

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

A handwritten signature in black ink, appearing to be '2016' or similar, written in a cursive style.

**THE IMPACT OF FEEDING PROGRAMMES ON THE ACADEMIC
PERFORMANCE OF LEARNERS IN SELECTED PRIMARY SCHOOLS
IN KANGEMI AREA, WESTLANDS DIVISION IN KENYA**

BY

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A RESEARCH PROJECT HAS BEEN SUBMITTED TO THE INSTITUTE OF
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DECLARATION,

I, LEAH CHEPCHIRCHIR CHEPKWONY, BED/18495/71/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education.

Signature:.....

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APPROVAL

This is to certify that LEAH CHEPCHIRCHIR CHEPKWONY,
BED/18495/71/DF has successfully completed her / his research report and now is ready
for submission with my approval.

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REV. ERICH KASIRYE

KIU SUPERVISOR

DATE: 

DEDICATION

This report has been dedicated to my beloved husband, Isaac Kandie and Children, Chepkurui, Kiplimo, Kibet and Enock all who inspired my academic endeavors at Kampala.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work all for their enormous support while I studied far from home.

May the Good Lord reward them abundantly.

ABSTRACT

The purpose of the study was to examine the impact of feeding programme on academic performance of learners. The objectives were to investigate how feeding programme impacts on learners academic performance.

The researcher used a cross sectional survey design and both qualitative and quantitative research designs were used. A sample of 300 respondents was selected. The respondents were drawn from all the selected few primary schools plus the staff members. Questionnaires were administered to the respondents. Primary data was collected which was summarized and analyzed using descriptive statistics and presented in tables, graphs and pie charts.

The findings revealed that feeding programmes greatly impacts on learner's academic performance. the researcher recommended that schools should emphasize on the feeding programmes as a way of improving the performance of learner.

The researcher also recommended that all the concerned bodies should sit down and come up with proper programme that will suit the learners within and without the school environment.

TABLE OF CONTENTS

Declaration	1
Dedication.....	2
Acknowledgement.....	3
Abstract.....	4
Table of contents.....	5

CHAPTER ONE

1.0 Background of the study.....	9
1.1 Statement of the problem.....	10
1.2 Purpose of the study.....	13
1.3. Objectives of the study.....	13
1.4. Research questions	14
1.5. Significance of the study	14
1.6.The scope of the study.....	15
.6.1 .Geographical scope.....	15
1.6.2 Content scope.....	15

CHAPTER TWO

2.1 . LITERATURE REVIEW.....	16
2.2.Community run feeding programmes.....	17
2.2.1 Snacks	18
2.3. World food Program (WFP).....	19
2.4 School run feeding programme.....	20
2.5. The need for feeding programmes in primary school...	21
2.6. Components of a balanced diet.....	22
2.6.1 Carbohydrates.....	22
2.6.2 Proteins	22
2.6.3 Vitamin.....	23
2.6.4.Minerals	24
2.7 Deficiency.....	25

CHAPTER THREE

3.0.METHODOLOGY.....	26
3.1ResearchDesign.....	26
3.2 Area of the study.....	26
3.3 Study population.....	26
3.4 Sample and sampling method.....	26
3.5.Data collection and instruments.....	27
3.6. Data collection and procedure.....	28
3.7 Data analysis and presentation.....	28

CHAPTER FOUR

Data presentation and analysis.....29

4.0. Introduction.....29

4.1 Problems encountered in the public and private primary schools in the Effort of providing effective feeding programmes.....40

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION.AND RECOMMENDECTIONS..... 41

5.1Introduction.....41

Summary..... .41

5.3 Objectives of education.....42

5.4Conclusion..... 42

5.5Recommendations..... 45

5.6Limitations of the Study..... 46

5.7 Suggestions for further Research..... 47

REFFERENCES..... 48

Appendix 1..... 50

Appendix2..... 51

APPENDIX A..... 59

APPENDIX B..... 60

CHAPTER ONE

1.0. BACKGROUND OF THE STUDY

Introduction

Feeding programme to primary school is the provision of food to young children who are between the ages 6years and 14 years. During this period the children are growing rapidly and they need nutritious foods for growth and development. Kangemi location which is an informal settlement in Westland's division is occupied mostly by people who live below the line of poverty, where getting a meal on the table for their family members is a great challenge.

The feeding programme in primary schools therefore cannot be ignored. There is need to provide children with a balanced diet which provides essential nutrients that their bodies require. The essential nutrients give their body energy to perform different activities and also provide materials necessary to growth and repair of worn out tissues. Besides, they also protect them from the infections. Young children require food that is rich in all the nutrients to help them grow and develop faster. Without proper diet there is

likelihood of the children having disabilities and diseases emanating from malnutrition which may have a negative impact on their growth. Due to wide spread of poverty within the location and the children who come from less fortunate families, there is need to provide a balanced diet feeding programme which is hoped to improve the state of healthy of young children who need energy for growth, development, prevent and control diseases associated with malnutrition. The study established that the feeding programmes have improved performance, increased enrollment and completion of children in primary schools in Kangemi location.

