 | 011008 | Kihurumba  | 30 | 0 | 11 | 6 | 8 | 4 | 1 |
| 5 | 011016 | Nkondo  | 40 | 0 | 11 | 11 | 8 | 9 | 1 |
| 6 | 360027 | St.Noah Kasojo  | 21 | 0 | 1 | 9 | 4 | 7 | 0 |
| 7 | 011015 | Kitanda  | 22 | 0 | 6 | 7 | 6 | 3 | 0 |
| 8 | 011014 | Kyabasaija  | 43 | 0 | 12 | 21 | 7 | 3 | 0 |
| 9 | 011001 | Nchwanga  | 22 | 0 | 3 | 5 | 8 | 5 | 1 |
|   |   | **Sub total** | **270** | **0** | **94** | **77** | **57** | **37** | **5** |

*Source: Education Department, Kakumiro District Local Government*

The table above indicates that none of the UPE schools in Bwanswa Sub County in Kakumiro district got a first grade in the Primary Leaving Examination for the year 2018 yet 37 pupils (13.7%) of the total candidates totally failed the examinations. UPE schools in the rural areas in Kakumiro district continue to perform persistently below average in Primary Leaving Examinations.

This raised the question as to why such rural UPE schools experience a poor academic performance despite the government efforts in provision of resources like; teaching and learning resources, school structures, desks, human resource among others. The study proceeded to ask whether there was a relationship between school feeding meals and academic performance of learners. It was therefore upon that background that the study sought to investigate the relationship between School Feeding Programs and academic performance of learners in Bwanswa Sub County in Kakumiro district.

# 1.2 Statement of the Problem

The intention of the education system is to ensure that everyone in school acquires quality education which is converted into high academic performance. PLE is one of the means of assessment here in Uganda that helps to judge the efficiency and effectiveness of schools when pupils are completing their primary level. All schools wherever they are strive to excel academically but this was still in vain in rural UPE schools in Bwanswa Sub County in Kakumiro district. Bwanswa as a Sub County had nine (9) UPE schools but these continued to persistently perform below average in the Primary Leaving Examinations.

In the Analysis Report for P.L.E Results in Kakumiro district for the year 2017(Kyofuna Mary, 2017), of the 275 candidates who registered for examinations none of them got a first grade (0%) whereas 50 candidates (18.2%) totally failed. The rest of the pupils passed but majority in bad grades which would not motivate them to join better schools at higher levels of learning. Of the thirteen (13) sub counties and town councils altogether, Bwanswa was ranked as the last one (13th position) in PLE performance in Kakumiro district. PLE results of year 2018 indicate that of the 270 candidates who registered for examinations still none (0%) got a first grade and 37 candidates (13.7%) totally failed to perform and were ungraded. Although others passed but still in bad grades; for instance in division three and four there were 77 candidates (28.5% and) 57 candidates (21.1%) respectively.

The study intended to investigate whether there is a relationship between school feeding programs and academic performance. Ahmed, (2004) revealed that School Feeding Programs indeed have significant positive impact on pupils’ participation in schools among which include in-class concentration, learning and overall cognition.

Under the same note, the Ugandan Government drafted and issued Guidelines on School Feeding and Nutrition Intervention Program with school going children in primary as one of the targets (Alupo, 2013). The main Goal of the program is to contribute towards improved quality of life and cognitive performance of school going children. The guidelines states that the forms of Contribution to the School Food Program are; (i) Cash Contribution for School Food as agreed by the school governing body but in agreement with the Education Act 2008, (ii) Food Contribution in Kind by Parents such as beans and maize, and also that; (iii) Children may be permitted to carry to school supplementary packed foods such as, fruits or ghee. Guidelines also indicate the existence of School Food Committees (SFC), school feeding registers, among others.

However, most pupils in rural UPE schools in Bwanswa Sub County lacked school requirements like; books, pens, and uniforms. If parents could fail to provide merely books and pens to their children, this reflected a lack of food as well. Therefore, what was not known was the exact status on feeding in rural UPE schools in Bwanswa Sub County in Kakumiro district of which this study established.

# 1.3 Purpose of the Study

The purpose of the study was to evaluate the relationship between school feeding program and academic performance of learners in rural Universal Primary Education schools in Bwanswa Sub County in Kakumiro district.

# 1.4 Objectives of the Study

The study was guided by the following objectives;

1. To investigate awareness and availability of indicators that help to reinforce the provision school meals in rural UPE schools in the Bwanswa Sub County in Kakumiro district.
2. To establish the relationship between the nature of implementation of feeding at school and academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district.
3. To determine the effects of prompt school meals on the academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district.
4. To examine ways by which parental contribution to school meals influence academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district.

# 1.5 Research Questions

The study was steered by the following questions;

1. What are the available indicators that help to reinforce school meals in rural UPE schools in Bwanswa Sub County in Kakumiro district?
2. What relationship is there between the nature of implementation of feeding at school and academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district?
3. To what extent do prompt school meals affect the academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district?
4. In which ways does parental contribution to school meals influence academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district?

# 1.6 Scope of the Study

The following is the content scope, time scope and then the geographical scope.

# 1.6.1 Content Scope

The scope of the study covers the School Feeding Program (independent variable) and its relationship on the academic performance of learners (dependent variable) in rural Universal Primary Education schools in Bwanswa Sub County in Kakumiro district. The content scope was developed basing on the stated objectives of the study.

In the first objective the center of attention was put on finding out whether stakeholders in UPE schools are aware of the existence of the school feeding program in Uganda and whether there are indicators that show the reinforcement of this program. Within this objective, consideration was on key aspects like; availability of the guidelines on school feeding and nutrition intervention program, availability of indicators in support of the implementation of the program like the presence of land resource and school gardens, storage facilities for utensils (plates and cups), School Food Committees (SFC), school feeding registers, among other aspects, and also the general level of attention given to the implementation of the feeding program in the rural schools of Bwanswa Sub County in Kakumiro district.

For the second objective, the researcher determined whether there is a relationship between the nature of implementation of feeding at school and academic performance of learners in Bwanswa Sub County in Kakumiro district. This was done by reflecting on concerns such as; the mode getting and preparing school meals, the effects for each of the modes of school meals on the academic performances of learners especially as noted from the summative assessments.

With the third objective, the researcher intended to ascertain whether there are positive effects of prompt school meals on the academic performance of learners in rural UPE schools in Bwanswa in Kakumiro district. Focus was put on aspects like; in-class participation in the learning activities, school and class attendance, motivation and attitude towards learning and academic grades. The researcher also made a study on the academic performance of pupils at PLE for the years 2017 and 2018.

Lastly, the forth objective establish ways by which parental contribution to school meals influence academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district. Under this, concern was on aspects like; the roles played by parents or guardians in the implementation of the school feeding program, commitment and attitude towards school meals and then the challenges encountered by the parents in contributing for the school meals.

# 1.6.2 Time Scope

This study which focuses on realizing the relationship of the School Feeding Program and academic performance of learners was carried out from the month of February 2019 with the development of a research proposal under the guidance of my supervisor. It ended in the month of September 2019 covering selected government primary schools in the rural setting of Bwanswa Sub County in Kakumiro district.

# 1.6.3 Geographical Scope

Kakumiro is a district located in Bunyoro sub region, in the western region of Uganda. The neighborhoods of the district include; Hoima to the north, Kyankwanzi to the east, Mubende to the south east, Kibaale to the south and also to the west. Kakumiro district has its headquarters located approximately 182 kilometers (113 miles) north west of Kampala, Uganda’s capital city. This location is approximately 80 kilometers (50 miles), by road, south of Hoima, the nearest large town.

Kakumiro district has got two counties that is; Bugangaizi west and Bugangaizi East. Bugangaizi west county has consists of Kakumiro town council and several sub counties namely; Birembo, Bwanswa, Kasambya, Kisengwe, Kakindo, Nalweyo, Kikwaya,and Kitaihuka.

With reference to the geographical scope, the study was carried out from Bwanswa Sub County which is one of the sub counties in Bugangaizi West County in Kakumiro district. Bwanswa Sub County has got nine (9) UPE schools and all these are considered as rural UPE schools of which this study is targeting.

The researcher made choice of the rural schools because these experience high dropout rates, absenteeism, and as well a poor academic performance. The researcher noticed that the school feeding program in these schools was not given the required attention which causes dilemma in the mentioned aspects. Schools being rural are always neglected from exposure and utilization of various resource opportunities like failure to implement some government reforms, not being reached by the government supervisory arm hence leading to certain setbacks. In this way the findings regarding the implementation of the school feeding program within rural UPE schools of Bwanswa in Kakumiro district to a certain extent could correspond with other schools of the kind in Uganda.

# 1.7 Significance of the Study

This research serves as an eye opener to the Ministry of Education and Sports and the parliament of Uganda by revisiting and judging the impacts of the feeding program in Universal Primary Schools. Subsequently important in promotion of on ground investigative study regarding the implementation of the feeding program in primary schools for a basis to policy formulation and decision making.

It is a reminder to the district inspectors of schools and the entire district education office of their anticipated roles to the implementation of the overall activities of the primary schools and in particular the School Feeding Program.

The study acts as a tool to awaken head teachers, school management committees, teachers, parents and other school stakeholders of what is entailed in the guidelines for the school feeding program. It as well works as a guide to the various advantages of the program in schools including improvement on academic performance of learners thus a noble cause to give the required attention to the promotion of it in UPE schools.

This study leads to the realization by different stakeholders that there is a direct relationship between feeding of learners at school and their academic performance. It should also be noted that one of the pertinent issues contributing to bad academic grades in schools rotates around school meals.

The findings of the study help to extend the literature on the extent of school feeding program in universal primary schools thus contributing to the intensification of management as an area of focus.

Learners are to gain the inquisitiveness and an optimistic position towards the school feeding program for their need to have school meals.

# 1.8 Limitations of the Study

During the study, the following challenges were encountered;

The time resource; the researcher was pursuing a course on distance learning of which this study was a partial requirement. It therefore required him to carry out other activities regarding the prescription of his job, run personal business for side income and as well manage his family. The limited time impacted on the depth of analysis of data collected. However, the researcher tried his level best to utilize the available time profitably by limiting the collection of large volume of data in order to attain adequate time for analysis and interpretation. A work plan was also developed and strictly followed in order to meet deadlines of the defined activities.

The financial aspect was another issue to consider; the expenditures starting from proposal development to the end of the report were high. These expenditures include; stationery, computer work, internet, and transport costs including travels to different sampled schools in Bwanswa Sub County and to the University to meet the research supervisor whenever a need would arise. However, the researcher spent sparingly and also took care of the supervisor’s guidance which helped him to avoid excessive errors which might have resulted to further spending. The researcher utilized personal savings, and also went in for some loan to help in the advancement of the study.

The impassible roads; the selected schools being in the rural setting most of them had very bad roads and not easy to reach especially when it had rained. The researcher ensured that these schools are visit somehow in the dry days when roads were a bit passable. A strong motorcycle was also got that enabled the researcher to travel to those rural areas without much interference.

# 1.9 Basic Assumptions of the Study

The study held the assumptions that; the management of the identified rural UPE schools to readily allow the research be conducted in their institutions; that the respondents honestly accept to participate in the research, and be able to provide correct and relevant information for valid and reliable results. It further assumed that the schools and respondents sampled be a representation of the entire population; and that the instruments used be appropriate to produce dependable results regarding the School Feeding Program.

# 1.10 Organization of the Study

This study was organized into five chapters. It begins with the introduction in chapter one which include; background of the study (historical background, theoretical background, conceptual background, and contextual background), Statement of the Problem, Purpose of the Study, Objectives of the study, and Research Question. Chapter one continues with; Scope of the study (Content scope, Time scope, and Geographical scope), Significance of the study, Limitations of the Study, Basic assumptions of the study and then Organization of the study. The second chapter of the study is literature review which has got views of different scholars related to the study. It is arranged under the following sub headings; Introduction, Awareness and availability of indicators that help to reinforce the provision school meals in rural UPE schools, Relationship between the nature of implementation of School Feeding Program and academic performance of learners, The Effects of Prompt School Meals on the Academic Performance of Learners in UPE Schools, The Influence of Parental Contribution to School Meals on the Academic Performance of Learners in UPE Schools and conceptual framework. Chapter three gives an insight on the research methodology which was adopted by the study. It comprises of; Research Design, Description of the Study Population, Sample size and sampling procedure, and Methods and instruments of data collection. It proceeds with; Sources of data, Quality Control, Data collection procedure, Data processing, presentation and analysis and then the Ethical Consideration. Chapter four of the study contains the presentation, interpretation and discussion of findings that were obtained from the respondents. And finally chapter five has the summary, conclusions, and recommendations.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.0 Introduction

A number of researchers across the world have carried out a variety of studies regarding the school feeding program and the academic performance. Therefore, this chapter presents a review on some of those various studies as arranged under various sub headings.

# 2.1 Awareness and Availability of Indicators to Reinforce the School Feeding Program in UPE Schools

It is only the schools and stakeholders with detailed information on the school feeding programs who know their impacts on children that put effort to the effective implementation. Communities that participate in these programs can see the tangible benefits to their children. The more time children spend on learning in response to school meals, the more they will learn and the less they repeat school or drop-out (Grantham-McGregor, et al., 1998). In developing countries, SFP is usually not set up to target specific children at a school, but rather all students attending a school are recipients of the program. School feeding program has been found to effectively increase class attendance because children receive the meal only when they attend school (Dheressa, 2011).

In the study carried out on “the Namibian School Feeding Program” (Alfred, 2012) findings showed that several small gardens were found at schools visited. Usually this was because they were required in terms of the curriculum. The study however found that the intention was usually to sell the very limited produce (often to teachers) as a way of raising funds for the school development fund. The study reports that there was no intention of utilizing the produce for the NSFP. To another extent findings indicate that it would seem that parents and community members had done what could reasonably be expected of them to the support of the NSFP, in that they had at least provided firewood, shelters for the cooks and the cooks themselves.

Oyugi, (2007) in her study stated that feeding programs in various pre-schools have given the participation of children direct benefits and that parents, teachers and stakeholders have acquired better knowledge skills related to health nutrition and care of the children. Likewise in UPE schools feeding programs are very important where by teachers, parents and other stakeholders need to focus for improved performance within the learners. These school feeding programs encompasses participation and provision of home-packed food and other forms of contributions (Robinson, 2018)

Mugiri, (1995) said that the SFP in Kenya school feeding program was started in 1966 by National Feeding Council. In 1979, school milk was introduced to all schools in the country. The long-term objectives of School feeding programs were to help the Kenyan Government among others to achieve Universal Primary Education. Main intentions of this program in Kenya were; to increase enrolment, prevent dropout rates and increase retention rate, minimize truancy and stabilize attendance, reduce disparities in enrolment and attendance rates, increase level of participation and concentration in pupils and to alleviate short term hunger in schools. The introduction of milk to every school in Kenya was a real indicator for the awareness and value of the SFP towards the achievement of learners. By the way to a hungry child going to school is not as important as having enough food to eat. This implies that the assurance of at least one school meal each day attracts children to school which boosts enrolment and regular attendance thus enhanced general performance.

Alupo, J. (2013) signed the guidelines on school feeding and nutrition intervention program in Uganda which was recommended for use in both UPE and post primary school systems. The guidelines comprises of majorly three chapters which include; guidelines on school feeding and nutrition intervention in UPE and UPPET school systems, stakeholders’ roles and responsibilities and monitoring, evaluation and reporting. The document fully elaborates a number of issues regarding the implementation of school feeding. Among others it states that the forms of Contribution to the School Food Program are; (i) Cash Contribution for School Food as agreed by the school governing body but in agreement with the Education Act 2008, (ii) Food Contribution in Kind by Parents such as beans and maize, and also that; (iii) Children may be permitted to carry to school supplementary packed foods such as, fruits or ghee.

