

**IMPACT OF MALNUTRITION ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN MBITINI ZONE
KITUI DISTRICT-KENYA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR IN
IN EARLY CHILDHOOD PRIMARY EDUCATION.
KAMPALA INTERNATIONAL UNIVERSITY**

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DECLARATION

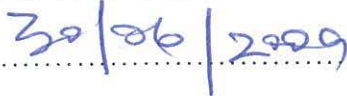
This research report is to be submitted to Kampala International University in fulfillment of the requirement for the award of degree in early child hood primary education. I wish to state that this work has not been presented any where for any academic reward (diploma or degree level).

SIGNATURE.....



JOSPHAT MULILI WAMBUA

DATE.....



APPROVAL

This report in the area of impact of malnutrition on academic performance in Mbitini zone of Chuluni Division Kitui District was conducted under my supervision and with my approval it is now ready for submission to the academic board of Kampala international university, for the award of bachelor degree of early child hood and primary education.

SIGNATURE.....

SUPERVISOR: MS NANKUNGA YUDAYA

DATE:.....

DEDICATION

This work is dedicated to my soul replicates namely my wife, Mercy Syombua, my parents and all brethren. This study project has kept me from while I needed to be near you. You were able to sacrifice your time to shelter my burden of this noble assignment for my career and professional development. I thank for your spiritual and emotional support and prayers that all grow and develop responsibilities to become prosperous in your life because the love for the almighty lord is infinitive, may he bless you abundantly

ACKNOWLEDGEMENT

I am quite grateful to the Kampala International University lecturers for according knowledge and skills of handling young learners. It would have been impossible to under and eventually complete this research report without their support contribution and guidance received from my supervisor Ms Nakinga Yudaya and other lecturers of Kampala International University.

Further gratitude goes to my staff mates and for their prompt encouragement when writing this research report.

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Lastly but not latest my wife mercy Syombua Mulili, Mr. Nzeki, Bro. Bernard and my father Samson Wambua for their assistance support and love shown during the time I spent working on this project.

ACRONYMS

W.H.O- World Health Organization

F.A.O- Food and Agriculture Organization

I.M.F- International Monetary Fund

I.Q- Intelligence Quotient

HIV- Human Immune Deficiency Virus

AIDS-- Acquired Immune Deficiency Syndromes

ABSTRACT

This is evaluative research on the impact of malnutrition on academic performance of two selected schools in Kitui District. The study shall be carryout in September through December. Data shall recollected by use of questionnaires, in the fields and personal observations to forma sample of 50 respondents by stratified random sampling. The study expects to have reliable information that could be used by teachers to improve academic performable in schools. It was found out that several factors led to malnutrition; namely the personality aspect, school factors, family and other social factors. It was also found that malnutrition is high among the illiterate and poor parents. The researcher recommends that parents should be sensitized on the academic roles hence be reduced to 1:70 ratio. This will help the teacher to interact freely with the pupils.

The researcher also recommended that the minister of education did not only appoint education officers but also train them properly so as to enable them to help teachers to deal with malnutrition maters effectively

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CHAPTER ONE

1.0 Background of the study

According to Wikipedia, the free encyclopedia malnutrition is a general term for a medical condition caused by an improper or insufficient diet. It most often refers to under-nutrition resulting from inadequate consumption, poor absorption, or excessive loss of nutrients, but the term can also encompass over-nutrition, resulting from over-eating or excessive intake of specific nutrients. United Nations statistics continues to argue that an individual will experience malnutrition if not consumed for an extended period of time. This extended period of malnutrition can result in starvation, diseases and infection.

As per numerous studies, malnutrition affects all human beings irrespective of race or colour, although in developing countries it is most in children especially primary school children. Therefore this has affected the academic performance in primary schools hence creating problems for teachers when handling learners during the lesson. According to my research this impact is mostly in lower primary classes than upper primary class because children between the age of 1st-10th year become hungry very quickly hence no food because of poverty in the country.

Malnutrition has several factors which have caused academic performance to decline one of them is hunger which is insidious and it means a deficiency of calories and protein caused by poverty. Hunger is most diverting when it attacks learners (children) since it can affect their mental and physical development for the rest of their lives, thus

depending the poverty cycle since they have less access of education and opportunities for work later in life. Also hunger has affected the health of learners leading to lack of concentration in class thus poor performance (statistics by W.H.O) a section on HIV/AIDS hungry and malnutrition has tightly linked terrible effect and legacy of HIV/AID. They also estimate the size of this group at roughly 1.2 billion people.