1.1. The Statement Problem

A daily lunch of boiled maize and beans, is not much of a meal to some, but across Kangemi slum, it has become a life line for thousands of vulnerable children. At a cost of just about 9 US dollars per child. Such meals have provided nutrition to many children in Kenyan schools, improving their health and concentration. Launched in 1980 by the Kenyan government, with assistance from

the UN world food program (WFP) Kenyan schools feeding program covers 29 arid and semiarid districts and the Nairobi slums mainly Kangemi, Mathare and Kibera.

In his inaugural address president Barack Obama pledged to fight hunger. In Africa nation countries like Kenya the situation is becoming more desperate. Unrelenting has ruined harvests and caused food shortage. The 2008 violence following a disputed presidential election coupled with global rise in food prices took its toll on Kenyans, many already in poverty.

Currently over 2000 children benefit from schools feeding program.

As the saying goes by, "education is the key to a better future."

It is believed that for a Kenyan child, education means a chance for a future. Through education, children get an opportunity. A chance to get a job, to generate income and to study have a better life in future. The challenge has always been to ensure that children go to school and remain there. In Kangemi and throughout Kenya, school feeding programmes has managed to arrest this challenge. School feeding first provides a strong motivation to

parents to get their children into schools and then it acts as a magnet to keep children in schools. Poor nutrition and poor health among children in Kangemi makes it even more difficult for them to succeed in their school systems. Children who don't get enough to eat have lower productivity levels, repeat grades and even drop out of schools.

Food programs in these schools are essential to help children learn by giving them the nourishment they need to concentrate. Often, lunches provided by schools are the only meals pupils receive on daily basis.

However recent information indicates the feeding program is not having the expected impact. The objective of this research is to identify and evaluate the current impact of feeding programmes with respect to academic performance of learners in selected primary schools, Kangemi location, west lands Division in Kenya.

1.2. Purpose of the study

The study will examine the impact of feeding programs on the performance of

learners in selected primary schools Kangemi location, westlands division in Kenya.

1.3. Objectives of the study

To examine the impact of feeding programmes on academic performance of learners. The study specifically sought:

- To determine the extent to which introduction of feeding programmes has had on the performance of learners.
- To determine the factors associated with the performance of learners as a result of feeding programmes.

1.4. Research questions

The following questions provided a guideline in conducting the research:

- i. What is the impact of feeding programmes on academic performance of learners. The study specifically sought:
- ii. What is the extent to which introduction of feeding programmes has had on the performance of learners.
- iii. What are the factors associated with the performance of learners as a result of feeding programmes.

1.5. Significance of the study

The study has contributed to understanding on how the feeding programmes are managed and their success. The study was to establish how the feeding programmes have had positive impact on the academic performance of the learners, higher enrollment and completion of primary education. The study also helped in establishing the challenges faced during the implementation of the feeding programme and how these challenges are dealt with.

1.6. The scope of the study

1.6.1. Geographical scope

The study was conducted in Kangemi location, Westland division, Nairobi province Kenya conducting the research in the 10 schools out of 40 schools in Kangemi location which give 25% to represent the location.

1.6.2 Content scope

The study examined the impact of feeding programmes and academic performance of learners.

The researcher being a student was limited in resources in terms of time and finances.

CHAPTER TWO

2.1. LITERATURE REVIEW

Introduction

Nutrition is the taking in and using of food for growth and energy. Meal time offers an opportunity for an enjoyable conversation, good manners, sharing ethnic background and how to cope with others while eating and also help on how to control emotions. The work of preparing for meals in primary schools is upon the care givers. The care givers should therefore prepare and make pleasant meal for all. Nutritious diets are essential for children. Primary schools need a healthy diet to enable the pupils gain energy, grow and develop. There are different institutions for pupil which provide nutrition nourishment. Feeding programmes in primary schools have existed since inception of the primary schools has borrowed a leaf from the pioneers of this important undertaking. (*Caring for the developing child by P.E. Marhoefer*).

In Kangemi Location, majority of the families are unable to put food on the table for their children. The financial capability of these families is low and they encounter difficulties in trying to meet the needs of their children, especially. The situation has been worsened by poverty, which has hampered the provision of quality nutrition. It is in view of this problem that the community has come up with a system of providing meals to the pupils in the primary schools within the location. The communities feeding programmes has been

divided into different groups depending on the type of food provided and the stakeholders who manages and finances the program. Some of the feeding programmes in the location are:

2.2. Community run feeding programmes

This type of feeding program is where the community identifies a primary school and provides food for the pupils. In this category, the community may be the church which runs the school. The church employs the care givers who take care of the primary pupils in terms of nutrition. The source of food for the school is from the church which gets its supplies from the church members, well wishers and prominent people in the area. The church places advertisement in its premises and also announces the kind of the help and the type of food it requires during normal church services. Food is prepared by the care givers. They are concerned about the eating habits of the pupils but avoid confrontation over eating certain food with the guardians. The care givers prepare food after consultation with the parents. The food on offer in primary schools include: porridge, which is served during break time. At other times porridge is substituted with tea and a slice of bread. The tea is prepared with the milk, tea leaves, water and sugar.

