

**FEEDING PROGRAMME AND CHILDREN'S ACADEMIC  
PERFORMANCE. A CASE STDY OF KYAMUYINGO IN  
WABINYONYI DIVISION IN NAKASONGOLA DISTRICT**


**BY  
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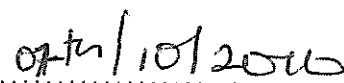
**A RESEARCH REPORT SUBMITTED TO INSTITUTE OF OPEN AND  
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## DECLARATION

I Nabwire Dorothy declare that the material in this book has been entirely my effort and has not been presented for any academic qualifications.

Signature.....

Date.....

**NABWIRE DOROTHY**

## APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.

Signed.......... Date..........

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**SUPERVISOR**

## **DEDICATION**

This research report is dedicated to my beloved husband Mr. Mukhwana Michael who supported me, materially, financially and encouraged me to move head with education.

This book is also dedicated to all UPE schools to think about the Feeding programme in all schools.

## **ACKNOWLEDGMENT**

I would most sincerely thank my supervisor Madam Nabuseta Taligoola for teaching me how to make a report whenever I needed her assistance she was always there.

I would also like to thank my Dear husband Mr. Mukhwana Michael who supported me materially, financially and encouraged me to move head with education I say he is a rare person in my life.

Finally to all my friends, Pastors and the Head teacher Kyamuyingo primary school who guided me during the trying moments.

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## **ABSTRACT**

This study was conducted to assess the impact of Feeding Program on pupils academic performance in Kyabaganga slums Wabinyonyi division in Nakasongola district. The following objectives were formulated to guide the study: to investigate the feeding programs available in primary schools; assess the level of pupils' performance in class as a result of implementing the school feed program; and to find out the challenges faced by schools as they implement School Feeding Program.

Qualitative and quantitative methods were used where respondents were selected at random to participate in the study.

Findings revealed that most of the schools have feeding programs, 90% responded positively and only 10% did not have feeding programs in their schools. In the same study it was revealed that children do their best in class when food is available that is 50%, only 10% said they do well.

Majority of the respondents said that posho and beans is given in most of the schools. This had a percentage of 50% as compared to cassava and beans 40%. Recommendations were also made.



## **CHAPTER ONE**

### **1.0 Introduction**

This chapter consists of background to the study, problem statement, purpose of the study, objectives to the study, research questions and significance of the study.

### **1.1 Background to the study**

According to the manual School Feeding Program (2001) feeding programs fall under different categories; these are schools which give lunch, breakfast and lunch, and take home ratios. Other schools however encourage pupils to carry packed lunch to schools while others do not offer lunch at all.

Despite the implementation of Universal Primary Education (UPE) in the whole nation of Uganda, a number of children are still out on the streets, and their academic performance level remains low.

A historical analysis of patterns and trends of financing the Feeding programs in some selected schools reveals a partnership between governments, churches, Non-governmental organization and World Food Program. The program was initiated to support improved performance, increase retention and completion as well as alleviate hunger. Therefore the major objective of the scheme was aimed at encouraging attendance and performance.

The study also undertake to find out why educational performance level of learners is still low in the slums even after introducing Feeding program. It is also looking at different kinds of food which are given to the children and how well they can be improved to their better performance.

### **1.2 Problem of the statement**

Despite the rationale for introduction of feeding program in some selected primary schools in the urban slums and dry areas, the low academic performance of children continues to raise a lot of concern.

Though the enrolment rates in schools in the slum areas continue to raise steadily, in contrast the number of street children and hunger stricken cases are equally alarmingly higher than ever before in those areas. In this review concerns have been raised regarding the ability and effectiveness of these programs which have been initiated to encourage performance and regular school attendance by the government policy of achieving Universal Primary Education or Education for all by year 2020. Inadequate funds to support the program have led to persistent hunger in the affected areas. Therefore the researcher intends to investigate whether the children who are being feed or school with feeding programs improve in their performance significantly.

### **1.3 Purpose of the study**

The purpose of this study is to assess the impact of Feeding Program on pupils academic performance in Kyabaganga slums Wabinyonyi division in Nakasongola district.

#### **1.4 Objectives of the study**

The following objectives guided the study:-

1. To investigate the feeding programs available in primary schools
2. Assess the level of pupils' performance in class as a result of implementing the school feed program.
3. To find out the challenges faced by schools as they implement School Feeding Program

#### **1.5 Research questions**

1. What are feeding programs available in primary schools?
2. What is the level of the pupil's performance in class?
3. What are the challenges faced by the schools as they implement School Feeding program?

#### **1.6 Significances**

The researcher anticipates that the study findings would assist school going children in Kyabaganga who are still out despite implementation of Universal Primary Education and school Feeding Programs.

