

**THE IMPACT OF SCHOOL FEEDING PROGRAMME ON ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPILS IN NGAGNGATI
PRIMARY SCHOOL ATHI DIVISION MUTOMO
DISTRICT KENYA**

BY

ROSELYNE CHEPKEMEI SAMBU

BED/148687/62/DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF
THE BACHELORS DEGREE IN EDUCATION
(ARTS) OF KAMPALA INTERNATIONAL
UNIVERSITY**

DECEMBER, 2009

DECLARATION

I, Roselyne Chepkemei Sambu. Do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed.....

Student


Date.....14/12/2009.

DEDICATION

From the core of my being, I dedicate this work to my beloved husband Luke Maiyo,
Children; Jack Kipkoech and Adam Kipchirchir.

APPROVAL

I certify that Roselyne Chepkemei Sambu carried out this research under my supervision.



.....

14th DEC. 2009 .

MR. TINDI SEJE

DATE

ACKNOWLEDGEMENT

In the first place, I highly acknowledge the almighty God, for all he has done in my life up to this level of academic epitome.

I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God richly bless in you.

TABLE OF CONTENTS

DECLARATION:	I
APPROVAL	II
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	V
CHAPTER ONE.....	7
1.0 INTRODUCTION.....	7
1.1 Background of the study.....	7
1.2 Statement of the Problem	7
1.3 Objective of the Study	8
1.3.1 General Objective.....	8
1.3.2 Specific Objective	8
1.4 Research questions	8
1.5 Significance of the study	8
1.5 Scope of the study	8
1.6 Limitations of the study.....	9
CHAPTER TWO.....	ERROR! BOOKMARK NOT DEFINED.
LITERATURE REVIEW.....	ERROR! BOOKMARK NOT DEFINED.
2.0 Introduction	Error! Bookmark not defined.
2.1 Ethnicity and social inequalities in Africa.....	Error! Bookmark not defined.
CHAPTER THREE.....	16
RESEARCH METHODOLOGY	16
3.0 INTRODUCTION.....	16
3.1 Research design	16
3.2 Population of study.....	16
3.3 study sample	16
3.4 Research instruments.....	16
3.5 Research procedure	16
3.6 Data analysis and interpretation	17

CHAPTER FIVE	24
SUMMARY, CONCLUSION AND RECOMMENDATIONS	24
5.0. Introduction	24
5.1. Summary	24
5.2. Conclusionsw	25
5.3. Recommendations	25
5.4 Suggestions for further research.....	26
APPENDIX I.....	29
BUDGET	ERROR! BOOKMARK NOT DEFINED.
APPENDIX II.....	ERROR! BOOKMARK NOT DEFINED.
TIME FRAME	ERROR! BOOKMARK NOT DEFINED.
APPENDIX III	ERROR! BOOKMARK NOT DEFINED.
QUESTIONNAIRE FOR TEACHERS	29

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The benefits of education on economic growth and its contribution to increased productivity have been demonstrated. Investments in human capital, particularly in education, are more conducive to economic growth than investments in physical capital. Both society at large and individuals benefit from basic education.

Basic education, especially for women and girls, is thus among the most effective investments that governments and donors can make to improve the physical, social and economic conditions of the poor. For example, a study by the International Food Policy Research Institute concluded in February 2000 that women's education and their resulting higher status "have contributed to more than half of the 1970-95 reduction in the prevalence of malnutrition in developing countries".

In developing countries the returns on investments in education are higher than in more advanced countries; the greatest returns are for primary schools. Even the developed world has taken advantage of school feeding. Many countries have had or continue to run nationwide or targeted school feeding projects. Japan and the US are among these examples as well as numerous European countries.

1.2 Statement of the Problem

Providing a nutritious breakfast or lunch to children at school can help solve hunger and improve learning. When children no longer need to worry about food, they can concentrate on their lessons. With enough food to learn and thrive, they are more likely to stay in school longer. When food is available at school, attendance rates increase significantly. Parents are more inclined to send their children because they know their children will get at least one solid meal during the day, and it will add savings to the family budget.

In emergencies or protracted relief operations, school feeding (even in "makeshift" schools) is extremely important in several ways. Firstly, the feeding is a critical source of nutrition for children.

Secondly, the school provides a healthier emotional environment for children whose normal lives have been disrupted; and allows schooling to continue during a period when precious school time would otherwise be lost, handicapping the child in the future. It's on this premise that the researcher sought to establish whether free feeding has any impact on academic performance of pupils.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this research was to identify the effect of free feeding programme on the performance of pupils in schools in Mutomo District, Kenya.

1.3.2 Specific Objective

Through the production and dissemination of this research, the aim was to:

- 1) To investigate the impact of feeding programs on pupils academic performance.
- 2) To investigate the challenges faced by children who cannot access food.
- 3) To determine the possible solutions that are available to help in feeding programme.

1.3 Research questions

- 1) What is the impact of feeding programmes on pupil's academic performance?
- 2) Which challenges are encountered school children who cannot access food?
- 3) Are there any possible solutions to the challenges?

1.5 Significance of the study

The researcher was able to get first hand information on the effects of poverty on early childhood education.

The schools in Ngangati primary school benefited from the research as it helped the administration to know how best to handle pupils from different backgrounds.

The research will be of great help to other students in the Institute of Open and Distance learning who might wish to enhance the same later.

1.5 Scope of the study

The research was carried out between April and August 2009. The study focused on the impact of poverty on early childhood education. The research was conducted in Athi division,

Mutomo district, Kenya. The respondents to the research were pupils as well as the teachers and parents of Ngangati primary school.

1.6 Limitations of the study

In conducting this study, a number of challenges were encountered, including:

Attitudes Towards the Exercise – Some respondents were unwilling to freely share the information. This maybe mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions. Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions herein.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews the literature on the impacts of school feeding programs on school enrollment, attendance, and dropout rates; dietary intake; nutritional status; and academic performance of participating children.

2.2 The impact of feeding programme on performance

A study conducted in Malawi by WFP showed that a small, pilot, school feeding program over a three-month period led to a 5 percent increase in enrollment and up to 36 percent improvement in attendance (WFP 1996). An evaluation of a school meal program in Jamaica found that after the first semester, the treatment class showed improved school attendance compared to the control classes (Powell, and Grantham-McGregor 1983). Another evaluation of a school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls (Moore, and Kunze 1994). However, in a study conducted in Kenya, the investigators did not find a difference in the attendance rates between schools with and without the school feeding program (Meme et al. 1998).

School feeding programs have also proven effective in reducing the education gap between girls and boys. For example, program evaluation results from Pakistan, Morocco, Niger and Cameroon show that while food is the initial motivation for sending girls to school, parents of participating girls develop an interest in the education of their daughters. This change in attitudes is an important factor in enhancing parents' commitment to education beyond the duration of food assistance (WFP 2002a).

School feeding programs are likely to improve the nutrient intake of participating children. A study in Huaraz, Peru shows that for children who received breakfast at schools, dietary intake of energy increased by 2 percent, protein by 28 percent, and iron by 4 percent compared to the control group (Jacoby et al. 1996). An evaluation of a school feeding