During lunch time, they are provided with food made from grain and flour, which is served with vegetables including spinach, kale and cabbage. On few occasions, beef meat is provided, which

provides proteins. In addition a fruit is provided daily. Such fruits include oranges, bananas and sometimes mangoes, which provide vitamins.

(Church manual, Kangemi ACK Church)

2.2.1 Snacks

Snacks are light meals that can be substituted for a complete meal like chips, or can be taken with fluids like tea or juice, for example a piece of cake.

Snacks make up a big percentage of all the foods primary pupils eat every day. *(Rothlein, Young children nutrition tips, 1989)*

In the snack category at least two of the main basic food groups are included in the preparation. In addition, juices are provided, which mostly are carbonated drinks. Caution should be taken when providing carbonated drinks as they are not very good to young children since they have little nutrition value and too much sugar. In most of the primary schools it was discovered that they provided snacks during short break and in between meals. The snacks category contains foods with high fat contents. These foods supply the body with energy. The most common foods include cookies, chips, doughnuts and cakes.

(Caring for the developing child, Patricia Marhoefer).

2.3. World food Program (WFP)

This is another type of feeding program that exists in Kangemi location. In this project, the world food organization body supplies the food to the selected schools in the location. Food is managed by its workers (officers) whom it recruits in the concerned schools to coordinate and manage. These officers work in collaboration with school management committee who are normally the head teacher deputy head teacher and parent representatives. The type of food provided by the WFP include rice, beans, maize, cooking oil, and nutritious flour for porridge. According to the WFP body, the food is to be provided to all pupils in the school. The mode of selection of schools to benefit from the project is done by the officers on the ground that identifies the schools. After the body supplies the food the management and the parents arrange on how the food is to be cooked and given to pupils.

At Kangemi primary school where this program is going on, the parents contribute a small amount of money which goes into paying the people who prepare the food (cooks), buying the containers for preparing the food like sufurias, salt and fuel for cooking the food.

Porridge is served during break time and during lunch time rice is served, and sometimes interchanged with beans and maize. (WFP Report 2004)

2.4 School run feeding programme

This is another category of feeding programme which is found in Kangemi location. It is an initiative of the school for supplying quality nutrition to the school children, especially the primary school children. The school management in consultation with the parents association comes up with the feeding programme that meets the need of primary school children. The system is important as it saves the children the burden of having to carry food every day to the primary school centers. It also saves time to the parents who would otherwise be preparing food for their children every day and so they can attend to other issues. In this type of feeding programme, tea and a slice of bread is supplied during break time. At lunch time food like rice, beans, cabbage, and beef is supplied. Some times maize flour is interchanged with rice and a mixture of beans and maize. (Caring for the developing child by Marhoefar)

2.5. The need for feeding programmes in primary schools

Looking after the children is a very important aspect of work for a care giver. The health of a child can be maintained by proper feeding. There is need to have effective feeding programmes in primary schools to promote growth, provide for the child and maintain good health.

If the children are not fed well, the effects of ill health may result to complications that may arise and lead to illness. When children are under fed or do not get the required their growth is stunted. The effects of slow growth are seen in weight and height which may be odd as compared to well nourished children. Meal times are important social occasion for children in primary schools. They eat together in a group and this helps them to learn acceptable table manners. As they grow up they learn to use different items as they eat. This helps them to develop self confidence as they learn to feed themselves for lower primary children (lower is class 1- 3). It is important that meal times should be regular. This aspect enables the children to set up good eating habits. For maintenance of good health, children should be feed on a balance diet. A balanced diet is one that provides the essential nutrients to the body. The body requires these nutrients in the right proportion. Lack of these nutrients in the body will lead to malnutrition and create room for deficiency diseases to set in the body. These essential nutrients should be

included in the diet of primary school children during provision of feeding program. *(Young children nutrition tips by Rothlein, 1989).*

2.6. Components of a balanced diet

2.6.1 Carbohydrates

Carbohydrates are the main sources of energy and are present in the diet in many forms such as starch and sugar. Carbohydrates are called energy giving foods. They provide the body with energy which it requires to enable it to carry out daily activities. Examples of foods which give us high contents of carbohydrates are maize, rice, potatoes, green banana, cassava, sugarcane and honey. Children should be provided with enough carbohydrates because they use much energy. *(Foundation science by JKF)*

2.6.2 Proteins

Another nutrient which is essential to primary school children is protein. Protein contains nutrients required for body building and growth. They are also needed for repair of worn out body tissues. Primary school children require a lot of proteins to enable them grow. Therefore, protein should be included in their diet. The main sources of protein include: beans. Peas, Soya beans, eggs, beef meat, chicken and fish. Milk is also a good supply of protein. Proteins

provide the body with materials for growth and repair. Primary school children are rapidly growing and they need the right amount of proteins as they increase in size for replacement of old body cells. In cases of injury the worn out tissues are repaired by the proteins. *(Magnus, 1982 Success in nutrition).*

2.6.3 Vitamin

Children need vitamins in their diet. These foods are also known as protective foods. Vitamins are the nutrients which protect the body against some diseases and ailments. Vitamins also help our bodies to function or work properly. It is important to include vitamins in the feeding programs as their functions and importance in the body protects it against infections.