The guidelines also explain the existence of school food committees (SFC), school feeding registers, penalties for defaults in contribution to school food and school gardening and local food production. It points out the roles of different stakeholders like; teachers, learners, community groups, school governing bodies (SMC and BOGs), ministry of Education, and ministry of health, developmental partners among others. The guidelines move ahead to draw the framework that can be used in monitoring and evaluation of the school feeding. Drafting of the guidelines is one thing, issuing and induction on them to the stakeholders is another, and then realization is the reason as to why these guidelines exist. However, much these guidelines are in place with such basics, our UPE schools especially in the rural setting might neither be having them nor implementing the aspects as stipulated thus a failure of the program.

Robinson. (2018) said that school feeding encompasses participation and provision of home packed food and other forms of contributions. In Kenya, the SFP to public schools had shown to increase academic performance compared to schools with no school feeding program (Chepkwony et al, 2013). Therefore some schools are aware of the feeding programs and do implement them well as others mindless or else are not aware of them neither what is comprised of them. Further the study carried out in private schools in Nigeria observed that providing food to learners during school time had contributed to learners’ attention and academic performance.

John, C. M. (2018) revealed that statistics show that about 66% of school children do not eat food at school, yet they are expected to spend most of their time of the day in school. He added that the African day of school feeding was instituted by the Assembly heads of state and government during the 26th African Union Summit in January 2016. Therefore every March 1st marks the day of the Continent’s commitment to mobilizing an enabling environment for school feeding policy making and governance. He emphasized the aim in this arrangement as enhancing retention and improving the performance of children in school and in boosting generation and entrepreneurship in local communities. The remarking of the school feeding day is a good strategy however the levels at which it is celebrated may not impact much the local communities for awareness and implementation. Decentralization of such celebrations to local communities like at district levels can instead have more impact.

#  2.2 Relationship between the Nature of Implementation of School Feeding Program and Academic Performance of Learners

The school feeding program is all about ensuring that children get what to eat while at school. Basing on literature from different studies indicate that some schools all over the world are struggling hard for the children to have what to feed on. However the question now arises of whether the way the program is implemented can support the improvement of academic performance.

Espejo (2009) asserts that rural schools that provide meals show higher attendance rates and lower initial dropout rates than schools that do not. According to Galal (2005), children who receive meals are generally healthier, more receptive, energetic, and easier to teach. Following WFP recommendations, some ASAL school districts begun providing fortified morning biscuits to get a jumpstart on the cognitive and nutritional benefits of feeding (Finan, 2010; Galal, 2005). However, for many households in the drought stricken areas, hunger has been a barrier to school participation (Dheressa, 2008). A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend school properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for class work material.

According to the study conducted on the Namibian School feeding program (Alfred, 2012) findings show that two thirds of the schools visited had experienced cases of food going bad and sometimes took inappropriate action to try and restore it. When children pack food in their containers due to some unfavorable conditions the food sometimes goes bad which affects their learning outcomes. Adelman (2008) pointed out that literacy scores had decreased to a sample of students who received home food than students who received school food.

The Italian journal of Pediatrics (2018) noted that many of the parents think that packed lunch is the healthiest option. It is quite the reverse as it is easier to get the necessary nutrients into a cooked meal. Only one percent of packed lunch meets the nutritional standards that currently apply to school food. Food based standards defines the types of food which are no longer allowed or are restricted, in order to replace high in fat, sugar and salt with more nutritious food and drinks. Nutrient based standards aim to make the food offered healthier by increasing the vitamin and mineral content and decreasing fat, saturated fat, non milk extrinsic sugars and sodium content.

In Bangladesh government, the program piloted by WFP in 2013, gives school children fresh hot school meals in Bamna of Barguna and Islampur Upazila in Jamalphur. Locally sourced fresh vegetables are included along with lentils and micronutrient –fortified rice and oil, according to the WFP release (WFP, 2013). With Ethiopia’s national SFP, it is a joint program that involves the WFP and the Federal ministry of Education. According to the program guidelines, from Monday to Friday students receive a 150g of hot lunch meal prepared either from wheat, corn or bean­ (Mastewal, 2018).

In 2010, President Barak Obama signed the Healthy Hunger Free Kids Act (Michael, et al, 2017). The main goal of the law was to raise the minimum institutional standards for public school lunches as part of the national school lunch program. The medical literature focuses on biological and chemical mechanisms regarding how specific nutrients and compounds are thought to affect physical development (e.g. sight), cognition (e.g. concentration and memory) and behavior (e.g. hyperactivity). The Berkeley team explained that diets high in saturated fats have a negative impact on learning and memory reducing substances in the body that support cognitive processing and increasing the risk of neurological dysfunction. There is a need of knowing the kind of food to prepare to the school children, how to prepare it and when it is needed.

Dorca, A. (2014) carried out a study regarding challenges facing head teachers’ role in the implementation of the school feeding program in public primary schools, in Nairobi province, Kenya. Since schools receive SFP free from donors, the study sought to know the parties involved in paying the cooks. The findings presented indicated that majority of the cooks are paid by the parents and teachers association. The government does not pay the cooks in any school; only 20% of the schools pay their cooks using the school fund, which is budgeted for the school budget. Under parents’ teachers association, children are asked to contribute fifty shillings each for payment of cooks, failure of which a pupil is sent home to bring the money; lack of which may result to dropping out of school. This implies that children or parents who are extremely poor and cannot afford payment to support the school feeding program are in danger regarding their learning outcomes simply because they will have to miss various lessons as they have to go back home to collect money. Their thoughts are also divided thinking about reverse issues as a result of failure to support the feeding program.

In other words, the level of education attainment has also been low in many developing countries mainly characterized by poverty (Adelman, Gilligan and Lehrer, 2008).The case of countries or schools who do not have donors to sponsor the program in providing of food means that some children will totally stay hungry, no concentration in class and hence affecting the academic performance. Alternatively, other school or countries that have donors for the school feeding program, this directly influences positive learning grades. For example, in Bangladesh a high-energy biscuits are distributed by WFP also piloting a lunch program. In Lao PDR, a mid-morning snack of Corn Soya Blend and oil had been provided but to move in line with the Government’s School Feeding Policy, WFP has been rolling out school lunches where rice and a protein are provided (at the time of the evaluation canned fish was given but in the next semester lentils were going to be on the menu instead) and the community contributes fruit and vegetables and animal protein if possible. Whereas Nepal a cooked mid-day meal is provided which consists of a 110g portion of haluwa, a cooked fortified porridge made of Corn -Soya Blend (CSB) Plus, vegetable oil, and sugar. WFP is considering other modalities, such as providing cash or vouchers to schools where contextually feasible instead of in-kind donations, to overcome potential issues around diet appropriateness and to move towards more efficient and sustainable operations.

# 2.3 The Effects of Prompt School Meals on the Academic Performance of Learners in UPE Schools

In 2000, the United Nations member states met in Dakar, Senegal and committed themselves to the eradication of hunger and the attainment of universal primary education. School feeding programs (SFPs) were identified as one of the main interventions chosen to address these challenges. School feeding falls within the ambit of the UN declaration, and specifically two of the Millennium Development Goals (MDGs), namely MDG 1 (to eradicate extreme poverty and hunger), MDG 2 (to achieve universal primary education).

Dreze and Goyal (2003) emphasized that school feeding program need urgent attention. National planning for SFP should ensure that the government identifies the most appropriate role in its development agenda. The degree to which SFP is articulated in national policy framework helps strengthen its potential and sustainability and the quality of implementation. Therefore the program should be made a priority in sectoral plans with strong political support (WFP, 2009).

According to the Centre for Disease Control (CDC, 2018) hunger due to insufficient food intake is associated with lower grades, higher rates of absenteeism, repeating a grade and inability to focus among students. Such studies show that eating breakfast and lunch is vital to student’s performance. This evidently reflects that when children are provided with meals while at school, it attributes to good learning outcomes.

The American Academy Pediatrics, Healthy Children website (2012), reports that if your child regularly skips his midday meal, he or she may feel sluggish and tired probably not motivated to get much done. The child will also feel hungry which can cause headache, irritability and fatigue. This report adds that, concentration and focus in the classroom relies on proper nutrients that a child gets from his or her lunch. Eating especially the right foods at lunch will help power the child’s brain so that there is success at school. If a child does not eat lunch, there may be a lack of vitamins and minerals for the brain to work so one can learn and retain classroom materials hence an attribute to poor academic performance.

# 2.4 The Influence of Parental Contribution to School Meals on the Academic Performance of Learners in UPE Schools

Central concerns are the potential costs of the program and how to implement the program without burdening the already fragile education system. Many countries, especially those affected by crises, have traditionally addressed these concerns by relying on external support for resources and often the implementation of their programs. A majority of such programs rely on community participation for daily implementation activities, while the overall management of the supply chain is often undertaken by an external partner. Such programs are often peripheral to the education sector management processes and the national budget, and are particularly vulnerable to external factors and may not persist beyond external support (Ahmed, 2004).

Over the past years the government of Kenya started allocating resources to the program through in-kind transfers of food that is locally produced (WFP, 2013). Management responsibilities were also being gradually transferred to the parents through the school management committees (SMCs). The government receives external assistance for purchasing and providing the food for the program, while the government itself is responsible for food distribution from the warehouses to the assisted schools. A range of contributions are also made by parents and other community members in each assisted school. The school management committee generally manages the program and agrees on fees that will be charged to each child in the school to support school feeding. If parents cannot afford to pay in cash, they provide in-kind contributions or services.

A high level consultation on school feeding in Ghana reported in 2007 that most African countries now use a decentralized, or bottom up approach that relies heavily on local structures (NEPAD, 2007). Decentralization allows greater room for creative even though informal implementation. This one better responds to local needs and contexts which in turn may foster local community involvement. Nigeria’s decentralized informal procurement system, for instance allows each school management committee to purchase food stuffs and develop menus that reflect local dietary patterns and traditions. Such services are better able to use locally adapted technology, support coordinated community action and promote partnership (NEPAD, 2007).

Santa, O. (2017) argued parents to contribute money or food as agreed at a P.T.A meeting or alternatively pack lunch for the children adding that school feeding has been a problem in most UPE schools in Uganda. The daily monitor (September 19 2018) reported that parents in rural areas within Gulu district were reluctant to make contributions for the compulsory feeding program for the primary school going children. For that reason the “Gulu District Local Government” passed a resolution to compel parents each contribute beans and maize to cater for their pupils’ breakfast and lunch. This is part of the government efforts to ensure that pupils keep in school.

In low-income countries there are often major challenges associated with the implementation of school feeding programs. Schultz (1988) asserts that investing in education is very crucial for any country’s long term economic development. However, malnutrition and resultant poor health keep pupils from attaining their full potential especially in developing countries. The effect of malnutrition on children can be even more life-threatening and permanent. Malnourished children are subject to wasting, stunting and reduced cognitive function. World Food Program (WFP) Report (2006) acknowledges that to support learning and human capital development, it is necessary to tackle the problems of hunger. The aspect of hunger when almost all people have no food in their homes threatens the effective implementation of the school feeding program.

Justine, S. (2017) asserts that the twin crises of growing hunger and low learning have distinct causes even where they overlap geographically. The World Bank’s new 2018 World Development report focused on the “learning crisis” in the developing world. Teachers are under prepared and often absent, basic materials are missing and schools are poorly managed. As a result children in many countries go to school for years and emerge functionally illiterate. Teachers who are not responsible enough and have ignored some of their obligations have led to failure of the school feeding programs. They are focal persons who are expected to link up the implementation of several reforms or activities in the school in accordance to the guidelines in place.

Cooking arrangements are not optimal because of the unpaid cooks (Alfred, 2012). The supply and demand of the maize blend are poorly calibrated and balanced, and there appears to be a lot of inefficiency in the system due to inadequate record keeping and measurement of the amount of food to cook. The provision of smaller portions than planned to children is also seen as a hindrance to the feeding program, even though parents would be able to support the program. Further, they are sometimes disappointed when their children are served with a very small portion of food which still keeps them hungry all day. As well as monitoring and evaluation of the program though not totally absent, is not a priority at any level and are in effective.

(Bundy, et al; 2009) stated that for in-school meals, the timing and composition of school meals depends on such local factors as the length of the school day, the nutritional status of children, local eating habits, availability of commodities (for example, in the case of in-kind donations), ease of preparation, shelf life of different commodities, and costs, as well as the availability of trained cooks, cooking facilities, and clean water. Cooking food in school involves the complications and costs of providing labor, fuel, and cooking and eating facilities. These complications are reduced by the fact that they draw parental and community involvement into the program which is a key element of quality and sustainability.

Gelli, et al. (2009) revealed that logistics, security, and climatic conditions have an impact on program expenditures. The geographical context will also affect the overall cost; program in landlocked countries will generally face greater operational costs than countries implementing the same type of program but have access to seaports, depending on the provenance of the food. Estimating the full cost of in-school meal program is not always straightforward because providing cooked meals in schools generally includes a range of school-level costs that are normally not included within overall program expenditures.

# 2.5 Theoretical Framework

The study was also be guided by Vroom Expectancy Theory of Motivation advocated by Victor H. Vroom (1964). According to this theory, the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

Tolman (1932) attributed the results of reinforcement to learning but not regarding reinforcement as a necessary condition for learning to take place. The pupils who mainly faced hunger and starvation due to floods were not motivated to continue with the learning process with the hope of receiving hunger pangs. However, in Vroom’s theory, valence is the emotional orientations toward particular outcomes (rewards) or is the value the person attaches to the outcome. Therefore, it is the attractiveness or performance for a particular outcome of an individual. The school feeding program is an incentive to attract children to school and enable them to learn for better results. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (the belief that better efforts will result to better performance). Then instrumentality that good performance will lead to valid outcome. To the pupils, expectancy is the internal beliefs that children have that enable them to go to school regularly leading to the acquisition of quality education hence the good academic performance. Therefore, School Feeding Program facilitates pupils to learn by solving short-term hunger and making them healthy to cope with class work

# 2.6 Conceptual Framework

The study was based on the concept that the school feeding program helps to improve on the academic performance of learners in rural UPE schools as illustrated in the conceptual framework below;

**School feeding program**

 **(**Independent variable) **Academic performance**

* School Feeding Program awareness and availability of indicators for its implementation.
* Nature of implementation of school feeding program.
* Prompt school meals
* Parental contribution to school meals

 (Dependent variable)

* Motivation to active participation in learning activity
* Increased school and class attendance
* In-class concentration (learning and retention)
* Improved cognitive skills and psychological behavior.
* Good grades
* Reduced unwanted behaviors like stealing, and fighting and escapism.

 **Universal Primary Education Schools**

 (Moderating variable)

* Teacher pupil ratio (high enrolment)
* Resource books and physical infrastructure
* UPE Capitation grants from government
* Fee abolition and poverty
* Automatic promotion
* Political influence

**Figure 2.1: Conceptual framework showing the relationship between school feeding program and academic performance of learners in UPE schools**

The figure shows the significance of school meals towards the improvement of academic performance of learners. For example if stakeholders are aware of the school feeding guidelines, it is more likely to be implemented thus a motivation to active participation towards learning activities. In regard to the nature of feeding for instance if the children are fed on a hot meal and preferably a balanced one, this further attributes to improved cognitive skills, psychological behaviors hence the good grades as well. Parents’ contribution towards prompt school meals help learners to be safe from unwanted behaviors like stealing and escapism which result from lack of what to eat at school.