Micronutrients are those nutrients which are required by body in small quantities and protein deficiency is another factor which is shown in a very large group of malnourished children learners. They either receive in adequate amount of vitamins and minerals of sufficient proportion of protein in their diet. This can also have very debilitating effects on learners and societies as whole. Although the health symptoms may not manifest themselves. The world wide research argues that size of this group is estimated at 2 billion people.

Over consumption is another cause of malnutrition which is taking in many calories than required is often accompanied by a deficiency in vitamins and minerals. Many food companies sometime exploit the human inclination toward fatty and sugary foods by offering consumers cheap and often nutritionally empty products. Compounded with there reduced physical activity and greater meat consumption, these people the over weight and observe a fast-growing segment of the world's population. Ironically they often live as the middle and upper class, in those countries where hunger is prevalent such as India and China. The health care costs missed productivity and environmental costs associated with this group are huge. The W.H.O estimated this group to be 1.2

- d) What are the strategies the government has taken to control and prevent malnutrition?

1.4. Significant of the study

The study was of paramount importance to the curriculum developers to other researcher hoped that the outcome of the research will be beneficial to the following groups:-

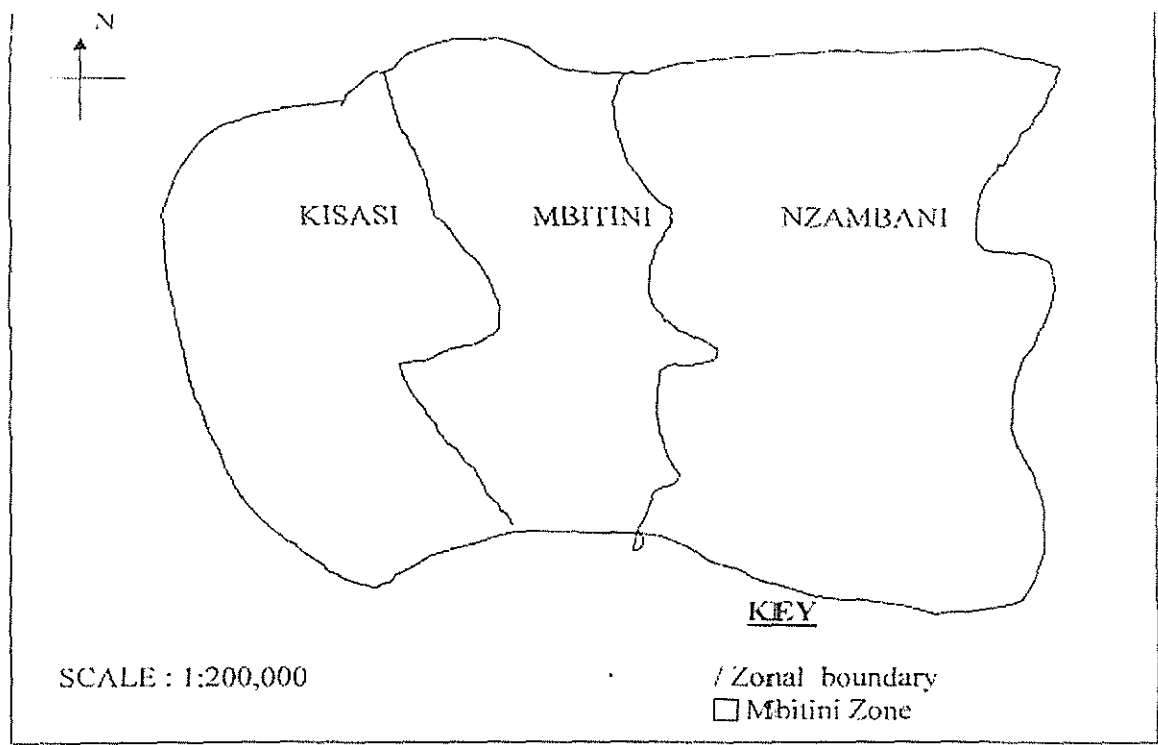
- ❖ Finding will help to equip MOE with the best ways of preventing or reducing malnutrition
- ❖ Government will also benefit from the findings in that it will now access first hand information that will enable it to appropriately plan for the individual differences.
- ❖ Schools with in Chuluni division will benefit form the information in that they will know the causes and the effects of malnutrition on academic performance
- ❖ The result of the study would encourage the parents and teachers to know the seriousness of the problem and be able to provide every support possible morally, financially, socially required of them by learners and the community as they are expected to graduate as both individuals and responsible citizens.