The main sources of vitamins for primary school children are available in almost all areas. These foods include fruits and vegetables. Examples of fruits are: oranges, mangoes, pawpaw, ripe banana, and berries. Examples of vegetables include: cabbages, kale, cowpeas, spinach and carrots. There are many types of vitamins and each type help to protect the body against particular infections. Vitamins are identified by letters. The most common vitamins are vitamin A, B, C D, E and K.

Vitamin A helps the body to improve the eye sight. Vitamin B is required for healthy growth of children, smooth skin, proper digestion and healthy working brain. Vitamin C helps in formation of blood and healthy blood vessels. It is also important for growth of healthy gum and skin. Vitamin D is necessary for the making of strong bones teeth and nails. Vitamin K helps to control clotting of the blood and proper function of the liver. *(Understanding science book 5 by J Karaka).*

2.6.4.Minerals

Minerals are also important in the bodies of young children and should be included in their diet through their feeding programmes. They are necessary for the maintenance of good health and proper functioning of the body processes. They also protect the body from certain diseases.

Minerals which are needed by the body include: calcium, phosphorous, iron and iodine. Calcium helps in the formation of strong bones and teeth. It also helps in the clotting of blood. Iron helps in the formation of blood. Phosphorous helps in forming strong bones and teeth.

Foods that are rich in minerals include: milk, green vegetables, meat, eggs kidney liver and beans. *(Nursery foundation, Montessori Centre)*

2.7. Deficiency conditions, prevention and treatment

We all need to eat a balanced diet in order to be healthy. Lack of a balanced diet may lead to food related diseases. These diseases are called deficiency diseases. They are caused by lack of a particular food nutrient in the body. There are many types of deficiency diseases. They include:

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter puts forward the methods and techniques that were employed to collect and analyze data. It included research design, area of study, study population, sampling design, data collection instruments, processing and analysis and limitation of data.

3.1 Research design

The researcher used both qualitative and quantitative methods of data collection analysis.

3.2 Area of study

The study was carried out in Kangemi zone in Nairobi District. Because it was more accessible to the researcher. Most respondents were got from the selected primary schools in different departments of the district headquarters.

3.3 Study population.

The study population will be ten primary school with 200 students within Kangemi zone in Westlands Division Nairobi district.

3.4 Sampling design.

The researcher used purposive sampling technique to collect data from various departments. This was because the technique enabled

the researcher to get information that let him to be more successful in his findings.

3.5 Data collection instruments

The data collection instruments were self administered questionnaires and interviews.

Questionnaire

A number of both open and closed questions were given to the cross section of respondents in order to facilitate information gathering, meaning that the format of both closed and open questions were utilized check lists and enabled the researcher to consider all possible responses. The questionnaires were self administered to target respondents.

The questionnaires were performed because they could be stored for further references, they would give straight forward answers, and they were sometimes used in instances when the group was big and geographically scattered and thus easy evaluation.

Interviews

Both structured and unstructured interviews were used to collect data from employees and learners because the researcher had face to face interaction with the respondents and this also helped the researcher to explain to the respondents why the study was carried out.

3.6 Data collection procedure

The researcher received an introduction letter which was presented to the selected primary schools in Westland division for permission to carry out research in those schools.

3.7 Data analysis and presentation

After data was collected from the field it was analyzed both qualitatively and statistically in order to describe the results properly in a neat way. Data was analyzed using a micro soft excel program and presented in table, Pie chart and graphs in order to facilitate interpretation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter was about the presentation and analysis of data related to the effects of poverty on academic performance of learners.

A total of 30 respondents was selected which included both male and female from different departments of the district.

Table 1: Age of Respondents

Age Group	Frequency (f_0)	Percentage (%)
25-30	10	20
30-35	30	60
35-40	5	10
Above 40	5	10
Total	50	100

The above table indicates that majority of the parents were aged 30-35 with 50%.

Table 2: working experience

RESPONSES	FREQUENCY	PERCENTAGE
1-10yrs	5	10%
5-10 yrs	5	10%
20-30yrs	40	80%
Over 31 yrs		
TOTAL	50	100%

Source: Research Field Findings 2009

The findings indicate that majority of the respondents have worked between 20-30 years.

Table 3: Sex of Respondents

Sex	Frequency (f_0)	Percentage (%)
Male	25	50
Female	25	50
Total	30	100

The above table indicates that shows that the number of males 25 (50%) was equivalent to the number of females 25 (50%) meaning that the district is gender sensitive by giving equal opportunities to both males and females.