However, there is a need to put in mind the setting of UPE schools (moderating variable) of which policies or ideologies also affect the implementation of the school feeding program leading to retarded academic performance. Since UPE is free of charge, it attracts many pupils to attend school of which a teacher may fail to manage the too many children allocated under a single classroom. This might affect the performance of learners despite the success of the school feeding programs. The resource books including text books, physical infrastructure like classrooms, pupils’ latrines, also affect performance of learners.UPE capitation grants; these are funds that government gives to UPE schools to run school activities. When the grant is inadequate, some activities are not met as expected; lack of school chalk, instructional materials or teachers’ lesson preparation affects the performance of learners. UPE was started in a way of abolishing fees which were earlier paid, generating the ideology that everything in UPE schools is entirely free and seemingly it is almost the poor people in such schools. It now becomes a hindrance to contribute for the effective implementation of the feeding policy hence affecting the academic performance. With the word automatic promotion, sounds as if even when a child attends school fewer days or does not grasp concepts at all has to be promoted to the other class and now this weakens the two main variables of the study. The influence of politics also strengthens or diminishes the state of variables depending on the way they are addressed.

# CHAPTER THREE

# METHODOLOGY

# 3.0 Introduction

This chapter presents the research methodology that was used in the study to answer the research questions. The chapter comprise the following;research design, description of the study population, sample size and sampling procedure, methods and instruments of data collection, sources of data, quality control (validity of data, reliability of data), data collection procedure, data processing, presentation and analysis and the ethical consideration.

#  3.1 Research Design

The study used a descriptive survey design. Descriptive survey research design determines and reports the way things are (Mugenda & Mugenda, 2003). This was appropriate for this study because it involved fact finding and enquiries from the head teachers, parents and pupils about the relationship between school feeding program and academic performance of learners in rural UPE schools within Bwanswa Sub County.

 The design explored and evaluated in details the relationship between the variables (for this matter the relationship between independent variable, school feeding program and dependent variable; academic performance). Descriptive survey was be used to investigate a population by collecting sample to analyze and discover occurrences.

The study also employed a qualitative research approach to a large extent and quantitative methods to a smaller extent. Creswell W. John emphasizes the mixed method strategy stating that, ‘authors have elaborated on the criteria that go into choosing a mixed approach from the many available to use.

Qualitative research is an approach that allows one to examine peoples’ experience in detail by using a specific set of research methods such as in - depth interviews, focus group discussion, observation, content analysis, visual methods, and life histories or biographies (Bailey, Hennink and Hutter, 2011, p. 9). Therefore qualitative design was preferred because it helps to uncover trends in thought, opinions and to dive deeper by describing current conditions through answering the set questions for the provision of in-depth data analysis. In other words the approach was of use in providing answers to the questions of who, what, when, where, and how­ relevant to implementation of the School Feeding Program and academic performance in rural Universal Primary Education schools. Moreover, qualitative approach allows research to be conducted in a natural setting and involves a process of building a complex and holistic picture of the situation of interest (Nicholas, 2006).

To a smaller extent the quantitative methods were used to provide the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Similarly were important in developing and employing mathematical models, theories and hypothesis pertaining to the phenomena. These quantitative methods were also vital in quantifying attitudes, opinions, behaviors and other defined variables and generalizing results from a larger sample population. In other words under this study, qualitative method was to produce information only on particular cases studied, and any more general conclusions were only hypotheses of which the quantitative method was used to verify which of such hypotheses were true.

# 3.2 Description of the Study Population

The study targeted UPE schools in Bwanswa Sub County in Kakumiro district. The schools include; Bukuumi Boys, Bukuumi Girls, Kihumuro, Kihurumba, Nkondo, St. Noah Kasojo, Kitanda, Kyabasaija, and Nchwanga. The subjects of the study population were teachers, head teachers, primary seven pupils, and the parents of those children. Consequently the study considered these respondents because they were directly responsible and involved in the implementation of the school programs. They are well aware of the each and everything that transpires in their schools and therefore have real on ground data. A representative sample was selected from the respondents as it was not possible to cover the entire population.

# 3.3 Sample Size and Sampling Procedure

Whereas a sample is a small group of persons or items selected from the target population that is subjected to the study, it is usually a representation of the entire population (Wambiri & Muthee, 2010). Then, sampling is the process of selecting the required individuals for the study and it involves selecting a number of individuals from a population such that the selected group has elements or characteristics found in the entire population (Orodho & Kombo, 2002).

In the first place the study used random sampling to select the seven (7) schools which were focused on for the study.

In the second place purposive sampling and simple random sampling techniques were also used to select the respondents representing the study. According to Kothari (2003), purposive sampling is appropriate when selecting study subjects that meet a certain pre-determined criterion. In this case, the pre-determined criterion shall be “persons with direct involvement in day-to-day running of the SFPs at the school level” as well as the beneficiaries. In this context a sample of 152 respondents were used which includes; 108 primary seven pupils, 12 teachers of which six were in charge of school pupils’ welfare/garden or SFP and the other six were class teachers. The study also considered 5 head teachers and 27 parents who had children in the primary seven classes. It is assumed that these parents had all the required information on behalf of parents’ attitudes, capabilities, likes and dislikes. The table below shows the sample size of the respondents that represented the study.

**Table 3.1: Sample size of the respondents that represented the study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category of population** | **Target population (A)** | **Actual sample (x)** | **Average sample per school** | **Sampling strategy** |
| Head teachers | 9 | 5 | 1 | Purposive sampling |
| Teachers in charge SFP or Welfare/gardening | 9 | 6 | 1 | Purposive sampling |
| Teachers in charge P.7 class(class teacher) | 9 | 6 | 1 | Purposive sampling |
| P.7 pupils | 178 | 108 | 15 | Simple random sampling |
| Parents of P.7 children | 45 | 27 | 4 | Simple random sampling |
| **Total** | **250****(W)** | **152****(S)** | **23** |  |

The above sample size was determined basing on the recommendations of Morgan (1970) as it is shown in the appendix pages. The sample size was further authenticated by the following formula:-

x = A \* S where x = proportion sample, W = total target population, S= sample size.

 W

For example; to get the actual sample size from the nine target population of head teachers using the above formula is as calculated below:

x = A \* S x = 9 \* 152 = 5.472 (nearest whole number is 5 respondents).

 W 250

This brings the total sample size to 152respondents which represented 60.8 % of the target population. The number of respondents was considered sizeable enough and appropriate to reflect on the characteristics of the whole subjects in the study of rural UPE schools in Bwanswa Sub County in Kakumiro district.

# 3.4 Methods and Instruments of Data Collection

Data are the raw materials of research that need to use the most effective and appropriate data collection methods (Nicholas, 2006). Therefore, this study used various methods which include; Questionnaire method, Interview method and Observation method.

Instruments were then developed and used to guide the collection of data by the researcher. The data instruments which were used in this study are questionnaire guides,interview guides and observation checklists.

# 3.4.1 Questionnaires

Questionnaires guides were one of the instruments for collecting data during the conduct of this study. Questionnaires are research instruments consisting of series of questions (or other types of prompts) for the purpose of gathering information from the respondents. Questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2004). They are also quite cost effective and faster to administer as they do not involve the researcher making personal visits to respondents.

Under the study two sets of questionnaire guides were constructed and used to collect data, one for head teachers and the other for teachers. These were logically designed with both open and closed ended questions to allow respondents express their in-depth opinions about the intended subject. The questionnaires had questions set in relation to the objectives of the study significant to collecting the most complete and accurate objective and subjective data. The researcher personally delivered these questionnaires to the head teachers and teachers which also acted as a measure to the attainment of primary data.

# 3.4.2 Interviews

An interview is a verbal conversation between two or more people with the objective of collecting relevant information for the purpose of research (Bailey, Hennink and Hutter, 2011). Interviews were applied basically to parent and children respondents in order to allow them speak out their opinions, feelings, beliefs, insights, attitudes and experiences regarding the implementation of the School Feeding Program through the use of probing questions. These interview questions were formulated on the basis of the research questions. The interview instruments helped the interviewer to provide a guard against confusing items. If a respondent has misunderstood a question, the interviewer can clarify, thereby obtaining relevant responses (Babbie, 1992). However, during the conduct of the interview with the learners, 1-2 teachers could be around to act as informants but not those who participated in the answering the questionnaires. According to Gall & Borg, (2007), informants were available to clarify immediate concerns and unclear statements. Therefore these informants shall help in the establishment of trust and rapport in the area of study. The researcher therefore conducted a face to face interview with the respondents (primary seven pupils and parents) with the aid of an interview guide, on average each interview session took duration of around 30 minutes.

# 3.4.3 Observation Checklists

Observations were used as a support method to the interviews and questionnaires with the aim of gaining clarity or understanding the problem in detail. Observation is a research method that enables researches to systematically observe and record people's behavior, actions and interactions. This observation checklist instrument was used directly to observe and gather firsthand data on behaviors, operations and activities, in order to develop a holistic perspective regarding school feeding program and school performance. Due the fact that the area in study regards school feeding, the researcher had to make some observations on various food practices of learners during lunch hours. This way, observational method also allowed learning about issues the respondents or participants may be unaware of or that they were unwilling or unable to discuss candidly in an interview. The method also allows researchers to obtain a detailed description of social settings or events in order to situate people's behavior within their own socio - cultural context (Bailey, Hennink and Hutter, 2011, p.170). Observation is a first-hand experience, the observer records information as it is revealed. In other words, observation also provides important additional source of data for verifying, clarifying and expanding the information obtained by other methods such as interviews (Bailey, Hennink and Hutter, 2011).

# 3.5 Sources of Data

In the study, both primary and secondary data was used. Primary data refers to the data collected for the first time in the field. First hand information was got from the school head teachers, teachers, pupils and parents by the use of questionnaires, interview guides, and by direct observations. The responses were carefully analyzed in order to create a data base as regards the implementation of the school feeding program and academic performance in rural universal primary education schools.

Secondary data refers to an analysis of data that has been collected for some other purpose. Secondary data contributed to the effectiveness and efficiency regarding this particular area of study. Literature review and other content of the study were built from textbooks in libraries, work of other researchers and other documents accessed from authentic authors on internet sites.

# 3.6 Quality Control

The term quality control refers to the efforts and procedures that survey researchers put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for the particular study (Paul, 2008). Validity and reliability are concepts in research that ensure the quality of the study.

# 3.6.1 Validity of Data

Validity is the degree to which a test measures what it purports to measure (Borg & Gall, 2003). It can also be defined as the accuracy and meaningfulness of inferences, which are based on research results (Mugenda and Mugenda, 1999). Content validity was measured by having the instruments reviewed and evaluated by the researcher with the help of the supervisor and other professionals in the department especially of research. Research instruments of this study were discussed and reviewed by the help the supervisor of this research as a key figure in guidance towards a steady representation to ensure authenticity. The other professionals in the department especially of research were also respected for guidance. From the time of setting questions rhyming to the study objectives to the discussion of answered work by the respondents, the supervisor was consulted at different stages. All these contributed to the findings of the study to truly represent the phenomenon under investigation. Similarly the use of various data collection instruments; questionnaires, interview guides, observation checklists and informal talks following commendable procedures were important to produce credibility findings for the study.

Leavy and Biber (2011) asserts that with validity the researcher earns the confidence of the reader that he or she "has got it right". According to Guba and Lincoln (1994), cited in Leavy and Biber (2011 p. 48): “*The basic issue in relation to trustworthiness is simple: how can an inquirer persuade his or her audiences (including self) that the* *findings of an inquiry are worth paying attention to, worth taking account of?* “ What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue? In other words validity considers what it intends to investigate. This is to explain if the findings are meaningful, relevant, and true to the research questions (Gall, Gall and Borg, 2007).

# 3.6.2 Reliability of Data

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2003). In the study sample, a sample of above 10% of the total population was considered reasonable enough to attain stable and consistence results. According Gay and Airasian (2003) a sample size of between 10% and 20% of the total population is representative.

 Kirk and Miller (1986) identifies three types of reliability; (1) the degree to which a measurement given repeatedly remains the same, (2) the stability of a measurement over time and, (3) the similarity of measurements within a given time period(pp.41-42) Therefore efforts were put in place to ensure reliability of data. Others explain that the goal of reliability is to minimize error and bias in a study (Yin, 2011). In order to be safe the researcher had to present the questionnaires, interview guide, and the observation checklists to the supervisor to ensure clarity of instructions and items before they were delivered to the respondents. Questionnaires had both open and closed questions and with no name space for the respondents in order to allow free expression of views for dependability.

# 3.7 Data Collection Procedure

Thedepartment of distance learning under the school of education, humanities and sciences Nkumba University allowed the researcher to identify a researchable problem. This was got and then recommendation made to proceed with writing a research proposal under the allocated supervisor. Under the supervisor’s guidance, the proposal was written and thereafter research instruments including questionnaires, observation checklist and interview guide were organized depending on the nature of the respondents and in line with the objectives of the study. Upon obtaining an introductory letter from the university to proceed to the field, the researcher used it to get permit from the District Education officer of Kakumiro district to visit the sampled schools. Subsequently, the researcher proceeded to schools sampled, met the head teachers, presented my introductory letter and requested for permission to administer research instruments to respondents. Upon acceptance of the request, the head teacher introduced the researcher to the teachers, pupils and parents. Thereafter, the researcher introduced himself to respondents and explained the purpose of the study from where research instruments were embarked on to generate data. For any difficulty that arose during the process, the researcher had to seek guidance and consultations from the supervisor and other relevant experienced researchers to ensure efficiency and effectiveness of data.

# 3.8 Data Processing, Presentation and Analysis

Data processing involved collecting raw data by the use of questionnaire guides, interview guides, and observation checklists. The raw data was then edited to ensure that responses given were accurate and consistent. Thorough scrutiny through crosschecking to detect errors and omissions was a key component in the editing process. Thereafter data was classified according to common features by identifying common themes arising from the respondents’ opinions in correspondence to the objectives of the study.

The findings were subjected to the use of qualitative and quantitative techniques. The data was presented using descriptive and analytical forms considering tabulation and diagrammatic representation. By tabulation it means that the data is organized using tables. A table is an array of data in rows and columns (Adedayo, 2000). Tabulation was therefore vital in condensing a large mass of data in an attractive form. This made it easy for the comparison among classes of data and helped to take up less space than when the data would be presented in a narrative form.

For better visual impact the data of this research was represented diagrammatically using bar charts and pie charts (circle graph). With the bar chart, it consists of separated rectangular bars drawn such that the height is equivalent to the frequency. Unlike the pie chart which uses sectors, for a bar graph it is easier to make comparison of the heights simply because the common entrance performance figures which are clearly visible by their exceeding heights and vice versa. However, the study also considered the use of pie charts. A Pie chart consists of a circle, divided into sectors, which are proportional to the data. A total of all cases were found and the percentage of each case was considered in relation to 360 degrees.

For the purpose of summarized and analyzed statistical data to generate information for taking actions regarding the area of study, percentages were used. A Percentage refers to the proportion or rate of a particular value in relation to 100. These helped to convert values to uniform standard for ease of comparison of different characteristics of variables to form a reliable basis to the problem in the area of study.

# 3.9 The Ethical Consideration

Ethical guidelines and legal rules should be considered by the researcher (Holloway, 1997). In othewords ethical consideration is part of the research works, and cannot be avoided (Bryman, 2004). According to Bailey, Hennink and Hutter and (2011), ethical issues have the following considerations: - Informed consent; where individual should be provided with sufficient information about the research to make them have a voluntary decision to participate in a research study. Then, Self-determination; Individuals have the right to determine their own participation in research, including the right to refuse participation and also pull out at any time. Thirdly, Minimization of harm; Researchers should not do any harm to participants or put them at risk. And also, Anonymity; where by the researchers are required to protect the identity of research participants at all times. Finally, is the issue of Confidentiality where the researcher ensures that all data records are kept confidentially.