1.5. Scope of the study

The research is designed to be conducted in 2 selected schools in Kitui District in Eastern Province of Kenya. Kitui is monogamous district inhabited by Kamba people. The District has a population of approximately 586811. Female are about 310013 and males are 276798. Most of the people in different locations in Kitui District live in contemporarily houses due to poverty and malnutrition hence affecting academic performance in schools.

Mbitini zone is situated in Kitui central constituency, it is bonded by 2 zones that is Nzambani in the East and Kisasi zone to the West as shown on the map below: the research was carried out in Mbitini zone

MBITINI AND ITS NEIGHBOURING ZONES



1.6. Limitation of the study

i) **Illiterate:** Most of the people who should give enough information may be illiterate and aged so this becomes a big problem and much time will be consumed in the discussion.

ii) **Social factor:** Most people may not cooperate due to unfamiliar between them and I therefore, they will give out the full information.

iii) **Distance:** Due to population is sparsely distributed therefore, schools are not centralized hence problems to visit each school.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

This section examines or analyses the studies that had been taken on the studies that have been affected by malnutrition. It is divided into themes and these are impacts related aspects, problems and the solutions related aspects and tackle related aspects which needs emerging issues after the review of this study concerning malnutrition.

2.1. Impacts of malnutrition of academic performance

According to Wikipedia, the free encyclopedia malnutrition is a general term for a medical condition caused by an improper or insufficient diet. It most often refers to under-nutrition resulting from inadequate consumption, poor absorption, or excessive loss of nutrients, but the term can also encompass over-nutrition, resulting from over eating or excessive intake of specific nutrients. Therefore malnutrition affects academic performance as per Galler et al 190, Richardson et al 1973, they argue that that previously malnourished children were often found to have in spite of children being matched for their school class with the controls.

Graham and Adrianzen 1979, researched that several studies no difference was found between formerly malnourished children and their sibling it may be that family attitudes to education, poor attendance and late enrolment swamp any additional intellectual disadvantages the malnourished group may suffer.

According to Grantham- NCH Gregory et al 1989, severely malnourished were reported to have more behaviour problems than comparison groups. Most studies used mothers and teacher reports and only a few studies used in observation and children were observed

to play with toys for short periods and stay closer to their mothers. Galler Et al 1983 argues that teachers reported that formally malnourished children make poorer relationship with their peers and teachers have poorer attention and are more destructive than their classmates.

In addition they were sometimes reported to have less emotional control and be less active and more obedient.

It is likely that the different cultures will modify the behaviour of children differently and may explain some of the inconsistencies between the findings from different studies.

Cravioto 1977, study on abnormal patterns of maternal-child interaction were also described in some cultures in the only prospective study of the children proceeding the onset of malnutrition, mothers were observed while their children were having development assessment. They were found to be less and responsive toward their children, especially their successes than other mothers. They were also affectionate and spoke less to their children. When answering questions, they were reported to be defensive and reserved one study of mothers and children after recovery from severe malnutrition showed that the children tended to stay closer to their mothers.

Grantham McGregor et al 1989 assert that most other studies of maternal child interaction have involved mild to moderately undernourished children. It is not clear whether age of the onset of the severe episode affects the outcome because they use little data from children under six years of age. This probably is because malnutrition in the first few months of life is not common. It is possible that very young children are more vulnerable to nutritional deficit.

Intercessory integration and acquisition of piagetion milestones-are delayed in young children although these tests do not discriminate between groups is older children because they tend to score at the ceiling of the test (Srikantia 1979)

2.2. Forms of Malnutrition

Malnutrition is often most severe in children who needs a lot of nutritious food to grow well and stay healthy.

According to "David Werner-2005-2006 where there is no doctor: argues that there are different forms of malnutrition.

- i) Mild malnutrition: this is the most common form but is not always obvious. The child under this situation does not grow well, may appear small and thin because of poor nourished. He/she-suffer more from diarrhea and colds. Their cold last longer and are likely to turn into pneumonia. The child with this form of malnutrition should be given special care and enough food before they become seriously ill.
- ii) Severe malnutrition: this form occurs most often in babies who stopped breast feeding early or suddenly and who are not given sufficient light energy foods. It starts when a child has diarrhea or another infection. The child can easily be recognized without taking any measurements. The numbers increases dramatically in poor communities during times of famine due to drought or civil war.
- iii) Dry malnutrition (marasmus): this child does not get enough of any kind of food or in other words he is starved. His body is small, very thin and wasted. The child needs more foods especially energy foods.

iv) Wet malnutrition (Kwashiorkor): this condition is called wet malnutrition because the child's feet, hands and face are swollen. He/she suffers from this because he does not eat enough body building helper foods (proteins). Therefore feed children whenever possible, with fresh food that has not been stored for long other forms of malnutrition may result when certain vitamins and minerals are missing from the foods learners eat.