Graph 1.4.2 Sex of Respondents

Source: Primary Data from the Field.

Table 4: Are there feeding programmes In school

RESPONSES	FREQUENCY	PERCENTAGE
YES	45	90%
NO	5	10%
TOTAL	50	100%

Source: Research Field Findings 2009

The findings indicate that there are feeding.

Table 5: In your school, do you think that feeding programmes impacts on learner's academic performance l?

RESPONSES	FREQUENCY	PERCENTAGE
YES	40	80%
NO	5	10%
SOME	5	10%
TOTAL	50	100%

Source: Research Field Findings 2009

The findings indicate that majority of respondents agreed that feeding programmes have an impact on learners academic performance.

Table 6: feeding programmes has contributed to less numbers of school dropouts?

RESPONSES	FREQUENCY	PERCENTAGE
YES	50	100%
NO	50	100%
TOTAL	50	100%

The findings indicate that all the respondents agreed that feeding programmes contributes to less number of schools dropout with 100%.

Table 7:

Feeding programmes have improved the academic performance of learners

RESPONSES	FREQUENCY	PERCENTAGE
YES	45	90%
NO	5	10%
TOTAL	50	100%

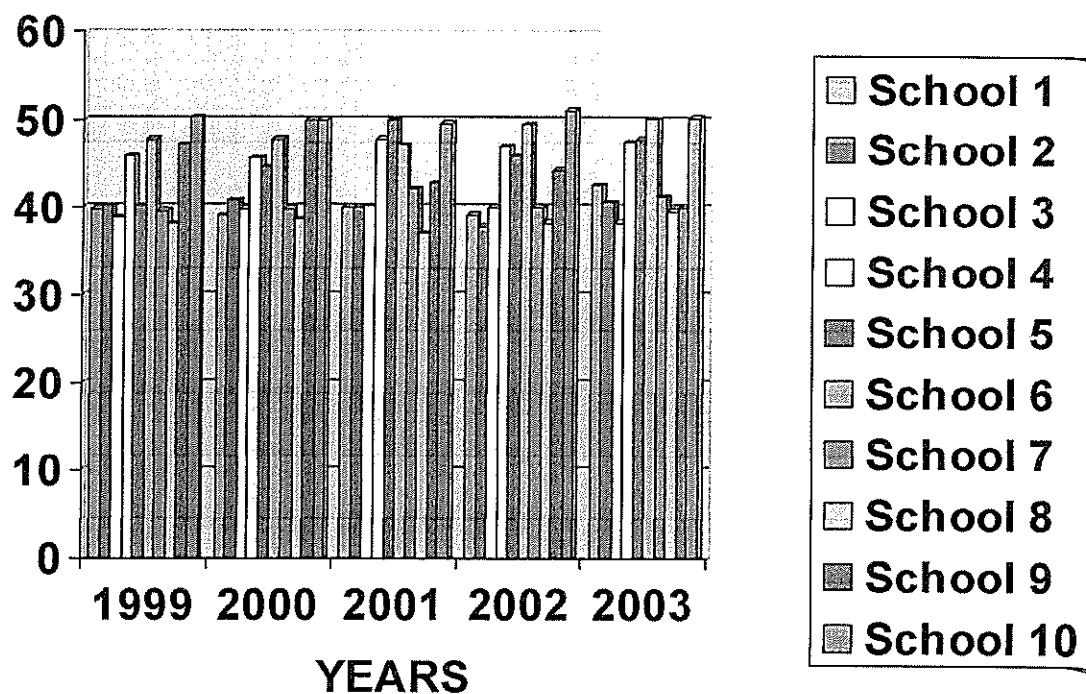
Source: Research Field Findings 2009

The findings indicate that majority of the respondents agreed that feeding programmes improves the academic performance of learners with 90%.

**STANDARD 8 MEAN SCORE PERFORMANCE IN MEAN SCORE BEFORE
INTRODUCTION OF FEEDING PROGRAMME PER YEAR FOR FIVE YEARS**

SCHOOLS	YEARS				
	1999	2000	2001	2002	2003
School 1	39.78	38.99	40.01	39.07	42.53
School 2	40.11	40.77	39.97	37.78	40.53
School 3	38.77	39.79	40.11	39.98	38.22
School 4	45.71	45.53	47.78	46.87	47.43
School 5	40.15	44.46	49.79	45.67	47.78
School 6	47.78	47.79	46.97	49.44	50.11
School 7	39.53	39.76	42.01	40.00	41.17
School 8	38.17	38.62	37.02	38.22	39.53
School 9	47.05	49.97	42.65	44.11	40.01
School 10	50.27	49.98	49.56	51.01	50.22