Therefore, the researcher exhibited respect and strictly followed the stipulated data collection procedure. Thorough explanations were made to the respondents of why, how and where the study to help them gain courage to participation, however, where a respondent was deemed not ready to participate in the study then he or she would be given chance to withdraw. The questions to the respondents were set with care so that they do not offend any participant. Respondents were rest assured that the research is basically for study purposes and that any information given had no any harm to them and would be kept with utmost confidentiality. Further the research instruments especially the questionnaires did not have the spaces to fill in the school, respondent name, contact information nor any other sort of identity implying that nobody was able to tell of whom respondent provided what information. Even for the case of the interviews, and observations, all this information was kept confidential. All this commitment was vital in minimizing the risks associated with research, including psychological and social risks, and also maximizing the benefits that accrue to research participants.

# CHAPTER FOUR

# PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

# 4.0 Introduction

The purpose of the study was to evaluate the relationship between school feeding program and academic performance of learners in rural universal primary education schools in Bwanswa Sub County in Kakumiro District. The study was intended to achieve the following objectives; to investigate the awareness and availability of indicators that help to reinforce the provision of school meals in rural UPE schools and to establish the relationship between the nature of implementation of feeding at school and academic performance of learners. Also to determine the effects of prompt school meals on the academic performance of learners and examining ways by which parental contribution to school meals influence academic performance of learners in rural UPE schools.

The description of the findings in this chapter was based on themes that relate to research questions one, two, three and four. The sources of data were the field respondents; these included head teachers, teachers, primary seven pupils and parents who had children in the primary seven classes. For data instruments, the study used; questionnaire guides, interview guides and observation checklists through personal interaction of the researcher with the respondents.

# 4.1 Response Rate

The study sampled seven schools and all these were reached to get primary data. Head teachers and teachers were given questionnaires and all these returned them however some had not filled all spaces as required.

Since schools were reached when pupils had already finished their examinations, some of them were not interviewed because they were not present by the day of visit. For the case of parents, still some few were not interviewed due to bad weather (rainy season which made it difficult to reach their homes. Below is a table showing the number of respondents of whom the researcher reached and managed to provide responses.

**Table 4.1: Rate of responses achieved**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category respondents**  | **Sample**  | **Response rate**  | **Percentage of response rate**  |
| Head teachers  | 5 | 5 | 100% |
| Teachers of SFC,welfare or gardening | 6 | 6 | 100% |
| Teachers in charge P.7 class  | 6 | 6 | 100% |
| P.7 Pupils  | 108 | 90 | 83.3% |
| Parents of P.7 pupils  | 27 | 18 | 66.7% |
| **Total**  | **152** | **125** | **82.2%** |

***Source: Primary data (2019)***

The table above indicates that the rate of responses achieved was 100% for head teachers and for both of the respective categories of teachers, all these respondents answered questionnaires. For the category of respondents who were interviewed, a rate of responses achieved for P.7 pupils was 83.3% whereas that of parents of P.7 pupils was 66.7%. The average response rate was 82.2% and this was considered representative in providing reliable and valid data attributed to the fact that the researcher was on ground personally.

# 4.2 Background Information

During the study, respondents were required to provide background information on different aspects. This was done to help the researcher uncover the various patterns that could be of use during interpretation and discussion of data.

# 4.2.1 Gender of the Respondents

The table below summarizes the gender for the findings regarding gender;

 **Table 4.2: Gender of the respondents**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender**  | **Head teachers** | **Teachers** | **Pupils** | **Parents** | **Total** | **%age** |
| Males  | 2 | 5 | 38 | 6 | 51 | 40.8% |
| Females  | 3 | 7 | 52 | 12 | 74 | 59.2% |
| **Total**  | **5** | **12** | **90** | **18** | **125** | **100%** |

 ***Source: Primary data (2019)***

The gender of the respondents indicates that females were the majority covering 59.2% and then males were 40.8%. Their difference is not all much implying that the study was not biased which gives an assurance for consistency of data findings.

#  4.2.2 Age of the Respondents

The study sought to find out the age of respondents and the findings are presented in the following table;

 **Table 4.3: Age of respondents**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age range** | **Frequency** | **Percentage** | **Cumulative percent** |
| Below 20 years | 90 | 72% | 72.0% |
| 20-30 years | 5 | 4% | 76.0% |
| 31-40 | 8 | 6.4% | 82.4% |
| 41-50 | 12 | 9.6% | 92.0% |
| 51-60 | 5 | 4% | 96.0% |
| Above 61 | 3 | 2.4% | 98.4% |
| Missing | 2 | 1.6% | 100.0% |
| **Total** | **125** | **100%** |  |

 ***Source: Primary data (2019)***

The table above indicates that 72% of the respondents were below 20 years and all these were pupils of P.7 classes, 9.6% were between 41-50 years, and 6.4% were between 31-40 years. Those between 21-30 years and 51- 60years were the same making a percentage of 4% whereas above 61 years were 2.4% and all these were parents who were found in their homes around the school locality. Of the respondents, 1.6% did not fill questionnaires to indicate their age and these were teachers in particular.

#  4.2.3 Highest Professional Level of Education

Findings revealed the educational qualification of respondents (head teachers and teachers) as presented in the pie chart below.

**Figure 4.1: Professional Level of Respondents**

***Source: Primary data (2019)***

On the professional educational level, 41.2% of the respondents had certificate and these were teachers. The number of respondents who had degrees was equal to those with diplomas (29.4%,) which implies that all teachers in these rural UPE government schools are professionally qualified and still some have up graded their levels to attain higher qualifications. This gives hope that whenever they get higher education levels, they become models to the effective implementation of government reforms and programs in these schools.

# 4.2.4 Working Experience of Respondents

Head teachers were tasked to reveal their working experience in the post of headship as administrators. Findings were as presented below;

 **Figure 4.2: Working experience in the post of head teacher**

 ***Source: Primary data (2019)***

Head teacher respondents with a working experience between 1-5 years were 40% same as those with an experience between 11-15 years. 20% of the head teachers had an administrative experience between 16-20 years. On the side of the teacher respondents, their working experience is presented on the graph below;

 **Figure 4.3: Teaching experience of teachers**

 ***Source: Primary data (2019)***

For the teacher respondents, 41.6% had a teaching experience between 11-15 years, 25% between 6-10 years, and 16.7% between 1-5 years which is the same as those between 16-20 years. This implies that most of the teachers in UPE government schools have a teaching experience above 10 years.

# 4.2.5 Average Number of Teachers and Primary Seven Pupils

Findings indicated that of the sampled schools in Bwanswa Sub County each comprised of an average of seven teachers and 28 primary seven pupils.

# 4.3 Findings of the Study in Regard to Objective One

Objective one investigated the awareness and availability of indicators that help to reinforce the school feedings program. The aspects that were looked at were, the availability of the guidelines on school feeding and intervention program, indicators supporting the provision of meals at school and the general level of attention to implementing the feeding program in these schools.

When teachers and head teachers were asked a question;

*Are you aware that children in UPE schools need to have meals while at school?*

Their responses were as on the graph below.

**Figure 4.4: Responses on awareness that children in UPE schools need to have meals.**

 ***Source: Primary data (2019)***

As from the figure above findings show that 94.4% respondents (teachers and head teachers) knew that children in UPE schools need to have meals while at school. However, 5.6% of the respondents provided a “NO” response which means that they did not know that children in UPE schools needed to have meals while at school.

Similarly head teacher respondents were tasked to avail information whether their schools had a copy of the guidelines on school feeding and nutrition intervention program.

**Figure 4.5: Does this school have a copy of the guidelines on school feeding and nutrition intervention program in Uganda?**

 ***Source: Primary data (2019)***

Of the respondents, 60% provided a “No” response and 40% a “Yes” response as shown in the figure above. However the researcher found out through the observation check list that of the 40% schools who had provided a “Yes” response, the 20%, 20% had a circular from the education office emphasizing on provision of school meals well as the other 20% could not locate where the copy was. Therefore, these had no any other evidence to confirm the availability of copies on school feeding guidelines. To a larger extent this dissatisfies the statement that Ugandan government drafted and issued guidelines on school feeding and Nutrition intention program (Alupo, 2013) some schools might have not got this copy, or else got the copy but misplaced. One of the head teachers in an interaction articulated that he had downloaded his copy from the internet but still could not locate where it was.

# 4.3.1 Departure and Arrival Time of Pupils

Findings from both the teachers and pupils indicate that on average the P.7 pupils arrive at school by 7:30 am and depart by 5:30 pm. All the sampled schools had their children come from home daily (day scholars).These children report to school as early as 7:30 am earlier than other classes so that they can have morning lessons commonly known as “extras or extra lessons”.

According to the information provided indicate that such lessons are paid for by parents, they start at 7:30 am to 8:30 am where normal lessons now begin as per the school government timetable. In the same way when other pupils leave school, the p.7 pupils stay behind in extra lessons till 5:30 pm in the struggle to cover widely for improved academic performance.

# 4.3.2 Indicators for School Meals Reinforcement

The researcher wanted to know whether schools were really implementing the school feeding program and asked head teachers and teacher respondents the question which stated;

*Which of the following do you have and are functional in your schools;* School *gardens, storage facility for pupils’ utensils (plates or cups), school food committees and school feeding register?*

Their response regarding what they had is as in the table below;

 **Table 4.4: Indicators for school meals reinforcement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  | **Expected count of responses**  | **Frequency of Yes responses**  | **Percent**  |
| School garden  | 17 | 15 | 88.2% |
| Storage facility for cups or plates  | 17 | 4 | 23.5% |
| School feeding committees (SFC) | 17 | 3 | 17.6% |
| School feeding register  | 17 | 4 | 23.5% |

 ***Source: Primary data (2019)***

The findings show that 88.2% of the respondents had school gardens at their schools. The number of respondents who accepted the availability of storage facilities for pupils’ cups or plates was the same as those with school feeding registers (23.5%). Also 17.6% of the respondents said their schools had school feeding committees (SFC). Therefore most of the rural UPE schools in Bwanswa Sub County have land where they grow crops from. The researcher also used an observation check list and confirmed the above findings. However, concerning school gardens some schools had the land but left dormant and nothing much was seen grown on it.

For the case of storage facility for pupils’ cups or plates, none of the plates was seen. It was only a few of the cups seen also not rational to the number of pupils in the class implying that some pupils were not considered for meals (porridge in particular). On school feeding registers, concerned teachers had small lists for pupils who take porridge at school, in other words these are the pupils who managed to pay for the porridge. And then, though some respondents said they had SFC, only a display list of teachers’ extra responsibilities was seen among which teachers in charge of welfare and gardening inclusive. This implies that SFCs are not properly established because there was no any other evidence for their existence such as minutes of their meetings.

# 4.3.3 Availability of the School Cook, and a School Kitchen

The study went on to investigate through the observation checklist whether schools had a school kitchen, and a cook. Findings showed that all the sampled schools (100) % had school kitchens and cooks. However, most kitchens were substandard.

# 4.3.4 Involvement of Pupils in Growing of Crops in the School Garden

In an attempt to find out the direct involvement of pupils in the school garden, this question was asked to the head teachers, teachers and pupil respondents

*Are pupils involved in growing crops in the school garden?*

Below are responses they provided;

 **Figure 4.6: Are pupils involved in growing of crops in the school garden?**

***Source: Primary data (2019)***

Findings from the chart above show that 74.7% pupils in the respective schools get involved in growing of crops in the school garden. Of the above percentage it was noted that all the pupil respondents accepted that they really participate in school gardening. 23.4% respondents provided a “NO” response implying that pupils do not get involved in growing crops from the school garden. The study also realized that most of the “NO” responses are those schools without land where they can open up school gardens. Additionally 1.9% of the respondents showed that sometimes pupils get involved in growing of crops in the school garden.

Respondents were also asked this question;

*In which ways is food grown by pupils in the schools garden utilized?*

For all those pupils who had accepted that they get involved in growing crops from the school garden affirmed that the food is eaten by the teachers. The study noted that pupils play a great role of growing food from the school garden despite being eaten by the teachers as their lunch. For some of these pupils who grow food for teachers, themselves stay at school hungry the whole day. One of the teacher respondents clearly provided an answer that,

“*For eating at school by the teachers”*

This answer exactly corresponded with that of pupils boldly pointed out during an interview interaction with the researcher. Unlike the pupils, for the teachers each of the respondents had a different response.

Other respondent provided these responses*;*

*Pupils grow maize in the school garden and this is used for their porridge.* The other said, *“When food matures, it is cooked and eaten by the pupils”* and also that, *“Food is eaten by the teachers and sometimes by pupils on speech days”.*

Majority of the teacher respondents left the question blank. These respondents managed to provide a “yes” response for accepting that children get involved in growing crops from the school garden. However, could this be true that the same respondents do not know the way the food grown is utilized? The researcher assumes that the question was not so complicated to the respondents but only that these respondents did not like to reveal the truth of their hearts.

# 4.4 Findings of the Study in Regard to Objective Two

Under this objective, respondents were required to determine whether there is a relationship between the nature of implementation of feeding at school and academic performance of learners. This was done by reflecting on the mode of getting school meals and effects of the different modes of school meals on academic performance of learners. The respondents were asked this question:

*Do pupils get meals while at school?*

The graph below shows their responses

 **Figure 4.7: Do pupils get meals while at school?**

***Source: Primary data (2019)***

Findings indicate that 78.4% taking the majority of the respondents agreed that pupils eat while at school. Whereas 13.6% respondents affirmed that sometimes pupils eat, 8% totally rejected that pupils do not eat while at school. Respondents who said that they don’t eat included the parents and pupils themselves.

During an interview interaction with the parents, one of them said;

*“My child goes to school when he has fully got breakfast here at home”.*

This means that to a certain extent we have pupils who do not get anything to eat at school. These keep on gambling throughout the day to get what to eat, by begging their friends, looking for mangoes or anything to eat elsewhere. Now their work becomes to look for what to eat to kill hunger rather than studying and to the obvious this retards their academic performance. Dheressa (2008) points out that hunger has been a barrier to school participation because children have to deal with their immediate subsistence needs before they get ready for class work material.

The researcher wanted to know some of the foods which pupils eat while at school and respondents listed the following; cassava, potatoes, porridge, beans, rice, matooke, among others.

# 4.4.1 The ways through which P.7 Pupils get their School Meals.

The researcher sought to find out whether pupils go to school with already prepared packed food from home, the responses are presented below.

 **Table 4.5: Pupils go to school with already packed food from home.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Responses**  | **Frequency**  | **Percentage**  | **Cumulative percentage**  |
| Yes  | 102 | 81.6% | 81.6% |
| No | 23 | 18.4% | 100.0% |
| **Total**  | **125** | **100.0%** |  |

 ***Source: primary data (2019)***

Findings revealed that 81.6% the majority of the respondents that pupils pack their own food in containers to school and 18.4% of the respondents said that pupils go to school without packed food. The researcher still wanted to confirm whether really pupils pack food in their containers and used the observation checklist to look at the containers where they pack food from. On checking their containers the researcher found out that 75.6% of the pupils had containers of which some of these containers by mid day they were empty (there was no food). This means that some pupils do not eat at home before leaving for school or hence eat what is not enough which forces them to eat the packed food on the way or before lunch time reaches.

# 4.4.2 Food is got from the School Garden

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In regard to pupils having a school garden as the source of their school meals, findings through questionnaires administered to teachers and head teachers revealed that pupils do not eat food from the school garden. The table below clearly explains the responses from head teachers and teachers through questionnaires.

 **Table 4.6: Is food for pupils’ school meals got from the school garden.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Responses**  | **Frequency**  | **Percentage**  | **Cumulative percentage**  |
| Yes  | 0 | 0% | 0.0% |
| No | 17 | 100% | 100.0% |
| **Total**  | **17** | **100%** |  |

 ***Source: Primary data (2019)***

The table indicates 100% respondents that pupils do not have a school garden as a source of their school meals at any time. The interview with parent and pupil respondents also affirmed the truthiness of the above finding. During the interview interaction with the pupil respondents in one of the schools, they said that,

 *When it is a speech day, food is got from the school garden and is prepared for parents and pupils also do eat.*

Earlier when head teacher and teacher respondents were availing information on how food from the school garden is utilized, some said that when maize is grown in the school garden it is prepared as porridge for the pupils. Others said that when the food matures, it is prepared for the pupils. All these same respondents at this point changed their statements and satisfied that food for pupils’ school meals is not got from the school garden.