They include: Night blindness in children who do not get enough vitamins and minerals are missing from the foods learners eat.

They include Night blindness in children who do not get enough vitamin A, Rickets for lack of vitamin D, anemia in pupils who do not get enough fruits, vegetables and other foods containing certain vitamins.

According to (Gerber Dean 1956, Grantham-Mc Gregor et al 1990, Williams 1993) the above forms of malnutrition can affect the academic performance of the learners in school. They also argue that severely malnourished pupils demonstrate marked behavioral abnormalities in the acute stage. They are were apathetic, less active and explore their behavior improves rapidly with recovery and probably returns to normal except in the quality of explorations (Celedon et al 1980, Grantham-Mc Gregor 1990) as per researcher severely malnourished children have attenuated orienting responses to adultery stimuli. They also have low-amplitude cries that are high pitched, amhthematical or prolonged (Lester 1976).

Children (learners) developmental levels are extremely low in the acute and generally improve during recovery in all areas of development (Cravioto and Robles 1965, Geber and San 1956, Yatkin and McLaren 1970)

2.3.Causes of malnutrition

Malnourished learners usually come from families who suffer from many disadvantages (Grantham-Gregor 1984)

These factors includes: Poor physical and economic resources such as overcrowded homes with poor sanitation and water supply, few households possessions and low income.

They also tend to have unstable family units with large numbers of closely spaced children. Parental characteristics associated with infant, malnutrition includes poor health and nutrition status poor obstetric history, extreme youth or age, low intelligence and educational levels, little media contact few social contacts traditional life, and low-skilled occupations

The stimulation in the home is poor with few toys or books and little participation by the parents in play activities.

Abnormal pattern of maternal-child interaction were also described in some culture in the only prospective study of children proceeding the onset of malnutrition (Craviouto 1977) mothers were observed while their children were having developmental assessments. According to Grantham Mc- Gregor et al (1896), maternal child interactions have involved middle to moderately under malnourished children.

Many studies of school age children who suffered from severe malnutrition in early childhoods have been conducted. They were compared with carefully matched controls and sublings (Barter et al 1978, Birch et al 1971. Evans et al 1971)

As per research previously malnourished learners were often found to have poorer school grades than matched control (Galler et al 1990, Richard et al 1973), this is so in spite of the children being matched for theory school class with the controls. As (Pereira et al 1979) argues that it may be that family attitudes to education, poor attendance and late enrolment swamp any additional intellectual disadvantages the malnourished group may suffer.

Using epidemiological principles (Hill 1965) its therefore reasonable to attribute a causal relationship to early childhood malnutrition and poor performance on cognitive tests in alter childhood.

Considering all the studies, the finding that previously malnourished learners show a deficit in test of cognitive function or intelligence if they return to poor environments is reasonable consistent (Richardson 1974.

2.4. To investigate the strategies the government has taken to control and prevent malnutrition

According to Cravioto and Anieta 1986 argues that the constraints of case control studies are well recognized. There is only one study that demonstrated that the children's developmental levels were the same as those of the comparison group, preceding the episode of malnutrition. Also, only one study controlled for the effect of hospitalization

most important, it is likely that the group were matched for all the social-cultural factors while may affect mental development. Richardson 1974 states that these factors would tend to exaggerate the effects of malnutrition on the other hand, when siblings were used for the control group, they were often chronically under-nourished themselves. This would have reduced any difference attributed to under nutrition so that due to the acute episode alone.

McLaren et al 1973 argues that children is development improves in the acute stage of malnutrition sift they participate in a stimulation program, however the benefits are transient.

Lucas et al 1990 argues that very short term supplementation of preterm babies after birth, marked and sustained benefits to the children's developmental levels were reported. Over 6 years of age, there is no constituent evidence of an age effect in the first few years of life.

It is a known whether malnutrition in school -age children affects their long-term development..