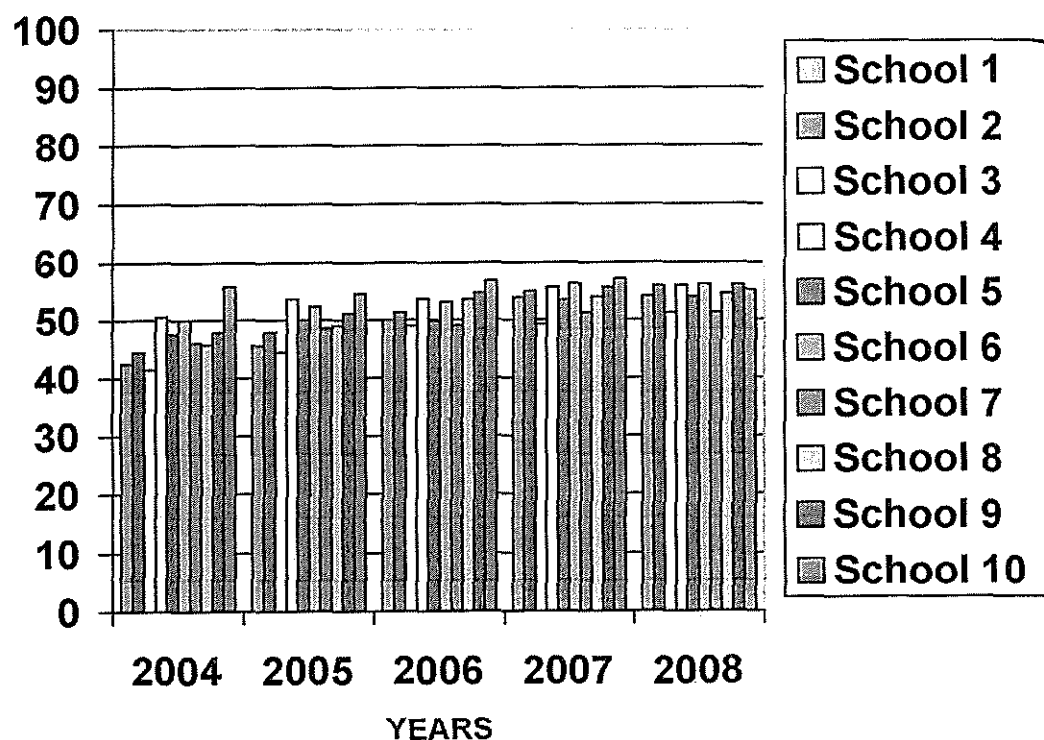
**STANDARD 8 MEAN SCORE PERFORMANCE IN MEAN SCORE BEFORE
INTRODUCTION OF FEEDING PROGRAMME PER YEAR FOR FIVE YEARS**



**STANDARD 8 MEAN SCORE PERFORMANCE IN MEAN SCORE AFTER
INTRODUCTION OF FEEDING PROGRAMME PER YEAR FOR FIVE YEARS**

SCHOOLS	YEARS				
Schools	2004	2005	2006	2007	2008
School 1	42.44	45.60	50.00	53.78	53.97
School 2	44.43	47.84	51.17	54.79	55.65
School 3	41.47	44.43	48.89	49.23	51.11
School 4	50.55	53.53	53.47	55.53	55.78
School 5	47.52	49.97	49.77	53.34	53.87
School 6	49.97	52.23	52.97	56.11	55.99
School 7	46.01	48.56	48.79	51.11	51.19
School 8	45.66	48.97	53.44	53.87	54.42
School 9	47.79	51.03	54.49	55.50	55.87
School 10	55.67	54.42	56.67	56.94	55.01

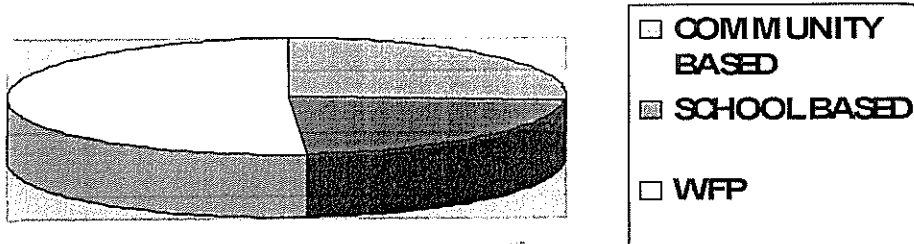
STANDARD 8 MEAN SCORE PERFORMANCE IN MEAN SCORE AFTER INTRODUCTION OF FEEDING PROGRAMME PER YEAR FOR FIVE YEARS



TYPES OF FEEDING PROGRAMMES EXISTING IN PUBLIC AND PRIVATE SCHOOLS

These were the responses on the types of feeding programmes existing in the public and private schools.

Schools	Types of feeding programme		
	School	WFP	Community
School 1		✓	
School 2	✓	✓	
School 3	✓	✓	✓
School 4		✓	✓
School 5		✓	✓
School 6	✓	✓	
School 7		✓	✓
School 8		✓	✓
School 9	✓	✓	
School 10		✓	



According to the chart above, it shows that WFP plays a big role in feeding school children as compared to school and community based feeding programmes. It further reveals that if WFP terminates their services then the remaining two cannot sustain the feeding programme in schools. If this happens then, a great number of drop outs, truancy and poor performances by learners might be received at the other end.