# 4.4.3 Parents Contribute Food Items in Raw Form

Respondents were asked whether parents contributed food items in raw form for the school to prepare pupils’ lunch. Their responses were recorded as in the table below;

**Table 4.**7**: Do parents contribute food items in raw form to prepare meals for pupils at school?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Responses**  | **Frequency**  | **Percentage**  | **Cumulative percentage**  |
| Yes  | 44 | 35.2% | 35.2% |
| No | 81 | 64.8% | 100.0% |
| **Total**  | **125** | **100%** |  |

 ***Source: Primary data (2019)***

The study shows 64.8% respondents that parents do not contribute food items in raw form to prepare school meals for their children where as 35.2% of the parents do contribute food items. The study also revealed that for all the schools that prepare meals for their pupils, they prepare porridge which is taken at lunch time by these primary seven pupils. The study further realized that there was no school which prepares any other type of food for the pupils and so for parents who contributed food items in raw form, it was maize meant for porridge.

The study also noticed that some of the pupils pack food from their homes, and then contribute for porridge at school which enables them to eat the food accompanied by the porridge. Others pack food and do not contribute for porridge and therefore rely only on the food they pack. In regard to porridge prepared from school, each pupil contributed five kilograms of maize and Two thousand shillings. This money was used for grinding and the other part for paying the school cook. During the interview in one of the schools, a head teacher respondent said:

*We used to prepare porridge but later the program failed due to lack of maize but having hope to resume soon.*

This implies that school meals to a certain extent are seasonal in schools especially when parents have harvests.

#  4.4.4 Parents Contribute Money for the Pupils’ School Meals

The researcher asked whether there were parents who contribute money to the school so that the school authority could buy food and prepare for pupils’ school meals.

**Figure 4.8: Do parents contribute money that the school uses to buy food for preparing pupils’ meals?**

 ***Source: Primary data (2019)***

From the figure above indicates that 84.8% parents do not contribute money for the school to buy food for their children’s school meals. Only 15.2% parents do contribute money to the school so that they can buy food for their children’s school meals. It was found out that money contributed is to buy maize where they only prepare porridge for the pupils.

# 4.4.5 The Support by Donors towards the Provision of School Meals.

In order to find out whether schools had donors for school meals, this question was asked:

*Does the school have donors who support in the provision of school meals to primary seven pupils?*

The study found out that none of the schools had any external donors in provision of the school meals to the children. Unlike in some other countries where there is some external support of the feeding program in schools. Karim .M (2008) said that since 1990’s providing school meals to primary school children in Kenya have been a joint responsibility of World Food Program (WFP) and the ministry of Education.

Amidst school meals for pupils, the study also found out that around 5% of the pupils sometimes go to school with some money like 200/=, 300/= or 500/=. This money is given to them by their parents and guardians that they can buy themselves something to eat while at school like pancakes, cassava, or popcorns. However, this cannot sustain them as food at school till the whole day.

# 4.4.6 Effects of the Nature of getting School Meals on Academic Performance of Learners.

After the study had realized the different ways through which pupils manage to get their school meals, the researcher then sought to understand their effects on the academic performance of learners. This question was asked to head teacher and teacher respondents through questionnaires:

*In your opinion basing on the nature of getting school meals that you have identified, what effect (negative or positive) does it have on the academic performance of your learners?*

The responses of this question also helped to draw a conclusion of what way of getting school meals could be better for pupils hence suggesting of possible solutions to challenges to improve on the academic performance of learners.

Despite the fact that most of the respondents left the question blank; those who attempted provided various responses in correspondence to the identified way of pupils getting food at school. On pupils going to school with packed food from home, responses were:

*Learners are negatively affected in a way that food is cold and at times it goes bad blue to some germs in the container.*

In an interview interaction with the learners the researcher politely requested to have a look at the packed food in the containers since schools were visited time near to lunch (before they had their meals). It was found out that the condition of packed food for the learners was not good. It is true that containers had food that had nearly gone bad. In an interaction, pupil respondents showed that some of them have their food prepared in the night and others very early in the morning before they report for school. The researcher took note especially those majorities who prepare their food at night that it would be practically impossible for this food to be favorable after all those long hours from night to the new day till lunch hour when it is eaten.

None of the pupils had a food flask, all of them who had packed used plastic containers. Similarly there was no any indicator that these pupils first wash their hands before eating their food and therefore packing of food from home is likely to have various effects on children’s health thus retarding their academic performance. A respondent added that*:*

*Sometimes they eat it when it is not conducive.* *They sometimes prepare it at night and eat it at lunch which is too late.*

Then also another respondent indicated that;

 *Eating cold food leads to stomach problems and pupils are not free while in class lessons.*

In most cases such food that brings stomach problems is that which is either too cold or has even gone bad. According to the study conducted on the Nambian School Feeding Program (Alfred, 2012), findings show that two thirds of the schools visited has experienced cases of food going bad and sometimes took inappropriate action to try to restore it. The study continues to elaborate that when children pack food in their containers the food sometimes goes bad which sometimes affects their learning out comes. Also, the Italian journal of pediatrics (2018) pointed out that only one percent of packed lunch meets the nutritional standards that currently apply to school food.

The parents who contributed money to the school authority in order for their children to have meals prepared from school provided a response.

*Such a way gives time to pupils to revise their books and improve on their academic performance.*

This means that children do not have to bother here and there of what to prepare at home so that they can take at school. They can get enough time to do other things like attempting their homework since what they will eat is being worked on at school. The pupils are not burdened with carrying loads, (books and containers) while moving to school. In the same way, when pupils’ containers were looked at to see the condition of their packed lunch, some of the containers were already empty whereas some had so little food implying that they had already eaten it before it even reached lunch time. These pupils at times eat the food while in class in hideouts while the teacher is teaching and instead of concentration on lessons, attention is put on food. This therefore impacts their learning out comes unlike when food is prepared from school.

However, the study noticed from the respondent that:

*Some parents fail to contribute money for lunch; their children stay hungry and cannot study well.*

This implies that some parents are not well informed of the value of school lunch to their children’s academic performance. Likewise these parents are poor that they cannot afford or else having a negative attitude towards the provision of school lunch through contributing money.

# 4.5 Findings of the Study in Regard to Objective Three.

The third objective of the study sought to a certain whether there were positive effects of prompt school meals on the academic performance of learners in rural UPE schools. In order to achieve this objective, respondents were provided with objective answers to satisfy their levels of agreement in regard to the significance of prompt school meals on learners’ academic performance. The results from the respondents are presented:

# 4.5.1 Prompt School Meals Promote In-class Participation to Learning Activities

The figure below shows the rate at which respondents were able to provide their levels of agreement on the above statement.

**Figure 4.9: Prompt School Meals Promotes In-class Participation to Learning Activities**.

***Source: Primary data (2019)***

Field findings in the figure above indicate that 57.6% of the respondents agreed that prompt school meals promote in-class participation to learning activities, 34.4 %strongly agreed, 5.6% disagreed and the 2.4% were not sure to the assertion. Therefore, this means that 92% (57.6% + 34.4%) respondents affirmed that prompt school meals promote in-class participation towards learning and to the obvious the implication is improving the academic performance of learners.

In the interview interaction with the pupil respondents the researcher asked;

*Do you think prompt school meals can help you to improve on our academic performance?*

A respondent provided a positive response that;

*School meals help one to be attentive in class, you will not think about other things such as; when will I get food.*

Similarly the other respondent said,

 *“Prompt meals at school helps not to dose or sleep in class.”*

# 4.5.2 Prompt School Meals Improve on School and Class Attendance.

A bar graph showing responses on the level of agreement to the above statement as regards the positive effects of school meals on the academic performance of learners;

 **Figure 4.10: Prompt school meals improve on school and class attendance.**

 ***Source: Primary data (2019)***

The figure indicates 52.0% respondents who agreed that prompt school meals improve on both school and class attendance of learners. Whereas 39.2%of the respondents strongly agreed, 8.8% disagreed and none of the respondents was not sure (0%).

Prompt meals are those meals which are regular as required and sufficient to the learners.

Learners do not need to have school meals for one day and then the next day is skipped. According to the Center for Disease Control (CDC, 2018) states that hunger due to insufficient food intake is associated with higher rates of absenteeism. This study therefore asserts that eating breakfast and lunch is vital to students’ performance. In other words, it reduces the higher rates of absenteeism thus improving on school and class attendance.

Therefore, the regular attendance of pupils both at school and in class catalyses concentration and practice on learning activities hence positively impacting the academic performance of learners.

# 4.5.3 Prompt School Meals Motivate Learners and Build a Positive Attitude towards Learning.

**Table 4.8:** **Prompt school meals motivate learners leading to a positive attitude towards learning.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Response**  | **Frequency** | **Percentage** | **Cumulative percentage** |
| Strongly agree  | 8.9 | 71.2% | 71.2% |
| Agree  | 35 | 28.0% | 99.2% |
| Not sure  | 0 | 0% | 99.2% |
| Disagree  | 1 | 0.8% | 100.0% |
| **Total**  | **125** | **100%** |  |

 ***Source: Primary data (2019)***

Further investigation was made and findings revealed majority of the respondents strongly agreeing that prompt school meals motivate the learners and helped them to build a positive attitude towards learning (71.2%). The 28% of the respondents agreed, 0.8 % respondents disagreed and none of the respondents rejected the assertion (0%). Under this aspect, it implies that when children get prompt meals at school helps them to gain an inner positive mood of learning hence improving on their academic performance.

# 4.5.4 Prompt School Meals Improve on Academic Grades of Learners.

Findings regarding the respondents’ level of agreement to the assertion are presented in the figure below,

**Figure 4.11: Prompt School Meals Improve on Academic Grades of Learners.**

***Source: Primary data from the field (2019)***

Findings above indicate majority of the respondents strongly agreeing that prompt school meals improve on the academic grades of the learners (44.8%). Of the respondents, 35.2% agreed, 13.6% disagreed, and 6.4% were not sure of whether prompt school meals could improve on the academic grades of learners or not.

Of course the level of agreement stands on respondents who strongly agreed and those who agreed. (44.8% + 35.2%=80.0%). This implies that the 80% of the respondents affirm the improvement of academic grades of learners due to prompt school meals. This has a very close relationship with the American academy pediatrics, Healthy children website (2012) reporting that if your child regularly skips his mid day meals, he or she may feel sluggish and tired probably not motivated to get much done. The report added that eating especially the right food at lunch helps to power the child’s brain so that there is success. And when the brain is healthy therefore the outcome are the better grades. In one of the sampled schools where all the P.7 pupils were taking porridge at lunch, their PLE performance had no forth nor failure grades unlike other schools.

However, of the respondents who disagreed (13.6%), one of them during the interview gave this response;

*There are some children who are naturally dull even though they eat promptly at school, they will never improve on their academic grade.*

 To a certain extent this is true but we should not forget that all children are naturally born bright but due to some external conditions, it creates harm on their brains. An example of such conditions is “not eating or eating but not as required”, that is; poor food, not in time and skipping of meals possibly that might have taken place at one of the earlier stages of one’s growth.

In a further interaction with positive effects of prompt school meals, other responses were provided.

*It helps learners to be disciplined and therefore can get class instructions well.*

In most cases when children have promptly had their school meals they are safe from anti- social behaviors like stealing and escaping in search of what to eat. As a result, the children gain a concentration which helps them to improve their academic performance. Another respondent said;

*Prompt school meals promote good health among learners.*

This response reminded the researcher of the saying that a healthy body makes a healthy mind.

#  4.6 Findings of the Study in Regard to Objective Four.

For this objective, the questions which were set in the study were intended to avail information regarding the influence of parental contribution to the school meals on the academic performance of learners. Specifically, questions focused on aspects like; roles played by parents in the implementation of school meals, commitment and attitude of parents towards school meals and those challenges that are encountered by the parents causing a hindrance to the effectiveness of the provision of school meals to children thus retarding the progress of learning out comes.

# 4.6.1 The Rate of Parental Support to the Implementation of School Feeding Program.

On the above aspect, it is the head teachers and teachers who were tasked to avail information simply because these are the direct supervisors of the entire school activities where school feeding is part. This question was put forward to those respondents through the questionnaire instruments.

*Do parents get involved in the provision of school meals for their children in the primary seven classes?*

The results are presented in the table below;

**Table 4.9:** **Do parents get involved in the provision of school meals for their children in the primary seven classes?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Response**  | **Frequency**  | **Percentage**  | **Cumulative percent** |
| A few of them get involved  | 7 | 41.2% | 41.2% |
| Majority of them get involved | 8 | 47.0% | 88.2% |
| All of them get involved | 1 | 5.9% | 94.1% |
| None of them is involved | 1 | 5.9% | 100.0% |
| **Total**  | **17** | **100.0%** |  |

 ***Source: Primary data (2019)***

According to the table above, results point out that 47.0% of the schools sampled have majority of their parents getting involved in the provision of school meals to their primary seven children. There were some schools where a few of their parents participate in the provision of school meals to their children (41.2%), well as 5.9% of the schools had all parents getting involved. Other 5.9% of the schools have their parents who do not at all get involved in the provision of school meals to their primary seven children.

Therefore the above presentation implies that majority of schools had parents who get involved in the provision of meals and therefore children had something to eat while at school. However, the researcher asked himself; what was that something to eat? “Was it what was required or recommended for pupils? Would it give life to support learning performance? What of the regularity of the feeding of the learners at school?

Earlier this study had revealed that for the schools which were found to be preparing meals for their pupils from school, they prepared porridge but not any other food (Table 4.7 and Figure 4.8).

Despite the packed food from home as an accompaniment to a few who could manage, this still could not sustain children at school from 7am to 5pm. In the schools where we had a few of the parents getting involved in the provision of school meals to their primary seven children implies that majority of the their learners stay hungry all the day and this negatively affects their academic performance.

# 4.6.2 The Ways by which Parents Contribute towards School Meals.

Findings regarding this were not different from what are already presented in this study under table 4.5, 4.7 and figure 4.8 when a question was asked to respondents that;

*How do the primary seven pupils manage to get their meals while at school?*

However, for this particular question, it stated that:

*“In which ways do parents contribute towards school meals?”*

It was exploratory with an intention of determining the level of commitment and attitude that parents have exhibited to provide school meals for their children. The following were the common responses;

*(1) They pack food for their children, (2) Through contributing food (maize), (3) Paying lunch fee for pupils, (4) Through giving them money to buy some eats while at school, (5) They contribute money to buy firewood, grinding maize and to pay the cook, (6) To buy containers for their children.*

If parents can play the above roles, then it shows that there is some commitment and obviously the attitude towards school meals. In line with this, Santa (2017) argued parents to contribute money or food as agreed at a PTA meeting or alternatively pack food for the children. And when this is strictly observed by the parents then children are given opportunity to a conducive learning thus improved academic performance.

# 4.6.3 Challenges of Parents in Contributing for the School Feeding Program.

However, the study found out that there are challenges encountered by parents in relation to the provision of school meals for their children. For these challenges is the reason for which the academic performance of the learners is poor since children have not eaten at school or have eaten but not as to the required standards.

The table below presents the results from the head teachers, teachers and parents in response to the challenges associated to parents in the provision of school meals.