Hoorweg and stanfield 1976 study is that there is some evidence that an episode of edema does not increase the risk of poor mental development over and above that associated with the child's weight and height deficit

Galler and colleagues 1987 argues that the mental development of school age children who had suffered from Kwashiorkor with those diagnosed as marasmic and found no different. However the definition of marasmus was height for age below 75% of the reference values that includes heavier children than that defined by the welcome

environment may afford some protection in the acute stage. Simeon and Grantham-Mac Gregor 1989 states recently showed that under weight school children's. Cognitive function improves when they were given breakfast, whereas that of better nourished children did not Amartya Sen. 1998, suggest that famine is not typically the product of a lack of food, rather, famine may rise from problems in food distribution networks or from Government Policies in the developing world. The policies of food trade and food security are often difficult to grasp. Many people believe that sending food and to the poor of the world is a worthy idea, but the each country should produce its own food to control malnutrition.

terms of time and money. All the sample population were given similar but in separate questionnaires.

Below is an example of a frequency distribution used to analyze a given variable.

Respondents	Yes (Number)	Not known (Number)	No (Number)
Class teachers	6	2	4
Boys	60	26	20
Girls	85	29	28
Total	151	57	52

Formula

Percentage (%)= $\frac{F}{\text{Total number of respondents}} \times 100$

Where F=number of respondents observed

Source: field data 2008

4.2 prevalence of malnutrition in primary schools

Table 4.1 responses of teachers in malnutrition

Response	Frequency	Percentage %
Yes	12	83.3
No	1	8.33
I do not know	1	8.33
Total	13	100

Source: field data 2008

83.3% of the respondents said is affirmation that they experience malnutrition in their schools. One out of twelve respondents (8.33%) said 'No' meaning they were quite sure that malnutrition is not a problem in their school while others respondent (8.33%) said "I don't know" meaning that they were not sure whether malnutrition existed in the schools.

4.1.1 The degree of seriousness of malnutrition in primary schools.

Table 4.2 Showing teacher's contribution on loan serious malnutrition was in primary schools.

Response	Frequency	Percentage %
Minor	2	16.66
Average	3	25
Daily	7	58.3
TOTAL	12	100

Source: field data 2008

Seven out of twelve respondents (58.3) indicate daily malnutrition in schools while three out of twelve respondents (25) said malnutrition cases were average in their schools. Another two out of twelve respondents (16.66%) said there were minor cases of malnutrition.

Interpretation:

Malnutrition is infant a problem that exists in primary schools and according to teachers it is indeed serious and therefore must be addressed before it is too late.

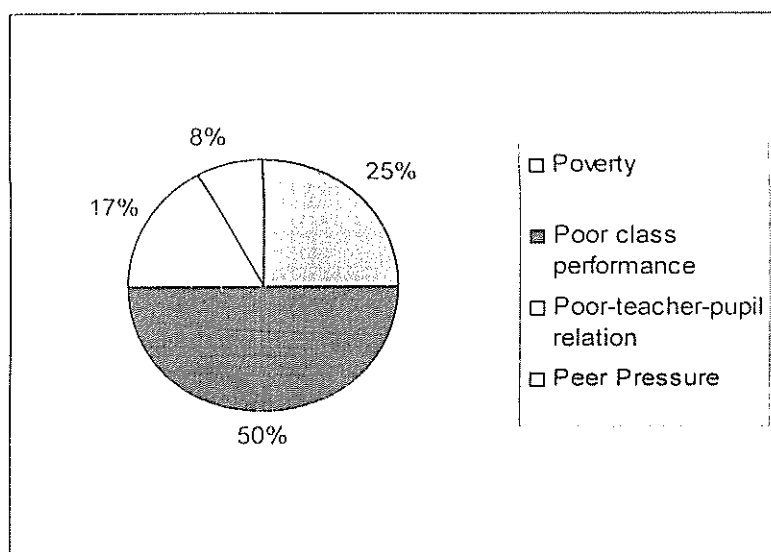
4.2 Causes of malnutrition:

Table 4.3 showing the distribution of teachers' responses on the causes of malnutrition:

Response	Frequency	Percentage %
Poverty	3	25
Poor class performance	6	50
Poor-teacher-pupil relationship	2	16.66
Peer pressure	1	8.33
Total	12	100

The response 50% represented by an angle of 180 of the teachers confirmed that poor class performance can lead to malnutrition

Three out of twelve respondents (25%) represented an angle of 90% agreed that poverty also contributes to malnutrition especially with the orphan children. They said orphan absent from school due to lack of food hence affecting academic performance. Two out of twelve respondents (16.6) represented by angel 30 agreed that poor teacher – pupil relationship led to malnutrition. This support black, (1996) Edward and Malcom, (2002) who found that insults and humiliating remarks by the teachers led to school non-attendance. One out of twelve respondents (8.33) represented by an angel of 30 agreed that per pressure also influence malnutrition.