4.1 Problems encountered in the public and private primary schools in the effort

of providing effective feeding programmes

- Teachers and care givers not being available when the children are eating, hence children pour food and some do not finish up.
- Some parents prefer giving their children money or packed lunch or either opt their children to go home for lunch.
- Parents not submitting money for fuel.
- Most parents are not financially stable, hence not able to pay fees for their children.
- Lack of better storage facilities which result in food going bad.
- Lack of dining halls.
- Some parents discourage children from taking food from school.
- Inadequate cooks and servers.
- Theft of food especially donated food stuff.
- Children being selective on the type of food being offered.
- Lack of support from financially stable parents thus defeating the provision of the feeding programme

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION.AND RECOMMENDECTIONS

5.1 Introduction.

This chapter represents summary, conclusion and recommendations on the results obtained in line with the objectives of the study. The main purpose of the study was to determine the impact of feeding programme on the academic performance of selected primary schools. In summary the study shows the positive effects of these feeding programmes to few selected primary schools.

5.2 Summary

The study shows that the school feeding programmes has a positive effect to academic performance of children in the relevant schools. This is an indication that school feeding programmes should be introduced in all the slum schools. If this is done, then the performance of children in those schools will automatically improve.

The respondents indicated that children performance is mostly affected by malnutrition or by total lack of food. When these children go to school while hungry, their concentration is highly affected. As a result, they end up being in class physically but mentally absent.

The study showed that those schools with feeding programmes have a large number of learners. The enrolment of new learners in these

schools does increase term after term and year after year. This is due to the fact that parents of these learners are assured that their children will have a meal in school at the end of the day. The learners are also confident and more motivated by this assurance. So, what happens at the end of the term is good performance plus many other good things which ends up leading to the achievement of National aim, goals and

5.3 Objectives of education.

The study further indicated that few children opt for transfers. However, those who ask for transfers merely end up in schools that too have feeding programmes. At first before the introduction of school feeding programmes, there was a big number of school drop outs. This is related to sudden deaths of parents or guardians. Some of these deaths were as a result of HIV/ AIDS. This forced so many children to drop out of school so as to and look for some basic needs like food shelter and clothes.the3 introduction of feeding programmes in schools certainly became a solution to this problem. It is acting like a tap and it is working very well. As a result the number of drop outs is very minimal at present.

5.4 Conclusion

Based on the result from the data analysis and findings of the research from chapter four, one can safely conclude the following.

First the purpose of the introduction of feeding programmes in primary schools is clearly articulated by the management and as a result the system is effective and positively perceived by the learners and the community at large.

Secondly, efforts were made to find out whether the feeding programme nutrients were okay with the children. The result of the study indicated that the nutrients involved in the feeding programmes were okay and children did not have problems with any. However some children plus the teaching fraternity felt that it would be so good if the meals could involve things like meat, sausages plus many bother expensive foods, so as to properly achieve the goals and the objectives of the organizations.

Thirdly, it was evident from the study that feedback to the learners is given promptly at the end of every term. This is commendable as it motivates the teachers, the learners as well as the organization members. From the feedback, the organization can end up performing its duties more effectively. However evidence also showed that specific areas that require improvements are not pointed out to the learners. This is a problem which is likely to be sorted out if the questionnaire system is reviewed periodically to address the changing needs of the learners.

Finally, as far as the good performance is concerned, the study reveals that it is directly linked to the presence of feeding

programmes in those given schools. On the other hand, the reward of good performance is directly influenced by the positive attitude of principles, good relationship between teachers and parents and a good teacher pupil relation.

5.5 Recommendations.

The following recommendations are worth making in order to enhance positive learners' perception of school feeding programmes.

Many learners in those primary schools where feeding programmes are done do not have a clear knowledge about the purpose of feeding programmes. For it to be effective, the learners should be explained what the purpose of feeding programme is, and the use of the results obtained from the exercise. This can be achieved through the use of the questionnaires. Each question on the questionnaire should be well explained to the learners.

The feeding programmes done in schools should as well be extended to the homes of learners. Some of the learners do not have parents or any elderly person to leave with. They leave on their own. So in search a situation, these learners end up suffering but silently. It is good that they be identified and the necessary step taken thereafter.

The extension o feeding programmes into holidays should be something to be considered. Some of these learners do not have something to eat during the holydays. As a matter of fact it was clear evidence from some of the affected learners. They told the researcher how they end up in streets during the holydays; all in the name of searching for the basic needs especially food. Therefore the

organizers of these programmes should consider extending these services into the Holydays.

It would be of good example for staff members like teachers to be taking these meals. This will create a positive reasoning from the learners about the food they are given. Some learners do think that the food they are given is meant for the low class people in the society. Others think that it is meant for the animals. So in order to do away with this kind of reasoning, it is good for teachers, cooks as well as other staff members to be taking it if possible in the presence of the learners.