 **Table 4.10**: **Challenges of parents in contributing for the School Feeding Program**

|  |  |  |
| --- | --- | --- |
| **Challenges**  | **Frequency**  | **Percentage**  |
| Lack of food ( maize)  | 11 | 31.4% |
| Lack of money (poverty) | 8 | 22.9% |
| Seasons of harvests not corresponding to the time when children are at school  | 5 | 14.3% |
| Famine due to unreliable seasons  | 3 | 8.7% |
| Failure to contribute the food or money in time  | 2 | 5.7% |
| Deliberate refusal (Rigid and care less parents) | 4 | 11.4% |
| Poor food diet packed in children’s containers  | 1 | 2.8% |
| **Total** | **35** | **100** |

 ***Source: Primary data (2019)***

The findings from the above table show that majority of the parents lack food such as maize. (31.4%) and 22.9% parents lack money. In other words, these who lack money are poor that they have no ability to contribute towards school meals for their children. Further results indicate 14.3% of the parents have their seasons of harvest not corresponding to the time when children are at school. Whereas 11.4% parents just deliberately refuse for the sake of being rigid and care less, for the other parents experience famine in their homes due to unreliable seasons (8.7%). The respondents added that sometimes parents face a challenge of transportation of maize from home to school (2.8%) and also that 2.8% parents have a poor food diet packed in children’s containers due to various conditions. There are also some parents (5.7%) who have a challenge of failure to contribute food (maize) or money in time.

The study also realized that most of the parents of the sampled schools in this rural setting are peasant farmers. And for this reason, they do rely on growing crops from where they collect money to cater for their children’s needs and other school requirements. To certain extent seasons of agriculture are unreliable, they do disappoint parents and yield fail to give result as expected. In this matter, it creates the entire of the identified challenges like lack of money, failure to contribute in time among others. However, in case of schools whose pupils contribute “five kilograms of maize and two thousand Uganda shillings” to cater for porridge for the entire term, this contribution is not as much as it would scare a parent even though when one is poor. The researcher analyses the situations and comes to take note that there is a great failure of prior planning by parents especially in the support of the school program.

# 4.6.4. The Influence of Parental Contribution to School Meals on Academic Performance of Learners.

The study also sought to find out if there is an influence of the parental contribution to school meals on the academic performance of learners. Therefore, the teacher and head teacher respondents were tasked to attempt this question;

*Give ways in which parental contribution to school meals influence academic performance of learners?*

Most of the results obtained were a positive influence towards the academic performance of learners. Majority of the respondents had their responses corresponding with what this study revealed earlier on effects of prompt school meals. Below is how their responses have been categorized;

**Table 4.11: The ways by which parental contributions to school meals influence academic performance of learners**

|  |  |  |  |
| --- | --- | --- | --- |
| **Give ways in which parental contribution to school meals influence academic performance of learners**  | **Expected count of responses** | **Frequency of counts** | **Percent** |
| Increases the daily attendance of pupils  | 17 | 13 | 76.5% |
| Allows active participation in class  | 17 | 11 | 64.7% |
| Promotes discipline hence getting rid of unwanted behaviors e.g. stealing and escaping from school  | 17 | 3 | 17.6% |
| Learners miss lessons when they are asked to go back home to collect money or maize for their lunch | 17 | 2 | 11.8% |
| Learners are motivated hence promoting love and a positive attitude towards education  | 17 | 9 | 52.9% |
| Activities are done as time table and there is no waste of time due to reduced number of absentees. | 17 | 5 | 29.4% |
| It improves on health of children | 17 | 4 | 23.5% |
| Parents contribution to school meals helps to make a follow up on children’s academic performance  | 17 | 6 | 35.3% |

***Source: Primary data (2019)***

According to the results in the table above, all respondents show that there is an influence of parental contribution to school meals on the academic performance of learners. However, almost all the respondents provided responses on the positive influence, that it was good for parents to contribute towards school meals because it helps to increase the daily attendance of the pupils (76.5%). When parents are involved and children have what to eat, 64.7% respondents indicated that this allows active participation of learners in class. It motivates learners, hence promoting love and a positive attitude towards education (52.9%) whereas 35.3% of the respondents said that parents’ contribution to school meals helps to make a follow up on children’s academic performance. Further results show that, activities are done as time table and there is no waste of time due to reduced number of absentees(29.4%), 23.5% respondents reported that it improves on the health of a child, 17.6% that it promotes good discipline hence getting rid of unwanted behaviors e.g. stealing and escaping from school. One the other side, (11.8%) of the respondents showed that learners miss lessons when they are asked to go back home to collect money or maize for their lunch.

In regard to above findings, implies that it is very necessary for parents to get involved directly in contribution to school meals so that all their children eat while at school in order to score good academic performance. For one of the schools that was sampled and had a good performance in the two last years in PLE results, it was noted that all their children had meals at school (porridge as a compulsory and an additional of their packed food).

# 4.6.5. PLE Performance for the Years 2017 and 2018.

The researcher intended to know how schools had performed in PLE for the years 2017 and 2018. The summary of finding for the seven schools that were sampled in this study is presented below;

 **Table 4.12: Summary of PLE performance for 2017 and 2018 of the sampled school**

|  |  |  |
| --- | --- | --- |
| **Grade**  | **Year 2017** | **Year 2018** |
| **Number of pupils** | **Percentage** | **Number of pupils** | **Percentage** |
| DIV 1 | 0 | 0.0% | 0 | 0.0% |
| DIV II | 74 | 34.3% | 92 | 40.7% |
| DIV III | 58 | 26.9% | 64 | 28.3% |
| DIV IV | 37 | 17.0% | 43 | 19.1% |
| DIV U | 41 | 19.0% | 24 | 10.6% |
| DIV X | 6 | 2.8% | 3 | 1.3% |
| **TOTAL**  | **216** | **100.0%** | **226** | **100.0%** |

 ***Source: Primary data (2019)***

From the table above, results show that for the two consecutive years of 2017 and 2018, primary seven pupils did not get any first grade (0.0%), 34.3% were second grades in year 2017 whereas in year 2018 they were 40.7%.The third grades were 26.9% and 28.3% in years 2017 and 2018 respectively. Of the primary seven pupils, 17.0% got forth grades in year 2017 well as in year 2018 they were 19.1% pupils. The very years experienced pupils who failed (Division “U”), for year 2017 they were 19.0% and those of year 2018 were 10.6%. Division X represents those children who registered for PLE but dropped out from school and did not sit for examinations. For year 2017 these were 2.8% while1.3% were of year 2018.

The academic performance of the learners as per the table above is not all that good; such pupils cannot compete to join good schools. For the pupils who totally failed those in division four (19.0% + 10.6%), these can never join any other higher level of education unless they repeat the primary seven class. The study also found out that PLE performance ranking of sub counties and town councils in Kakumiro District, Bwanswa Sub County took the last position (13th out of 13).

During the study, the researcher went on to find out whether feeding of learners while at school might have affected the above PLE results. This question was asked to the respondents:

*Do you think school feeding of learners affected the above performance in any way?*

 Their response is presented on the chart below;

**Figure 4.12: Did school feeding affect PLE performance of learners in any way?**

 ***Source: Primary data (2019)***

Findings revealed that feeding of learners truly affected the said PLE performances (94.4%), only 5.6% of the respondents said that school feeding of learners did not affect the PLE performances. Further, respondents were tasked to provide explanations of how they think school feeding affected the learners’ performance. Some respondents showed that for those who experienced a good academic performance always had school meals. In support of this, responses were not different from what respondents agreed and strongly agreed to in figures 4.9, 4.10, 4.11 and table 4.8 of this study.

Other respondents and moreover the majority admitted the poor performance that pupils cannot perform well when they do not eat at school or when they eat but not as recommended. They added that “those pupils who are not provided with schools have many problems and cannot perform well academically.” Head teachers and teachers continued to blame the parents that they do not like to contribute for school meals for their children.

One respondent said that:

*Sometimes children are sent to either bring maize or money in support of school meals. However on a sad note, these children keep at home for many days and by the time they return to school when many lessons have been conducted.*

This therefore makes such children cover less content hence not performing as expected in PLE.

# 4.6.6 General Remarks on Relationship between School Feeding and Academic Performance of Pupils

Conclusively respondents were asked this question:

*What general remarks do you have as regards to the relationship between school feeding program and academic performance of learners in your school that you could like to communicate?*

Some pupils wanted to start eating food other than porridge as lunch when they said;

*“Porridge is not enough for lunch; we need at least food prepared at school”*

 Whereas there are pupils who said that:

*There is food at home but parents don’t like to give it to us.*

Other pupilsinsisted that parents used to tell them that food at home was not enough. On the side of parents, most did not have conclusive remarks. A few said that;

*School meals are good and enable pupils to study well.*

There is a parent who said:

*We also see that it is good for our children to eat at school in order for them to perform well but it is so expensive we cannot afford it.*

 The other parent blamed his careless child who loses containers most times.

*When you give a container to my child, it gets lost and teachers do not bother about it even when he reports the issue. So I stopped buying containers and the child does not pack food, he only goes to school when he has fully eaten,*

The researcher continued to ask this parent of how the child was performing academically and the response was;

*The child used to do well but these days he is so playful and has retarded.*

This also implies that there must have been an impact of school meals on the academic performance of the above child. One cannot be expected to perform well if he stays hungry at school the whole day.

There were also some parent respondents who argued that government should help them on the issue of school meals for their children.

Head teachers and teachers availed various remarks; (1) parents and teachers should cooperate and provide food to pupils at school since warm food maintain the health of pupils which will directly contribute to the performance of pupils, (2) The school feeding program is so good but somehow is likely to fail due to involvement of money yet other parents cannot raise it, (3) Performance and feeding at school move hand in hand, so parents who are negative about this need serious sensitization to change their attitude. (4) A hungry child cannot learn, therefore let’s work together to promote the school feeding program. (5) The government should contribute a fee to buy food and paying the cook because when learners are hungry, they do not concentrate. (6) The learners should start getting meals prepared from school if the academic performance is to change positively. (7) When school meals are on standard, even the level of pupils’ performance increases. (8) Getting food from school improves learners’ academic performance thus parents should sacrifice what they have for their children’s lunch. (9) School feeding has created a bond between parents and teachers to effectively monitor learners’ attendance.

The above general remarks indicate the need of respondents to the existence of school meals especially those which are prepared from school appreciating their great positive impact to the learners’ academic performance among other benefits. However, the study realized a hindrance towards the effective implementation of school meals which concerns money and probably parents not being sensitized enough about the issue.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# 5.0 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

# 5.1 Summary of the Study

The purpose of this study was to evaluate the relationship between school feeding program and academic performance of learners in rural universal primary education schools with the focus of Bwanswa Sub County in Kakumiro district.

The objectives of the study were to investigate awareness and availability of indicators that help to reinforce the provision school meals in rural UPE schools, to establish the relationship between the nature of implementation of feeding at school and academic performance of learners in rural UPE schools, to determine the effects of prompt school meals on the academic performance of learners in rural UPE schools and to examine ways by which parental contributions to school meals influence academic performance of learners in rural UPE schools in Bwanswa Sub County in Kakumiro district.

The study used a descriptive survey design and it targeted all the nine (9) UPE schools from Bwanswa Sub County of which stratified random sampling was used to select the seven (7) sampled schools. The respondents were 5 head teachers, 12 teachers, 90 pupils of primary seven class and 18 parents with children in the primary seven classes totaling to 125 respondents altogether.

The data was collected by use of questionnaires, interview guides and by the use of observation checklists. Data was analyzed both qualitatively and quantitatively. The major findings of the study are summarized below per objective.

# 5.2 Major Findings of the Study

The following are the major research findings:

# 5.2.1 Major Findings in Regard to Objective One

The first objective investigated awareness and availability of indicators that help to reinforce the provision of school meals in rural UPE schools in Bwansawa Sub County in Kakumiro district.

Despite being aware that pupils need to be provided school meals (94.4%), 100% schools sampled had no copy of the guidelines on school feeding and nutrition intervention program in Uganda. The few who insisted that they had, it could not be located anywhere therefore providing no evidence for its availability. Most of the schools had school gardens (88.2%) where even 74.7% of the pupils directly get involved in growing of crops.

However, the study noted that all food grown by pupils in school gardens was eaten by teachers not pupils. So the pupils have to try other means of getting their lunch other than the school gardens. Less than a quarter of the school has school feeding registers and storage facilities for cups. There was no evidence for existence of SFC in schools; they only had teachers in charge of gardening and welfare. However, 100% schools had school cooks and kitchens though substandard. Even where a school does not provide meals for pupils they had a school cook and a kitchen to cater for teachers’ lunch.

# 5.2.2 Major Findings in Regard to Objective Two

The second objective determined the relationship between the nature of implementation of feeding at school and academic performance of learners. The study realized that 78.4% of the pupils in P.7 classes get meals while at school and most foods eaten are cassava, porridge, potatoes, beans, and rice, among others. 75.6% of the pupils go to school with their packed food from home. However, some of the pupils eat their packed food before midday due to various reasons like not having eaten breakfast at home. Whereas some parents contribute real food in raw form to schools (35.2%) so that their children can have lunch, 15.2% of the parents contribute money for pupils’ school meals.

The study revealed that for schools that prepared meals for their primary seven pupils, only prepared porridge which is taken at lunch time. There were no schools which prepared any other type of food for pupils. For all the sampled schools, neither government nor any other donor provided school meals to these children.

The study observed various effects of the nature of getting school meals on the academic performance of learners especially regarding the already packed food from home. One respondent said that food is always cold and at times it goes bad blue to some germs in containers. This was very true because through observation the researcher found out that some food had nearly gone bad even before mid day when schools were visited. There was a respondent who indicated that “eating cold food leads to stomach problems and pupils are not free while in class lesson”, and therefore, this retards academic performance. Despite few of the parents contributing money to school meals (15.2%), the study found this method good because it gives time to learners to concentrate on their studies. In other words it relieves the burden of preparing food, carrying it to school and taking care of it while in classroom among other conditions.

# 5.2.3 Major Findings in Regard to Objective Three

The third objective ascertained positive effects of prompt school meals on the academic performance of learners in rural UPE schools. The study realized that prompt school meals promote in- class participation towards learning activities (92%), improves on school and class attendance of learners (91.2%), motivate learners leading to a positive attitude towards learning (99.2%), and therefore also improving on academic grades of learners (80%).

Although the study respondents below 10% did not realize how good school meals are to pupils’ academic performance, the study took note of the majority that really prompt school meals have a great impact to improvement of academic performance of learners. Respondents also added that prompt school meals help learners to be disciplined and therefore can get class instructions well. They are in most cases free from anti social behaviors like stealing and escapism in search of what to eat. Prompt school meals also promote good health where a healthy body makes a healthy mind.

# 5.2.4 Major Findings in Regard to Objective Four

Lastly the forth objective determined the influence of parental contribution of school meals on the academic performance of learners. Findings indicated 4.7.0% of the schools having majority of their parents involved in provision of school meals to their P.7 children. This means that in these very schools a few of the parents are not involved thus pupils lacking what to eat at school. 41.2% of the schools indicate a few of the parents are involved implying majority parents in these schools are not involved. 5.9% of the schools show that all parents do not bother about providing school meals to their children.

The study discovered that 5.9% (100% - 94.1%) of the schools at least had some parents who do not totally provide or get involved in providing meals to their children while at school.

Even for the parents who endeavored had their children pack food from home of which food could sometimes go bad or take porridge at lunch time which is prepared from school and still this could not sustain learning. For those parents who get involved in the provision of meals to their children, do it in various ways such as; packing food for their children, contributing maize, money contribution for firewood, buying containers for their children.

Amidst the above efforts the study noticed challenges encountered of parents that sometimes lead to the pupils going without school meals. The major ones include; lack of money (poverty) (22.9%, seasons of harvests not corresponding to the time when children are at school (14.3%) and also the rigid and careless parents who deliberately refuse to contribute for school meals irrespective of their economic stand (11.4%).