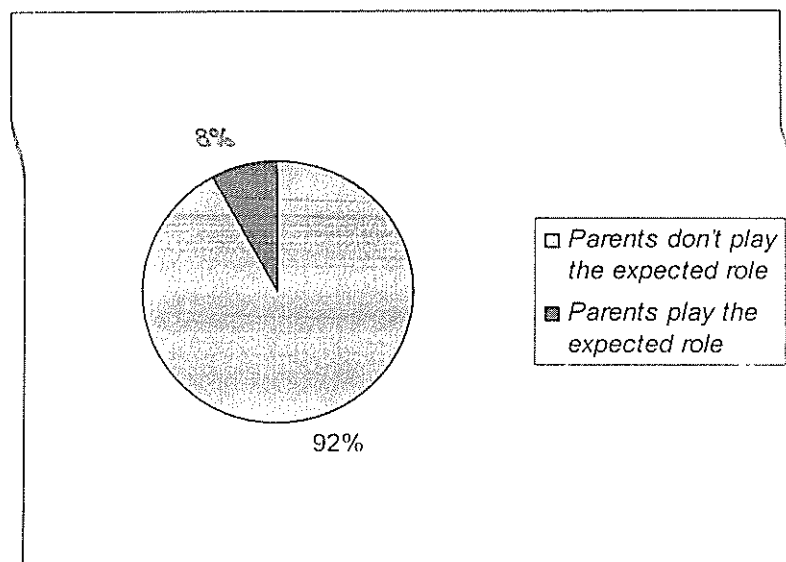


4.3 The role that parents plays in influencing malnutrition

Table 4.4

Response	Frequency	Percentage %
Parents do not play the expected role	11	91.66
Parents play the expected role	1	8.33
Total	12	100

(Eleven out of twelve respondents) 91.66%) represented by angle 3300 cited that parents in their schools do not play the expected roles. Results revealed that the highest number of teachers agreed that, malnutrition cases were as a result of parents not playing their expected role. This could have been brought about by the ignorance from parents and type of work the parent does. The 8.33% respondents prove that few parents played their expected roles. This could have been as a result of the educational level of the parents and the type of work the parent does.



4.4 Gender is a cause of malnutrition in a school

Table 4.5

Response	Frequency	Percentage %
Yes	8	58.33
No	4	41.67
Total	12	100

Source: field data 2008

Sunderland (1994) had cited that in school, the teachers, learners and characters in books were gendered. It was therefore not possible to ignore the Lutherans to take 4.5 its clear that a good number of respondents (58.33%) represented by a single of 210 agreed that gender influence malnutrition. They said that girls are most affected by malnutrition than boys. The results appear consistent with the literature review in that learners who suffer from malnutrition were found to be among the female. This is because the ratio of female compared to male is high. Four out of twelve respondent 42.67% represented by an angel

of 150 disagree with the fact that gender influence malnutrition. They said malnutrition was common to both female and female pupils.

Interpretation

The above analysis shows that instead gender really matters when it comes to which pupils in malnutrition. Usually girls here been observed to become malnutrition.