A lot of time is waste during lunch break. This is because all the children are needed to assemble at the kitchen. It is then from this assembly that children are called upon to make long lines so as to be served with the food this act as up consuming a lot of time as well as creating confusion among the learners, the cooks as well as the teachers at large. The best thing to be done so as to ease up this pressure could be to allow learners to be taking their meals right in their respective classes. Let all the classes have their food containers which are well labeled. The prefects should be allowed to coordinate the activities from the beginning to the end.

5.6 Limitations of the Study

There were times and financial constraint in carrying out the research. The members of staff who were the target for the

questionnaires were busy most of the time and kept on turning down the appointments.

Some staff members seemed unable to trust the intentions of the research and hence may not have sincerely indicated all aspects in relation to the study.

5.7 Suggestions for further Research.

The study dealt with the impact of feeding programmes to the performance of learners in some few selected primary schools. This study being explorative in nature has provided insights of factors influencing good performance of learners to the few selected schools. The result of the study having been a case study cannot be fully conclusive to all other organizations operating in Kenyan schools, because of the difference organizational culture that could be influencing the performance of learners in different primary schools. Further studies on the impacts of feeding programmes to the performance of learners should be carried out.

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APPENDIX 2

RESPONDENT QUESTIONNAIRE

Questionnaire on the impact of feeding programs to the performance of learners in selected primary schools

Please complete the following item by ticking where appropriate

SECTION A-BIODATA

1. Indicate your age bracket

18-23 ☐

24-29 ☐

30-35 ☐

36-41 ☐

42 and above ☐

2. Indicate your gender

I. Male ☐

II. Female ☐

3. Indicate your marital status

I. Married ☐

II. single ☐

4. Indicate your education level

Primary ☐

Secondary ☐

College ☐

University ☐

6. For how long have you been working for your school?

1-10yrs ☐

11-20yrs ☐

21-30yrs ☐

Over 31 yrs ☐

9. Does your school provide feeding programs to the learners?

Yes ☐

No ☐

10. If yes for how long has the service been there

1-3yrs ☐

4-7yrs ☐

11. The feeding programme has improved the concentration of learners in class

Yes ☐

No ☐

12. The feeding programme has improved the performance of learners in the whole school

Yes ☐
No ☐

13. The feeding programme has contributed to the big number of learners in the school

Yes ☐
No ☐

14. The feeding programme has contributed to less number of school drop outs ☐

Yes ☐
No ☐

15. The feeding program should be extended into the learners homes ☐

Yes ☐
No ☐

16. It would be a good thing if feeding programs could be extended to school holidays

Yes ☐
No ☐

17. I like the food given to the learners because it contains all the components of a balance diet

- a. Strongly agree ☐
- b. Agree ☐
- c. Disagree ☐

18. What would be your advice to the runners of school feeding programs? _____

Questionnaire on the impact of feeding programs to the
performance of learners in selected primary schools

Please complete the following item by ticking where appropriate

SECTION B- BIODATA

1. Indicate your age bracket

7-8 ☐

9-10 ☐

11-12 ☐

13-14 ☐

15-16 ☐

17 and above ☐

2. Indicate your gender

Male ☐

Female ☐

3. For how long have you been in this school?

1-2 ☐

3-4 ☐

5-6 ☐

7-8 ☐

9-10 ☐

11 and above ☐

4. Please state your class

Std 4 ☐

Std 5 ☐

Std 6 ☐

Std 7 ☐

Std 8 ☐

5. Is there feeding programme in your school?

Yes ☐

No ☐

6. If your answer is yes for how long has it been there?

1-2 years ☐

3-4 years ☐

5-6 years ☐

7-8 years ☐

9-10 years ☐

11 and above ☐

7. I like the food that we are given at school

Yes ☐

No ☐

8. The food that we are given is a balanced diet

Yes ☐

No ☐

9. All the learners like the food that we are given at school

Yes ☐

No ☐

10. Some children fall sick because of the food we are given at school ☐

Yes

No ☐

11. School feeding program have improved my performance generally in school

Yes ☐

No ☐

12. School feeding programs will contribute to my good performance come the national examinations

Yes ☐

No ☐

13. The food that we are given at school have improved my class concentration

Yes ☐

No ☐

14. The learners who don't take this food say that it is not meant for human beings

Yes ☐

No ☐

15. Some teachers in our school eat the same food we are cooked for ☐

Yes

No ☐

16. The school feeding program should be stopped

Yes ☐

No ☐

17. This school feeding programme should be extended to school holidays

Yes ☐

No ☐

APPENDIX A
BUDGET

DETAILS	COST K.Sh.	Transport
Transport	3,000	
Printing	3,500	
Meals	1,500	
Total @mount	8,000	

APPENDIX B

TIME-FRAME

TIME	ACTIVITIES
August-Nov 2008	Proposal writing
December 2008	Submitting proposal for approval
Jan – Feb 2009	Collection of data
March 2009	Data analysis
April 2009	Writing and Submission of Final research report.