The study also found out that, beyond average of the parents who make contributions to school meals helps to positively influence academic performances of learners in various ways. These ways include; increasing the daily attendance of pupils (76.5 %), allowing active participation in class (64.7%), and learners being motivated hence promoting love and a positive attitude towards education. On the other side when parents fail to contribute for school meals and learners are sent home to collect money or maize for their lunch, they miss lessons which retard their academic level.

# 5.3. Conclusions of the Study

The study made the following conclusions;

The academic performance of learners within UPE schools of Bwanswa Sub County in Kakumiro district is averagely poor. This is evidenced on the PLE performance for years 2017 and 2018 (Table 4:12) where no candidate got a first grade, several in bad grades (Division III and IV), and still many totally failing (Division U). The study found out that performance in those schools is directly attributed to the school feeding program

The study established that rural UPE schools do not have a copy of the guidelines for school feeding and nutrition intervention program in Uganda. They therefore do not know what it entails and cannot implement what they don’t know. There is less concern that has been taken by school stake holders in the provision of school meals. Additionally school resources like land have not been of use to support school meals for pupils despite their involvement in growing crops.

The study also recognized that there is a very close relationship between the nature of implementation of feeding at school and academic performance of learners. In fact findings of the study show that for the schools or pupils who endeavored having school meals, had their academic performance quite good in PLE proving that meals need to be provided in schools. Findings revealed that most pupils go to school with packed food from home as a means of getting their lunch of which food due to various conditions becomes unfavorable to both health and academic performance. No school prepared any other type food for children, it is only porridge regarded as lunch for a few who could manage.

The study ascertained that prompt school meal have several positive effects towards the improvement of the academic performance of learners. Unfortunately, meals in these schools have not been so prompt and not of the required standard (porridge or cold packed food from home which would sometimes go bad). Some of the pupils would not have anything to eat at school, and for all these factors led to the poor academic performance of learners in Bwans3wa UPE schools, Kakumiro District.

Then the study also concluded that for improved academic performance of learners especially in the rural UPE schools, there is a great need of a direct involvement of all parents in contributing towards the provision of school meals to their children. Pupils who are at school from 7 am to 5 pm can never produce good academic results if they stay hungry all the day at school.

# 5.4 Recommendations

The following are the recommendations that the study put forward for action;

# 5.4.1. Periodical Reviews and Sensitizations

The government of Uganda through relevant authorities should organize sort of workshops to various stakeholders directly involved in the implementation of the school feeding program such as head teachers, teachers and parents. The emphasis in these workshops should be put on informing stakeholders of the impacts of meals to learners while at school on various aspects of which academic performance is inclusive and these should be periodically reviewed. The standards of food that learners eat while at school need to clearly be addressed to the stakeholders, cold food should be discouraged. Similarly the government through the ministry of education should ensure that each UPE primary school is provided with a copy of the guidelines for school feeding and nutrition intervention program to act as a guide for active implementation of the program. Finally sensitizations regarding the provision of school meals should also be launched and reinforced at the community level, through activities held in collaboration with local community groups including workshops, health talks, cooking competitions and newsletters.

# 5.4.2. Establishment of Functional School Feeding Committees

Despite children in schools having their biological parents and other caregivers near them, we all as citizens in various communities are also parents in one way or another of these very children and their excellence in academics benefits the entire nation. Therefore this study commends a combined effort of stakeholders in all fields within communities to establish functional school feeding committees (SFCs) at school level, sub county level, district and also at the national level. For instance at the school level, committees need to include persons like members on teaching staff, SMC, PTA, members from the village council committee and other respected local members. The SFCs need to take role in formulation of standards regarding the program in respect to the national guidelines. Also to make prior planning for program effectiveness, carrying on inspection, realizing gaps and drawing remedies, making reports and other activities linking directly to schools for implementation of the school feeding program.

# 5.4.3. Utilization of School Resources and Projects

Most of the rural UPE schools have got resources in case utilized well could be able to support the school feeding program. Land is one of the major and initial resources that these schools have, this study recommends schools to put effort in growing of crops and setting in place other projects like piggery, poultry to mention but a few. A creative head teacher can even lobby to have land in these rural areas where schools can have their gardens managed. Through the efforts of the school garden, it’s likely parents contributing just very little needs and then children can be provided with school meals even not merely porridge.

# 5.4.4. Government and Donor Support

It is quite expensive for parents and the school at large to sustain the school feeding program and to its appropriate standards due to poverty and unreliable crop harvests of parents that this research took note of. This study therefore recommends government and other external donors to take at least a joint responsibility in the provision of school meals to children. As parents and schools make effort in their small contributions toward the school feeding program, it would be more effective if schools receive a grant from government or any other donors particularly for the support in the provision of the commendable school meals.

In line with this recommendation like for the case of Kenya, since 1990’s providing school meals to primary school children has been the joint responsibility of World Food Program (WFP) and the Ministry of Education (Karimi, 2018). Later, the Kenyan government decided to expand its role in the implementation of school feeding programs national wide (MOE, 2003). The Ministry of Education then took a full responsibility of providing hot lunches to almost two millions pupils in the arid-and semi-arid areas of the country.

# 5.5 Suggestions for Further Research

The study suggests to undertake similar research in other parts of district and country at large since this very one was limited to rural UPE schools in Bwanswa Sub County in Kakumiro district. Also further research can be carried out limited to either town UPE schools or rural /town private schools.

This study was limited to academic performance as a dependant variable. However it recommends that further studies should be done on other variable such as dropout rates and pupil enrolment.

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# APPENDICES

# Appendix I: Letter of Introduction to Respondents

 SSENYONGA WILSON

 NKUMBA UNIVERSITY

 ENTEBBE, UGANDA.

Dear Respondent,

**RE: INTRODUCTION AS A RESEARCH STUDENT**

I am a student undertaking a postgraduate course at Nkumba University of Entebbe, Uganda. I am currently carrying out a research on **“School Feeding Program and academic performance in rural Universal Primary Education schools in Bwanswa Sub County in Kakumiro District.”** This is a partial requirement to complete my degree of Master of Arts in Education management and planning at Nkumba University. I am glad to inform you that you have been selected among a list of others to form part of this study. And for this reason I would appreciate if you would kindly spare a few minutes of your time to respond to a few questions that are to be posed to you.

 My supervisor and I assure you that the information you give will be treated with strict and utmost confidence and in no instance will your name or school be mentioned in this research. In addition, the information will not be used for any other purpose other than for this research.

I shall be very grateful for your active participation

Thank you in advance.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SSENYONGA WILSON DR.BUKIRWA JOYCE SSESANGA

 (Student) Supervisor

# Appendix II: Questionnaire for the Head teachers

Dear head teacher,

Introduction

This questionnaire is designed for the purpose of studying the relationship of school feeding program and academic performance of learners in Bwanswa Sub County in Kakumiro district.

 You are requested to complete this questionnaire .The information you will provide is intended for academic purposes and therefore be assured that the information you will give will be treated with utmost confidentiality.

Please respond to the items given as honestly and accurately as possible. Please read each statement carefully and tick (√) against the appropriate answer or fill in the blank spaces with correct information.

**PART A: BACKGROUND INFORMATION**

 1. a) What is your gender? Male Female

 b) How old are you? ……………………………………………………………..

2. a) What is your highest professional level of education?

Masters Degree Diploma GIII Certificate

b) Any other qualification, specify……………………………………………………

3. For how long have you been working as a head teacher?

 1 -5 years 6-10 years 10-15years

 16-20years above 20years

4. a) How many teachers do you have in this school? Males……… Females…… Total……

 b) How many pupils do you have in the P.7 class? …………………………………….

 c) What is your school enrolment of pupils? Boys ……… Girls…….. Total…….…

**PART B: AWARENESS AND AVAILABILITY OF INDICATORS THAT HELP TO REINFORCE THE PROVISION SCHOOL MEALS.**

5. a) Are you aware that children in UPE schools need to have meals while at school?

 No Yes Not sure

b) Does this school have a copy of the guidelines on school feeding and nutrition intervention program in Uganda? No Yes Not sure

6. a) Which of the following do you have and are functional in your school? Tick only what you have

 School gardens Storage facility for pupils’ utensils (plates or cups)

 School Food Committees (SFC) School feeding register

b) Does the school have school land where pupils can grow crop? …………………….

If yes, how big could it be……………………………………………………………….

**PART C: THE RELATIONSHIP BETWEEN THE NATURE OF IMPLEMENTATION OF FEEDING AT SCHOOL AND ACADEMIC PERFORMANCE OF LEARNERS**

7.a) Do your pupils get meals while at school? No Yes Sometimes

 b) Are your P.7 pupils in boarding section or day section? ……………………………

c) Which of these meals do they get while at school?

Breakfast Lunch none of them

8. a) How do these P.7 pupils manage to get their meals while at school?

Pupils come with already prepared packed food

Parents contribute money, we buy food and then and prepare from school

Parents contribute real food (in raw form) then we prepare from school

Food is got from the school garden

We have donors who support school meals for our P.7 pupils

b) In your opinion basing on the nature of getting school meals that you have selected above, what effect (negative or positive) does it have on the academic performance of your learners?

………………………………………………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………

**PART D: THE EFFECTS OF PROMPT SCHOOL MEALS ON THE ACADEMIC PERFORMANCE OF LEARNERS**

9. a) The table below has statements which show the positive effects of prompt school meals on the academic performance of learners. Please indicate with a tick your level of agreement using the following choices;

1. Strongly Agree (SA) 2. Agree (A) 3. Not Sure (NS) 4. Disagree (D)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **1. (SA)**  |  **2. (A)**  | **3. (NS)**  |  **4. (D)** |
| Promotes in-class participation in the learning activities |  |  |  |  |
| Improves on school and class attendance |  |  |  |  |
| Motivates learners and builds a positive attitude towards learning |  |  |  |  |
| Improves on academic grades of learners |  |  |  |  |

b) Any other effects of prompt school meals, please explain

……………………………………...………………………………………………………

…………..………………………………………………………………………………….

**PART E: INFLUENCE OF PARENTAL CONTRIBUTION TO SCHOOL MEALS ON ACADEMIC PERFORMANCE OF LEARNERS**

10.a) Do parents support the implementation of school feeding in for your p.7 pupils?

a few of them majority of them all of them none of them

b) In which ways do those parents contribute towards school meals?

i)……………………………………………………………………………………………

ii)………………………………………………………………………………………….

11. Give ways in which parental contributions to school meals influence academic performance of learners.

i)……………………………………………………………………………………………

ii)……………………………………………………………………………………………

iii)………………………………………………………………………………………….

12. a)What are the challenges encountered by the parents in contributing for the school feeding program?

………………………………………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………….

b) What general remarks do you have as regards the relationship between school feeding program and academic performance of learners in your school that you could like to communicate?

................................................................................................................................................................................................................................................................................................

………………………………………………………………………………………………

**“Thanks for your cooperation, God bless you abundantly”**

# Appendix III: Questionnaire for the Teachers

Dear teacher,

Introduction

This questionnaire is designed for the purpose of studying the relationship of school feeding program and academic performance of learners in Bwanswa Sub County in Kakumiro district.

You are requested to complete this questionnaire .The information you will provide is intended for academic purposes and therefore be assured that the information you will give will be treated with utmost confidentiality.

Please respond to the items given as honestly and accurately as possible. Please read each statement carefully and tick (√) against the appropriate answer or fill in the blank spaces with correct information.

**PART A: BACKGROUND INFORMATION**

 1. a) What is your gender? Male Female

 b) How old are you? ……………………………………………………………..

2.a) What is your highest professional level of education?

 Degree Diploma GIII Certificate ‘A’ level ‘O’ level

b) Any other qualification, specify………………………………………………………

3. For how long have you been working as a teacher?

1 -5 years 6-10 years 10-15years

16-20years above 20years

4. How many pupils are in the P.7 class? Males…… Females………. Total…………

**PART B: AWARENESS AND AVAILABILITY OF INDICATORS THAT HELP TO REINFORCE THE PROVISION SCHOOL MEALS.**

5. a) Are you aware that children in UPE schools need to have meals while at school?

 No Yes Not sure

b) What time on daily average do the P.7 pupils of this school arrive at school and then depart from school? Arrival time……………..… Departure time…………………….

6. a) Which of the following do you have and are functional in this school? Tick only what you have

School gardens Storage facility for pupils’ utensils (plates or cups)

 School Food Committees (SFC) School feeding register

b) Are pupils involved in growing of crops in the school garden? ………………………

c)In which ways is the food they grow utilized?..................................................................

…………………………………………………………………………………………….

**PART C: THE RELATIONSHIP BETWEEN THE NATURE OF IMPLEMENTATION OF FEEDING AT SCHOOL AND ACADEMIC PERFORMANCE OF LEARNERS**

7. a) Are your P.7 pupils in boarding section or day section? ……………………………

 b) Do your pupils get meals while at school? No Yes Sometimes

c) Which of these meals do they get while at school?

 Breakfast Lunch none of them

8. a) If P.7 pupils get meals at school, list examples of the foods they usually eat.

……………………………...................................................................................................

………………………………………………………………………………………………

b) What fraction of P.7 pupils on daily average get what to eat while at school?

a quarter a half three quarters all the class none

9. a) How do these P.7 pupils manage to get their meals while at school?

Pupils come with already prepared packed food

Parents contribute money, we buy food and then and prepare from school

Parents contribute real food (in raw form) then we prepare from school

Food is got from the school garden

We have donors who support school meals for our P.7 pupils

b) In your opinion basing on the nature of getting school meals that you have selected above, what effect (negative or positive) does it have on the academic performance of your learners?

………………………………………………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………

**PART D: THE EFFECTS OF PROMPT SCHOOL MEALS ON THE ACADEMIC PERFORMANCE OF LEARNERS**

10.a) The table below has statements which show the positive effects of prompt school meals on the academic performance of learners. Please indicate with a tick your level of agreement using the following choices;

1. Strongly Agree (SA) 2. Agree (A) 3. Not Sure (NS) 4. Disagree (D)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statements** | **1. (SA)**  |  **2. (A)**  | **3. (NS)**  |  **4. (D)** |
| Promotes in-class participation in the learning activities |  |  |  |  |
| Improves on school and class attendance |  |  |  |  |
| Motivates learners and builds a positive attitude towards learning |  |  |  |  |
| Improves on academic grades of learners |  |  |  |  |

b) Any other effects of prompt school meals, please explain

……………………………...............………………………………………………………

**PART E: INFLUENCE OF PARENTAL CONTRIBUTION TO SCHOOL MEALS ON ACADEMIC PERFORMANCE OF LEARNERS**

11.a) Do parents support the implementation of school feeding in for your p.7 pupils?

a few of them majority of them all of them none of them

b) In which ways do those parents contribute towards school meals?

i)…………………………………………………………………………………………….

ii)……………………………………………………………………………………………

12. Give ways in which parental contributions to school meals influence academic performance of learners.

i)……………………………………………………………………………………………

ii)……………………………………………………………………………………………

iii)…………………………………………………………………………………………

12.a)What are the challenges encountered by the parents in contributing for the school feeding program?

………………………………………………………………………………………………………………………………………………………………………………………………

b) What general remarks do you have as regards the relationship between school feeding program and academic performance of learners in your school that you could like to communicate?

................................................................................................................................................................................................................................................................................................................................................................................................................................................

**“Thanks for your cooperation, God bless you abundantly”**

#

# Appendix IV: Interview Guide for all Respondents

The following questions shall be used to guide the researcher during interviewing sessions with the head teachers, teachers, parents and primary seven pupils.

**A. A guide to the Head Teachers and Teachers**

1. a) What was the overall performance of this school in P.L.E for the last three years?

b) Do you think school feeding of learners affected the above performance in any way?

c) Please explain in detail how you think school feeding affected learners performance.

d) Do you have a school cook?