Table 4.6 showing how cultural practices influence

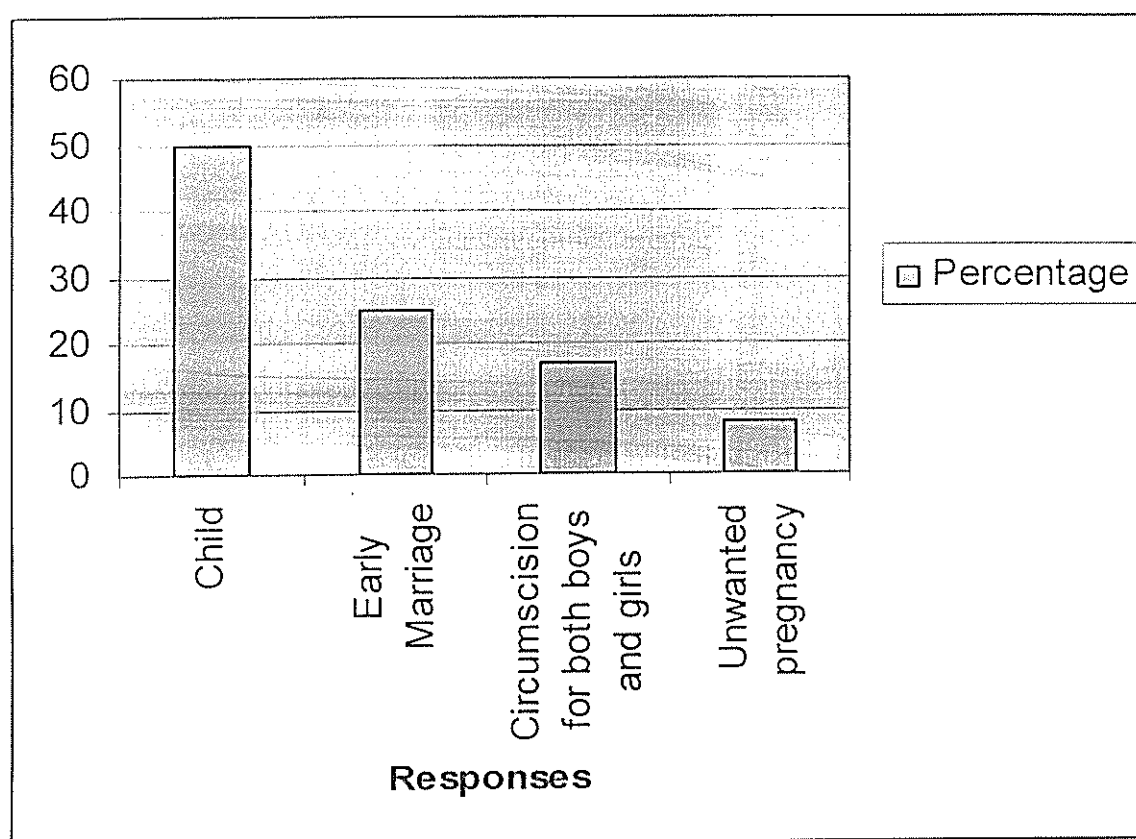
Malnutrition on academic Performance

Response	Frequencies	Percentage %
Child	6	50
Early marriage	3	25
Circumcision for both boys and girls	2	16.66
Unwanted pregnancies	1	8.33
Total	12	100

Source: field data 2008

According to the respondent six teachers out of twelve (50%) sighted that child labour contributed to malnutrition. They say that many pupils are employed as maids and house girls were are treated bad and oppressed as the result they will lack basic needs such as food, shelter and education leading to malnutrition. Three out of twelve (25%) said that early marriage contributed towards malnutrition according to research, may parents force there children especially daughters to get marred to ease the school fees Baden. This will lead to malnutrition hence affecting the academic performance. Two out of twelve

(16.66%) agreed that circumcision to both boys and girls contributed to malnutrition. Since when they are circumcised they feel they are big enough to do what ever they want. As a result they end up engaging to character leading to malnutrition hence affecting educational sectors. One out of twelve teachers (8.33%) said that unwanted pregnancy led to malnutrition since the affected child lack enough diet that balance diet leading to poor healthy affecting the academic performance in school.



CHAPTER FIVE

5.0 INTRODUCTION

The study was taken out of common about malnutrition in Mbitini zone of Kitui district. the apparently lack of proper understanding of the phenomenal of malnutrition has result to poor academic in schools the research explored the impact of malnutrition, causes of malnutrition factors contributing and control measures of malnutrition. It will therefore guide and inform the state ministry of education, school administrators and all tuition and ways of addressing malnutrition cases in Mbitini zone

5.1 SUMMARY OF FINDING:

Considering the cases of malnutrition in Mbitini zone the researcher found that this emanates from various reasons.

Resources calthtoin are those things which can be used to help some body achieve an aim or increase wealth. Therefore poor physical and economical resources such as prior sanitation, water supply, poor house possaiion, and low incomes cause of malnutrition among the learners hence poor academic performance.

Family contributed to malnutrition where the family is unstable with large numbers closely spaced children, learners from such have poor healthy, poor nutrition also status, poor obstetric history, low intelligence and educational levels, little media conduct, few social conduct, traditional life styles and low skilled occupations.

The stimulation in the home is poor with few toys or books and lately participation by the parents in play activities. These factors have caused malnutrition to learners resulting to ineffective teaching situation hence poor performance.