It also helped teachers of the affected schools to find out easy time when dealing with children who are fed and to see whether it reduced drop out and improve performance.

It also helped the parents who are living below the poverty line by providing meals in school to subsidize what they have at home.

The study findings also helped the government to find out if there are measures to be under taken to improve performance apart from feeding program.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter consists of theoretical review, the available feeding programs in schools, the level of pupils performance in class and relationship between feeding program and pupils academic performance in class.

#### **Theoretical review**

According to World Food Program (WFP), school feeding program hand book (1999), the feeding program in schools is designed to remove barriers of any nature that prevent bright students from the rural and slum background from taking advantage of any in born talents which may accurate them to social promotion.

Guided by this theory the program aims at helping these children of poor slum dwellers to meet the noble aims of improving their performance and encourage open competition. Due to hard economic times and rising hidden cost of education such as examination levies tuition or remedial fee charges and some miscellaneous spend on buying uniform and other items against the scouring poverty levels. Some parents may not enroll their pupils in spite of existence of feeding program.

#### **The available feeding programs in schools**

The school feeding program by year 2000 has reached over 11 million children in 52 countries including Uganda. This come together with associated benefits of increased school attendance, improved learning

and reducing gaps between boys and girls in terms of enrolment (UNESCO, 1999).

A study carried out by Save the Children Uganda and World Vision in 2001 stated that in Wabinyonyi division in Nakasongola district, the total number of public schools were 5 and out of these only 1 in the slum is benefiting from school feeding program where the pupils were only given lunch. The remaining schools organized for pupils to carry packed lunch, in the same the none formal institutions around the slums all benefits from the school feeding program, they are given breakfast, lunch and same take home rations. The organization save the Children Uganda were a head and provided breakfast, lunch and some food was carried home and the study was revealed that more children joined schools that the number increased and performance was okay. So save the children opened up more schools for the distant learners to nearby center and provided 3 meals in a day and later helped by World Vision. Retention of pupils to school was evidenced with good performance.

But in 2005 Save the Children failed to provide meals for the children and very many pupils dropped and also pupil's performance was reduced. The researcher believes that if children are given breakfast or carry home ratios are included in the feeding program, and then performance and retention will greatly improve.

### **The level of pupil's performance in class**

Wabinyonyi is one of the divisions in Nakasongola district where children perform poorly in divisional or provincial exams.

During end of the year assessments, it usually found out that public schools in Wabinyonyi division especially the one situated in slums perform poorly as compared to other schools. The mean score of about a schools in the region was ranging from 190-240 out of the total 500 marks. This means that most of the pupils got below the pass mark which is 250. This means that most of the pupils do not qualify to join good provincial schools. Some of the findings indicate that most of the pupils do not attend school regularly others drop due to various reasons, majority join non formal institutions which are free at the same tie they provide food in schools and take home rations.

In a similar study the findings showed that a generous breakfast cooked in a practical class before the lesson began improved attention to set tasks. Qualitative process data suggested that a meal at school can be a social evident that engages motivates and stimulates children's academic performance in primary schools.

### **The relationship between feeding program and pupil's academic performance**

Children whose cognitive development during first years for their life has been impaired by hunger or those who live on a meal a day are more affected than their counter parts who get all the meals and are better nourished (Pollit, UNISCO, 1990).

The school feeding program help to get children from poor families into school help them to stay in school and perform well while they are there. A result thus far indicate that children in the affected areas continue



schooling throughout primary level as long as the feeding program remains intact and take home rations is introduced.

According to actress Drew Barry More, she says "just a penny a day per child, this program changes lives and ultimately can impact the future of poor countries around the world in a profound".

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

#### **3.1 Research design**

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

#### **3.2 Study area**

This study was conducted in selected primary schools of Kyabaganga slum in Wabinyonyi division in Nakasongola district to investigate on school feeding program and children's academic performance.

#### **3.3 Sample framework**

##### **3.3.1 Sample size**

This study obtained information from parents, pupils and teachers and Non Governmental organizations who sponsor Feeding program.

##### **3.3.2 Sample technique**

Using a convenient sampling technique, a total of sixty respondents were picked at random to participate in this study.

### **3.3.3 Sample procedure**

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

## **3.4 Methods for data collection**

### **3.4.1 Instruments**

#### **Questionnaires**

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

### **3.4.2 Sources of data**

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

## **3.5 Data processing and analysis**

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many

times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

The chapter shows presentation, interpretation and discussion of the findings on the profile of the respondents, the available feeding programs in schools, the level of pupil's performance in class and the relationship between feeding programs and pupil's performance.

#### 4.1 Profile of respondents

The researcher used a total of 60 respondents to answer the questions which included pupils, male teachers and female teachers of different ages.

**Table 1: Description of respondents by Gender**

Gender	Teachers	%ages	pupils	%ages
Female	14	70	20	50
Male	06	30	20	50
<b>Total</b>	<b>20</b>	<b>100</b>	<b>40</b>	<b>100</b>

**Source: Field data 2010**

In respect to table 1, 20 questionnaires were distributed for teachers were fully filled and returned. This represents 100% of the total number of questions that were distributed to teachers. The table shows that majority of teachers were females 70% while male and female pupils equaled in number.

## 4.2 The available feeding programs in schools

The respondents were asked the feeding programmes they had in their schools. It is noted that some schools provide breakfast in form of porridge and lunch. Others provide lunch or breakfast only. A learner who is given both meals may be better than one who is given one or not at all given.

Therefore the researcher was interested in finding out the type of meals given in each school visited. The results of this search are given below;

**Table 2: Shows the available feeding programs in schools**

Feeding program	Frequency	Percentage
Lunch and break	18	30
Breakfast only	18	30
Lunch	24	40
<b>Total</b>	<b>60</b>	<b>100</b>

**Source: Field data 2010**

The above table shows that majority of the respondents (40%) said that they have lunch programs only, 30% have break fast only and 30% had both lunch and break fast. This implies that most pupils are deprived of breakfast. This shows that most schools can only afford to give pupils lunch. This may affect some pupils especially those who do not have upkeep money for break fast, in that by the time lunch is served, they are already hungry and so it is so possible that learning which take place like between break and lunch may have been affected.

### 4.2.1 Types of foods served to school children

In order to take a deep analysis of the feeding effectiveness in schools, the researcher asked the respondents the kinds of foods given at school. Although schools may be recorded as providing feeding to learners, some kinds of food

may have less impact and provide less comfort to learners so as to stimulate learning than others.

**Table 3: Shows kinds of food given in schools visited**

Kinds of food given at school	Frequency	Percentage
Posho and beans	23	38
Potatoes and beans	18	30
Cassava and beans	17	23
Porridge and a donut	2	4
<b>Total</b>	<b>60</b>	<b>100</b>

**Source: Field data 2010**

According to the table 3, majority 38% showed that most pupils are given Posho and beans and very few are 4% is given porridge and donut. There is a significant number of cassava and beans and potatoes and beans served in schools (30%). It can therefore be concluded that majority of schools give Posho and beans. This may be so because maize floor and beans are cheaper. So most schools can afford their cost, yet there are also easily seen and easily prepared in contrast to other types of food like cassava and potatoes because they require peeling and in some places they are rarely seen and besides cassava makes pupils to doze in class and can not stay longer in their stomachs plus potatoes which makes pupils stomachs discomfort.

But beans and Posho makes these pupils stay longer without any problem and it gives energy to learners which may enable them learn more or become more comfortable.

#### **4.3 The relationship between feeding programmes and pupils performance**

The researcher wanted to find out the impact given to pupils at schools make on their academic performance. In this case, teachers were asked to comment

on the performance of pupils in their respective schools given the nature of the food program they have and the importance of these programmes as per their views.

**Table 4: Showing teachers views on performance of children when given lunch**

<b>Teachers views on performance of children when given lunch</b>	<b>Frequency</b>	<b>Percentage</b>
Well	2	10
Better	6	30
Best	10	50
No comment	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2010**

According to table 4, 2 of the respondents agree that children do well in performance when they are given lunch. 6 respondents said better, 10 best and 2 had no comment. This shows that feeding program is one of the very vital requirements for pupils to perform well.

#### **4.3.1 The importance for school feeding program in schools**

Feeding at school is important to learners in a number of ways. For example it boosts their moral and psychological concentration to study in class. When learners are hungry, they are restless and all the time they think of going back home to have food. They tend to be sleepy and dodge class.

In this study, respondents were asked to give their views on the importance of feeding program in their schools.



**Table 5: Showing the importance of school feeding program in schools**

Importance of school feeding program	Frequency	Percentage
Reduce absenteeism	2	10
Helps/improve performance	1	5
Motivates pupils in class	1	5
All of these	16	80
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2010**

This table shows that most respondents, 80% agreed that feeding is important in a number of ways for instance, it reduces absenteeism 10%. Improves performance (5%) and motivates pupils (5%). This implies that although a school may not be providing lunch, break fast, teachers are aware that such program is very essential to the welfare of learners.

#### **4.3.2 Performance of pupils in schools with feeding programme and those without**

Respondents were asked the performance of their pupils in the previous year 2009 in terms of mean score and this was their response.

**Table 6: Showing performance of pupils in schools without school feeding program**

Category	Frequency	Percentage
100-200	6	30
200-300	10	50
300-400	2	10
Below 100	2	10
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Field data 2010**

The table shows the performance of four different schools out of a total mean of 500, 6(30%) got 100-200 marks, 2(10%) scored 300-400 marks and 3 (10%) scored below 100 mark. This implies that the mean score is between 200-300 marks and many are below the pass mark that is 250 marks.

#### 4.3.3 Feeding program and habit influence

The respondents were asked whether the feeding program has influenced their habits in any way.

**Table 7: Shows habit influence by feeding program in the following areas**

Response	Frequency	Percentage
Attending school daily	10	25
Improving performance	25	62.5
Becoming responsible	5	12.5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Field data 2010**

The table above show that 10(25%) of respondents said that feeding programmed has influenced their habit of attending school daily, 25(62.5%) said their performance has improved while 5(12.5%) said they have become responsible. This implies that feeding program has great influence on pupils' performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, the conclusions from the study and recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

#### **5.1 Summary of findings**

##### **Level of pupil's performance in class and the feeding programs available in schools**

Findings revealed that most of the schools have feeding programs. 90% responded positively and only 10% did not have feeding programs in their schools. In the same study it was revealed that children do their best in class when food is available that is 50%, only 10% said they do well. This means that feeding programs in schools can make children to improve their performance.

##### **Types of foods served to school children**

Majority of the respondents said that posho and beans if given in most of the schools. This had a percentage of 50% as compared to cassava and beans 40%. This implies that food like Fish, vegetables and fruits are not included in the diet. This may discourage some pupils from benefiting from the school feeding program because not all pupils enjoy eating Posho and beans. Some parents may opt for their children to carry packed lunch or even allow children to go back home for lunch which is time wasting.

##### **Importance of feeding programme to schools**

Majority 80% said that feeding program is important. It reduces absenteeism, helps in improving performance and motivates pupils in class. Only a few respondents 15% agreed. This means that apart from improving performance feeding program can increase daily attendance since the children in the area of the study are orphans or have single parents they tend to love school because they are sure of getting at least a meal a day.

Finally the respondents were asked the performance of pupils in school with feeding programmes and those without. According to the study carried out in the four schools in the area, most schools had feeding programme and their performance was not very high as compared to schools without feeding programme. The study showed that the mean scores between 200-300 were 10(50%) and this was the highest while the lowest mean score was ranging below 100 2(10%).

## **5.2 Conclusion**

School feeding programs indeed play an important role in helping to get children into school, keep them there, through enhancing enrollment, reducing absenteeism. Once these children are in school the programs can also contribute to their learning, through avoidance of hunger and enhancing cognitive abilities. These effects may be potential by complementary actions, such as deworming and also giving the children snacks. In this study however it has been observed that some children are not enrolled and absenteeism is still present in schools. This shows that there are other factors that are influencing enrollment and active participation of learners in school activities other than food. They have not been mentioned anywhere in this study but I believe they exist and need to be investigated.

### **5.3 Recommendation of the study**

Government must highlight the need to implement the school feeding program so that each child regardless of their economic background. If possible the school feeding program must be integrated in the national policy.

Government of Kenya is one of those which has implemented the school feeding program and has so far reached its third stage of its transition according Bundy (2007). But it should be realized that much as it has tried to move away from external facilitation of the program. It is time to reconsider soliciting for further help because at the moment the country is experiencing food crises and therefore can not expect the community to do much in order to feed the children.

Much as there is drought, government must continue to implement its linking of school feeding program with local agricultural production. Because if this drought is over farmers should continue to benefit from the program.

Parents must be sensitized about the long term benefits of enrolling children in school. This will help to make the incentive of school feeding program compatible with the rest of the household choices if the program is to attract and retain children in schools.

School administrators need to consider combining both in school meals and take home rations for those children who are observed to be more vulnerable than others.

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## APPENDICES

### Appendix A: Questionnaires for teachers

Dear Respondents

I am carrying out a research on school feeding programme. Please fill and tick where applicable.

#### Profile

1. Your gender

Male

Female

2. What meals are served at school?

Break tea porridge

Lunch

Both breakfast and lunch

3. Please indicate the kind of foods served in school

Millet porridge

Maize mill porridge

Posho and beans

Posho and G.nuts

Posho and other sources

Accompaniments for tea/porridge

Others

Specify.....

4. For those who serve lunch at school, comment on the performance of your learners

Very good

Average

Poor

Not sure

5. What is their span of concentration?

High

Average

Low

6. What about their interest in learning ?

High

Average

Low

7. What about their participation in classroom activities?

High

Average

Low

8. Do you think performance in class is related to the type and quality of meals served in school?

Agree

Disagree

Not sure

9. How have school meals contributed to the academic performance of pupils in schools.

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