**B. A guide to the Parents**

2. a) Does your child eat when he or she is at school?

b) In which ways does your child get food while at school? Please explain

c) What are some of the benefits your child can get when he or she gets meals when at school?

d) Do you think your child getting school meals can improve on his or her academic performance? If yes explain how

e) What challenges do you face that are associated with the provision of school meals for your child?

**C. A guide to the Primary Seven Pupils**

3. a) The pupils, at what time do you arrive at school? At what time do you leave school for home?

b) How many of you do eat when you are here at school? breakfast or lunch? Which foods commonly?

c) How do you get the food that you eat when you are here at school?

d) When you get school meals, can it help you to improve on your academic performance? If yes explain how, if no why?

e) Do you get involved in growing crops in the school garden? How is the food you grow utilized?

**“Thanks for your cooperation, God bless you abundantly”**

# Appendix V: Observation Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **To observe** | **Availability** | **Not available** | **Other remarks** |
| Number of P 7 pupils  |  |  |  |
| School kitchen  |  |  |  |
| Conditions of packed meal for the learners |  |  |  |
| School gardens |  |  |  |
| Pupils’ utensils (plates or cups)  |  |  |  |
| School feeding register |  |  |  |
| School food committees (SFC) list  |  |  |  |
| School cook |  |  |  |
| Food in store (storage room ) |  |  |  |
| A copy of school feeding guidelines |  |  |  |

# Appendix VI: Morgan’s table

 ***Table for Determining the Sample Size from a Given Population*** 

# Appendix VII: Front Cover page for the School Feeding Guidelines in Uganda



THE REPUBLIC OF UGANDA

**Ministry of Education and Sports**

Guidelines on School Feeding and Nutrition Intervention Programme

****

For use in

Universal Primary Education (UPE) and Universal Post Primary Education and Training (UPPET) School Systems

**ENHANCING EDUCATION PERFORMANCE IN UGANDA:**

**(2013)**

# Appendix VIII: P.L.E Analysis 2018 of Bugangaizi West in Kakumiro District

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SN** | **SUBCOUNTY** | **EMIS** | **SCHOOL** | **TOT****AL** | **DIV****I** | **DIV****II** | **DIV****III** | **DIV****IV** | **DIV****U** | **DIV****X** |
| 1 | Birembo | 011041 | Birembo  | 43 | 0 | 7 | 18 | 13 | 5 | 0 |
| 2 | Birembo | 011041 | Bright Star | 37 | 0 | 23 | 9 | 5 | 0 | 0 |
| 3 | Birembo | 360037 | Buramagi | 92 | 0 | 16 | 28 | 32 | 14 | 2 |
| 4 | Birembo | 011040 | Kirasa | 17 | 0 | 0 | 0 | 3 | 12 | 2 |
| 5 | Birembo | 011022 | Kisiija  | 45 | 0 | 3 | 15 | 17 | 9 | 1 |
| 6 | Birembo | 011021 | Maranatha  | 46 | 1 | 12 | 13 | 14 | 3 | 3 |
| 7 | Birembo | 011021 | Capital Glory | 28 | 2 | 22 | 4 | 0 | 0 | 0 |
| 8 | Birembo | 011042 | Nyansimbi | 64 | 0 | 17 | 10 | 32 | 2 | 3 |
| 9 | Birembo | 360065 | St. Joseph Igayaza | 68 | 0 | 5 | 14 | 28 | 21 | 0 |
| 10 | Birembo | 360065 | St. Theresa | 21 | 11 | 8 | 0 | 0 | 0 | 2 |
| 11 | Birembo | 360081 | King's way Igayaza | 21 | 7 | 14 | 0 | 0 | 0 | 0 |
|  |  |  | **Sub total** | **482** | **21** | **127** | **111** | **144** | **66** | **13** |
| 1 | Bwanswa  | 011018 | Bukuumi Boys | 23 | 0 | 1 | 4 | 10 | 6 | 2 |
| 2 | Bwanswa  | 011017 | Bukuumi Girls  | 31 | 0 | 29 | 0 | 2 | 0 | 0 |
| 3 | Bwanswa  | 011007 | Kihumuro  | 38 | 0 | 20 | 14 | 4 | 0 | 0 |
| 4 | Bwanswa  | 011008 | Kihurumba  | 30 | 0 | 11 | 6 | 8 | 4 | 1 |
| 5 | Bwanswa  | 011016 | Nkondo  | 40 | 0 | 11 | 11 | 8 | 9 | 1 |
| 6 | Bwanswa  | 011003 | Kibambula Islamic | 3 | 0 | 0 | 2 | 1 | 0 | 0 |
| 7 | Bwanswa  | 360027 | St. Noah Kasojo  | 21 | 0 | 1 | 9 | 4 | 7 | 0 |
|   |   |   | **Sub total** | **186** | **0** | **73** | **46** | **37** | **26** | **4** |
| 1 | Bwanswa | 011015 | Kitanda  | 22 | 0 | 6 | 7 | 6 | 3 | 0 |
| 2 | Bwanswa | 011014 | Kyabasaija  | 43 | 0 | 12 | 21 | 7 | 3 | 0 |
| 3 | Bwanswa | 011001 | Nchwanga  | 22 | 0 | 3 | 5 | 8 | 5 | 1 |
|   |   |   | **Sub total** | **87** | **0** | **21** | **33** | **21** | **11** | **1** |
| 1 | KakumiroT/C | 011013 | Kakumiro Boys | 75 | 0 | 55 | 17 | 3 | 0 | 0 |
| 2 | KakumiroT/C | 011005 | Kakumiro Public  | 38 | 1 | 14 | 9 | 13 | 1 | 0 |
| 3 | KakumiroT/C | 011009 | Munsa | 22 | 0 | 5 | 2 | 7 | 6 | 2 |
| 4 | KakumiroT/C | 011002 | Kanyawawa | 21 | 0 | 2 | 7 | 8 | 2 | 2 |
| 5 | KakumiroT/C | 011003 | Rwenseera | 17 | 0 | 1 | 3 | 6 | 6 | 1 |
| 6 | KakumiroT/C | 011003 | St. Suzana | 6 | 0 | 0 | 2 | 2 | 2 | 0 |
| 7 | KakumiroT/C | 360067 | Uganda Martyrs | 39 | 30 | 9 | 0 | 0 | 0 | 0 |
| 8 | KakumiroT/C | 011010 | St. James | 51 | 14 | 27 | 5 | 2 | 2 | 1 |
| 9 | KakumiroT/C | 011013 | St. John Bosco | 18 | 2 | 14 | 2 | 0 | 0 | 0 |
|   |  |   | **Sub total** | **287** | **47** | **127** | **47** | **41** | **19** | **6** |
| 1 | Kasambya  | 011031 | Bugonda  | 70 | 1 | 28 | 16 | 13 | 10 | 2 |
| 2 | Kasambya  | 011030 | Kasambya  | 38 | 0 | 2 | 14 | 16 | 6 | 0 |
| 3 | Kasambya  | 011037 | Kigomba | 26 | 1 | 8 | 7 | 9 | 0 | 1 |
| 4 | Kasambya  | 011038 | Kikaada | 56 | 0 | 11 | 13 | 20 | 11 | 1 |
| 5 | Kasambya  | 011030 | St. Jude Midland | 15 | 1 | 10 | 2 | 2 | 0 | 0 |
| 6 | Kasambya  | 011032 | Kyakalegura | 37 | 0 | 2 | 9 | 22 | 4 | 0 |
| 7 | Kasambya  | 011032 | St Kizito | 35 | 0 | 21 | 7 | 7 | 0 | 0 |
| 8 | kasambya  | 360401 | Nkwirwa | 27 | 0 | 5 | 5 | 10 | 7 | 0 |
| 9 | Kasambya  | 011043 | Mitembo  | 41 | 0 | 3 | 13 | 13 | 12 | 0 |
| 10 | Kasambya  | 360004 | Semuto  | 15 | 0 | 0 | 3 | 5 | 5 | 2 |
|   |   |   | **Sub total** | **360** | **3** | **90** | **89** | **117** | **55** | **6** |
| 1 | Kisengwe | 360059 | Kisengwe | 41 | 1 | 25 | 11 | 3 | 0 | 1 |
| 2 | Kisengwe | 011045 | Kyebando  | 40 | 5 | 6 | 11 | 12 | 5 | 1 |
|   |   |   | **Sub total** | **81** | **6** | **31** | **22** | **15** | **5** | **2** |
| 1 | Kakindo  | 011027 | Kakindo | 35 | 0 | 12 | 14 | 8 | 1 | 0 |
| 2 | Kakindo  | 011028 | Kisaigi | 78 | 7 | 27 | 13 | 10 | 18 | 3 |
|   | Kakindo  | 011028 | High Quality | 15 | 7 | 8 | 0 | 0 | 0 | 0 |
| 1 | Kakindo  | 011023 | Kiriisa | 47 | 4 | 30 | 9 | 3 | 0 | 1 |
| 2 | Kakindo  | 360002 | Kakindo COU | 57 | 0 | 14 | 22 | 19 | 1 | 1 |
| 3 | Kakindo  | 360088 | St Mary Muhumuza | 100 | 13 | 43 | 25 | 15 | 1 | 3 |
| 4 | Kakindo  | 360055 | Kihuuna Parents | 25 | 0 | 20 | 4 | 1 | 0 | 0 |
| 5 | Kakindo  | 360126 | St. Gregory  | 19 | 1 | 12 | 2 | 4 | 0 | 0 |
|   |   |   | **Sub total** | **376** | **32** | **166** | **89** | **60** | **21** | **8** |
| 1 | Nalweyo  | 011062 | Buruuko | 57 | 1 | 23 | 18 | 10 | 2 | 3 |
| 2 | Nalweyo  | 011068 | Kiryamasasa | 65 | 2 | 20 | 23 | 12 | 4 | 4 |
| 3 | Nalweyo  | 011067 | Nalweyo | 38 | 0 | 6 | 16 | 7 | 7 | 2 |
| 4 | Nalweyo  | 360194 | Blessed Trinity | 52 | 48 | 4 | 0 | 0 | 0 | 0 |
|   |   |   | **Sub total** | **212** | **51** | **53** | **57** | **29** | **13** | **9** |
| 1 | Kikwaya | 011024 | Kikwaya | 51 | 0 | 18 | 17 | 16 | 0 | 0 |
| 2 | Kikwaya | 102183 | Kamuli Parents | 20 | 0 | 14 | 4 | 2 | 0 | 0 |
| 3 | Kikwaya | 360151 | St. John kikwaya | 22 | 2 | 19 | 1 | 0 | 0 | 0 |
|  |  |   | **Sub total** | **93** | **2** | **51** | **22** | **18** | **0** | **0** |
| 1 | Kitaihuka | 011036 | Kyamujundo | 44 | 0 | 3 | 18 | 11 | 12 | 0 |
| 2 | Kitaihuka | 011060 | Kinunda | 92 | 0 | 8 | 30 | 31 | 20 | 3 |
| 3 | Kitaihuka | 011059 | Kitaihuka | 84 | 0 | 33 | 32 | 13 | 3 | 3 |
|   |   |   | **Sub total** | **220** | **0** | **44** | **80** | **55** | **35** | **6** |
| 1 | Kijangi | 011029 | Kijangi | 86 | 0 | 25 | 26 | 24 | 9 | 2 |
| 2 | Kijangi | 011026 | Rwembuba | 52 | 0 | 12 | 9 | 16 | 10 | 5 |
| 3 | Kijangi | 011033 | Kigando | 23 | 0 | 3 | 5 | 8 | 6 | 1 |
|   |   |   | **Sub total** | **161** | **0** | **40** | **40** | **48** | **25** | **8** |

# Appendix IX: Kakumiro District Analysis Report for P.L E Results 2017

 **PLE Analysis 2017**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidates**  | **DIV I** | **DIV II** | **DIV III** | **DIV IV** | **DIV U** | **DIV X** | **TOTAL** |
|  3894 | 97 | 1526 | 975 | 638 | 526 | 132 | 3894 |
| % Age | 2.6 % | 40.6% | 25.9% | 17.0% | 14.0% | 3.4% | 82.6% |

 **SUMMARY PER SUB COUNTY 2017**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** |  **SUB** **COUNTY** | **DIV I** | **DIV II** | **DIV III** | **DIV 4** | **DIV U** | **DIV X** | **TOTAL CANDIDATES** |
| 1 | MPASAANA | 1 | 84 | 45 | 53 | 63 | 12 | 258 |
| 2 | NKOOKO | 1 | 150 | 108 | 59 | 96 | 19 | 433 |
| 3 | KISIITA | 11 | 202 | 157 | 94 | 77 | 23 | 564 |
| 4 | BIREMBO | 12 | 180 | 116 | 103 | 44 | 10 | 465 |
| 5 | BWANSWA | 0 | 86 | 76 | 57 | 50 | 6 | 275 |
| 6 | KAKUMIRO TC | 14 | 140 | 42 | 28 | 18 | 2 | 244 |
| 7 | KASAMBYA | 9 | 149 | 99 | 62 | 50 | 19 | 388 |
| 8 | KAKINDO | 10 | 183 | 76 | 27 | 13 | 7 | 316 |
| 9 | NALWEYO | 23 | 82 | 53 | 37 | 21 | 7 | 223 |
| 10 | KIKWAYA | 4 | 56 | 32 | 14 | 4 | 3 | 113 |
| 11 | KATIKARA | 10 | 92 | 77 | 45 | 36 | 14 | 274 |
| 12 | KITAHUKA | 0 | 49 | 54 | 26 | 20 | 4 | 153 |
| 13 | KIJANGI | 2 | 73 | 40 | 33 | 34 | 6 | 188 |
| **14** | **TOTAL** | **97** | **1526** | **975** | **638** | **526** | **132** | **3894** |

**ORDER OF PERFORMANCE BY SUB COUNTY / TOWN COUNCIL 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **SUBCOUNTY** | **POINTS** | **POSITION** | **DROPOUT RATE %** |
| 1 | KAKINDO | 2.39 | 1st | 2.21 |
| 2 | KIKWAYA | 2.28 | 2nd | 2.65 |
| 3 | KAKUMIRO T/C | 2.27 | 3rd | 0.81 |
| 4 | NALWEYO  | 2.07 | 4th | 3.15 |
| 5 | BIREMBO | 1.9 | 5th | 2.15 |
| 6 | KASAMBYA | 1.79 | 6th | 4.89 |
| 7 | KATIKARA | 1.75 | 7th | 5.1 |
| 8 | KISIITA | 1.74 | 8th | 4.07 |
| 9 | KITAIHUKA | 1.71 | 9th | 2.61 |
| 10 | KIJANGI | 1.62 | 10th | 3.17 |
| 11 | NKOOKO | 1.46 | 11th | 4.38 |
| 12 | MPASAANA | 1.3 | 12th | 4.65 |
| 13 | BWANSWA | 0.48 | 13th | 1.91 |

# Appendix X: Sampled Schools and the Respective Number of Respondents

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SN** | **SCHOOLS**  | **P.7 PUPILS**  | **PARENTS**  | **HEAD TEACHERS**  | **TEACHERS**  | **TOTAL**  |
| 1 | Bukuumi Girls p/s | 9 | 2 | 1 | 2 | 14 |
| 2 | Kihumuro p/s | 20 | 3 |  | 2 | 25 |
| 3 | Kihurumba p/s | 8 | 1 | 1 | 2 | 12 |
| 4 | Kitanda p/s | 12 | 4 |  | 2 | 18 |
| 5 | Kyabasaija p/s | 16 | 2 | 1 | 2 | 21 |
| 6 | Nchwanga p/s | 14 | 3 | 1 |  | 18 |
| 7 | Nkondo p/s | 11 | 3 | 1 | 2 | 17 |
| **Total**  | **90** | **18** | **05** | **12** | **125** |

# Appendix XI: Map of Uganda Locating Kakumiro District.

 

# Appendix XII: Map of Kakumiro District Locating Bwanswa Sub County