The stimulation in the home is poor with few toys or books and lately participation by the parents in play activities. These factors have caused malnutrition to learners resulting to ineffective teaching situation hence poor performance.

5.2 CONCLUSION

The research findings have revealed that malnutrition appears to be a universal problem. The research indicates that malnutrition is more in areas where parents are illiterate and poor and therefore include poor school performance, school drop out and criminal behaviour.

All stakeholders in education and the communities need to work together, make a concerted effort in malnutrition and embark on malnutrition intervention projects.

5.3 RECOMMENDATIONS

The recommendation based on what was got from the research work, books and personal experience. When putting across the recommendation the nation, ministry of education, teachers, community and parents are called upon to work hand in hand or minimize malnutrition cases.

The nation should ensure that guidance and counseling is introduced as a subject in all teacher's training colleges.

The ministry should not only appoint educational officers, but also train them properly so that they can help teachers deal effectively with mal nutrition matters.

The provision districts and division officers should ensure that school based support teams are established. The team should be provided with in-service training that is aimed at preparing teachers already in service to deal with malnutrition problems.

The state should pay teacher so as to enable them work effectively

More teachers should be employed to reduce the ratio of teachers to learners, a reasonable ratio should 1:30 this will enable the teacher to cater for individual references.

Teachers should develop a good teacher's learners relationship, since this will create a conducive environment for learners.

Parents should be fully involved in their children's work. This can be done through school organization open day where parents check the children's performance.

Awareness campaigns should be organized; members of public are informed about the need of regular school attendance through various forms of media

APPENDICES

Appendix

Questionnaires

Dear respondents,

Please respondents

You are kindly requested to fill this questionnaire which are purely on academic performance of learners in two selected schools that is Usanga and Wingoo primary school. Any information given shall be treated with care and confidentially.

Background information

Give a tick in the box representing your age best satisfaction

20-30	<input type="checkbox"/>	<input type="checkbox"/>	-40
41-50	<input type="checkbox"/>	<input type="checkbox"/>	50 +

Your qualifications

Degree	<input type="checkbox"/>	Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>	others (specify)	<input type="checkbox"/>

3 a) Name of the teacher (optional)

b) Sex: male ☐ Female ☐

Sample questionnaires

Please use a tick

1. Impact of malnutrition

a) Do you think malnutrition has an impact on academic performance of learners?

Yes ☐ No ☐ other specify ☐

Give reason for the above answer

.....

c) Do you experience malnutrition cases in your school?

Yes ☐ No ☐

e) to what degree

i) Minor ii) average iii) Daily

d) Do you think parents contribute to problem of malnutrition?

Yes ☐ No ☐

2a) Which is the most common form of malnutrition in your school?

Wet malnutrition	<input type="checkbox"/>	Severs malnutrition	<input type="checkbox"/>
Mild malnutrition	<input type="checkbox"/>	Dry malnutrition	<input type="checkbox"/>

b) Give brief comments on your answer above

.....

c) According to questionnaire 2a) the form of malnutrition mentioned is caused by lack of:-

Carbohydrates ☐ Proteins ☐ Fats ☐ Other specify ☐

d). What groups of pupils are prone to dry malnutrition?

i) average ii) Above all iii) Below average

3a) which is the most cause of malnutrition?

Circle the correct answer 1 2 3 4

1. poor feeding		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. poverty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. poor economic resources		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. poor sanitation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. low educational level		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Low skilled occupations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Traditional life style		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Poor health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Low intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Low media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b) What is your feeling and opinion about question 3a) above.....

c) Do you think parents play a role to prevent causes of malnutrition? Yes ☐

☐ No

d) Do you think the above causes in question 3a) affects the school academic performances? Yes ☐ No ☐

4a) has the government in your school taken any measure to control and prevent malnutrition? Yes ☐ No ☐

b) if yes mention two of three control measures

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

c) Has those controls improved the academic performance in your school? Yes ☐
No ☐

d) Do you think the population in school will increase or reduce after those control measures?

Increase ☐ decrease ☐ constant ☐

e) Can you comment on the answer given above question 4 d)

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.....

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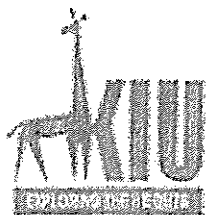
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Office of the Director

10ΔL

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... JOSEPHAT M. WAMBWA

REG. # BED/10742/61/ΔF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Impact of Malnutrition on the academic
performance of Learners in Mbitini zone
Kitui district - Kenya.

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE