

**AN INVESTIGATION INTO THE IMPACT OF HUNGER ON PUPILS' ACADEMIC  
PERFORMANCE IN SAMPLED PRIMARY SCHOOLS  
IN AROMO SUB-COUNTY LIRA DISTRICT**

**BY**

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## DECLARATION

I **Omara John Paul**, a student of Kampala International University humbly do declare that this research report is my original work and has never been submitted to any other university for the award of bachelor in education

Signed: .....  .....

Omara John Paul

Date: ..... 14/09/2016 .....

### APPROVAL

This is to certify that **Omara John Paul** undertook a research topic entitled “an investigation into the impact of hunger on pupils’ academic performances in sampled primary schools in Aromo Sub-County Lira District” under my guidance and supervision and is now ready for submission to the university.

Sign:  .....

Mr. Okello Odiko Robert Peterson (Supervisor)

Date: *15th Sept, 2016* .....

## **DEDICATION**

This work is dedicated to my beloved family members Mrs. Sarah Omara, and my children: Prisca Ayoo, Felicity Ajok, Fidelis Omara and others whose moral standing and contribution in my studies is treasured so much and has strongly been an inspiration to my life.

## ACKNOWLEDGEMENT

First of all I would like to thank the almighty Father for the gift of life he has given me, courage and wisdom that has enabled me to accomplish this work.

Special thanks go to my supervisor Mr. Okello Odiko Robert Peterson for his support and encouragement, careful guidance and contribution he has given me and has made writing this report a success.

## **ABSTRACT**

The topic of this research was to investigate into the impact of hunger on pupils' academic performances in sampled Primary Schools in Aromo Sub-County, Lira District.

The data was collected through sampling technique which included random, purposive and systematic random sampling was used to get the six (6) schools that the study was conducted in; the sample was used to select the ten (10) pupils from each school. The teachers and parents were selected through systematic sampling, ninety (90) respondents were included in the data collection.

### **The objectives of the study were:**

- To analyze how absenteeism affects performances of pupils in the sampled primary schools in Aromo Sub-County, Lira District.
- To find out the extent to which lack of concentration affects academic performance of pupils in the sampled primary schools in Aromo Sub-County, Lira District.
- To assess the extent to which escaping from school affects the performance of pupils in the sampled primary schools in Aromo Sub-County, Lira District.
- To examine the effects of theft on academic performances of pupils in the sampled primary schools in Aromo sub-county, Lira District.

### **The findings indicated that:**

Hunger forces pupils to steal from friends and neighbours. Pupils who are hungry don't concentrate in class. Absenteeism has a big negative effect on academic performances, lack of meals reduces one's effort to concentrate on academic performance, and children escape from school due to hunger

### **Basing on the findings**

- Parents should support learners to eat from school, school feeding motivates learners to attend classes regularly.
- Stake holders have a role to play to support school going children for provision of meals at school minimize indiscipline at school,

In **conclusion**, the study discovered that in Aromo Sub-County children stay hungry in school and as a result, the academic performance is still low.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter presents the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, the scope of the study, significance of the study and limitations of the study.

#### **1.1 Background of the Study**

One of the avenues for development is through achieving high level of education which transforms a traditional backward society in to a civilized one. Education is the process of equipping an individual with knowledge, skills and values so as to be useful in the society.

Hunger is lack of food that can cause illness, death, lack of concentration in class, theft, and escaping from school as for the purpose of this study.

Meanwhile academic performance refers to scores which are got by learners in an examination. For purpose of this study, impact refers to the end result of hunger on academic performance. Primary school on the other hand refers to school for children between the ages of about six to fourteen. There are many reasons for poor performance and general problems that exist in education. On the global scene problems in education arise from political instability, economic crisis and socio-cultural factors among others. In northern Uganda particularly education is being seriously affected by hunger where learners study without eating anything in the school. No breakfast and lunch provided. This greatly diminishes learners reasoning capacity and participation in the class hence affecting their academic performance.

The fact that the government realized that in order to enhance development of the whole population, it is necessary to up lift pupils' education through provision of universal primary education (UPE)

Education perhaps is the most powerful engine for the empowerment or strengthening of a society. However, the government's effort in trying to provide education for its citizens in northern Uganda especially Lira district has been severely affected by hunger. It is on this basis that the researcher intended to establish the impact of hunger on academic performances of pupils in Aromo Sub-County, Lira District.

## **1.2 Statement of the Problem**

Most primary schools in Aromo Sub-County, Lira District do not provide meals for pupils at school. This problem has led to theft among pupils at school and on the way to school, frequent escape from school, poor concentration in class most especially in the afternoon lessons and chronic absenteeism and drop out.

Never the less the following solutions is to be put in place to curb down the rate of hunger at school:-

Parents be sensitized on the importance of meals at school so that learner's morals are boosted towards learning, initiating vegetable and fruit growing at school, NGO's such as NAADs be brought in order to provide programs towards food security.

Despite the above solution, the problem still exists therefore, this comprehensive study was basically to investigate into the impact of hunger on academic performances of pupils in selected primary schools in Aromo Sub-County.

### **1.3 Purpose of the Study**

- The purpose of the study was to investigate into the impact of hunger on academic performances of pupils in the sampled primary schools in Aromo Sub-County, Lira district.

### **1.4 Objective of the Study**

- i) To analyze how absenteeism affects academic performances of pupils in the sampled primary schools in Aromo Sub-County, Lira district.
- ii) To examine the effects of concentration on academic performances of pupils in the sampled primary schools in Aromo Sub-County, Lira district.
- iii) To assess the extent to which escaping from school affects academic performances of pupils in the sampled primary schools in Aromo Sub-County, Lira district.

### **1.5 Research questions**

- i) How does absenteeism of pupils from school affect the academic performance of pupils in the sampled primary schools in Aromo Sub-County, Lira district?
- ii) To what extent does lack of concentration affect the academic performance of pupils in the sampled primary schools in Aromo Sub-County, Lira district?
- iii) What are the effects of thefts verses academic performance of pupils in the sampled primary schools in Aromo Sub-County, Lira district?
- iv) To what extent does escaping from school affect the academic performances of pupils in the sampled primary schools in Aromo Sub-County, Lira district?

## **1.6 Scope of the Study**

This study was carried out in Lira district, northern Uganda. It got separated with Apac District from Lango District. Lira district is bordered by Dokolo district in the south, Otuke in the north east, Alebtong district in the east, Pader and Gulu from the north, Oyam district in the North West, and Kole district from the west.

Aromo Sub-County where the investigation was based is one of the sub-counties found in Lira district among the 10 sub-counties including Lira municipality and it is located in the northern part of Lira district.

The study was carried out in six (6) selected primary schools in Aromo Sub-County, Lira District. The selected primary school included:- Ayile primary school, Odoro primary school, Oketkwer primary school, Okio primary school, Otara primary school and Ayami primary school. Ten (10) pupils were selected from each school making a total of sixty (60) pupils, eighteen (18) teachers that is three (3) per school, twelve (12) parents that is two (2) per school, six (6) head teachers and four (4) opinion leaders making a total of 100 respondents who were involved in the study.

## **1.7 Significance of the Study**

The study will benefit various stake holders whose adventures is to bring change in the education system at primary school level.

### **1.7.1 Government**

The study will help the government to formulate policies aiming at provision of midday meals and removal of other barriers of learning



### **1.7.2 Policy makers.**

Up on viewing the outcomes of the study, a lot of ideas shall be generated basing on the findings as a point of reference during parliamentary plenary. At this point parliament may influence the ministry of education, science, technology and sports to include in its budget the school feeding programs.

### **1.7.3 Teachers**

The teachers shall benefit from this study because dealing with challenges of food shortages that leads to poor concentration shall be a gone case. And if the initiative is effected, they will also feed on the meals provided.

### **1.7.4 Parents**

The study may benefit parents whose interest is to make sure that their children climb the academic ladder. The idea that a healthy mind lives in a healthy body which is not starved automatically explains the relevance of providing meals to pupils at school as a condition for good performance.

### **1.7.5 Local Government**

The district local government will benefit from this study by using the findings as a document that can be relied on since it is obtained from the grass root. In this way education department in conjunction with the production department may approve a budget to train farmers on good crop growing practices and introduce new technologies to local communities to improve on their level of production. In this way parents may be empowered to produce enough food crops and supply others for feeding children at school.

### **1.7.6 Donors**

Uganda is one of the developing countries in the world. Some part of her national budget is funded by foreign government and loans from World Bank. As such donors and investors taking interest in the field of education in Uganda will use the findings to identify a gap on which to capitalize on for the betterment of the local communities

## **1.8 Limitations**

During the study, the researcher met the following challenges:-

### **1.8.1 Weather**

Since this is rainy season, there was disturbance by rain, muddy roads and the researcher solved the problem by using umbrella and gumboots.

### **1.8.2 Finance**

The researcher had financial crisis for the smooth flow and completion of the study since the work requires a lot of money to purchase items such as pens, papers, typesetting, transport, binding among others. But this was addressed by following the drawn budget and getting some financial assistance from friends.

### **1.8.3 Transport**

Accessing some respondents was not easy since the researcher used a poor means of transport, besides bad/poor roads conditions, long distance between schools. However the researcher used bicycles and motor cycles that eased the movement

### **1.8.4 Language Barrier**

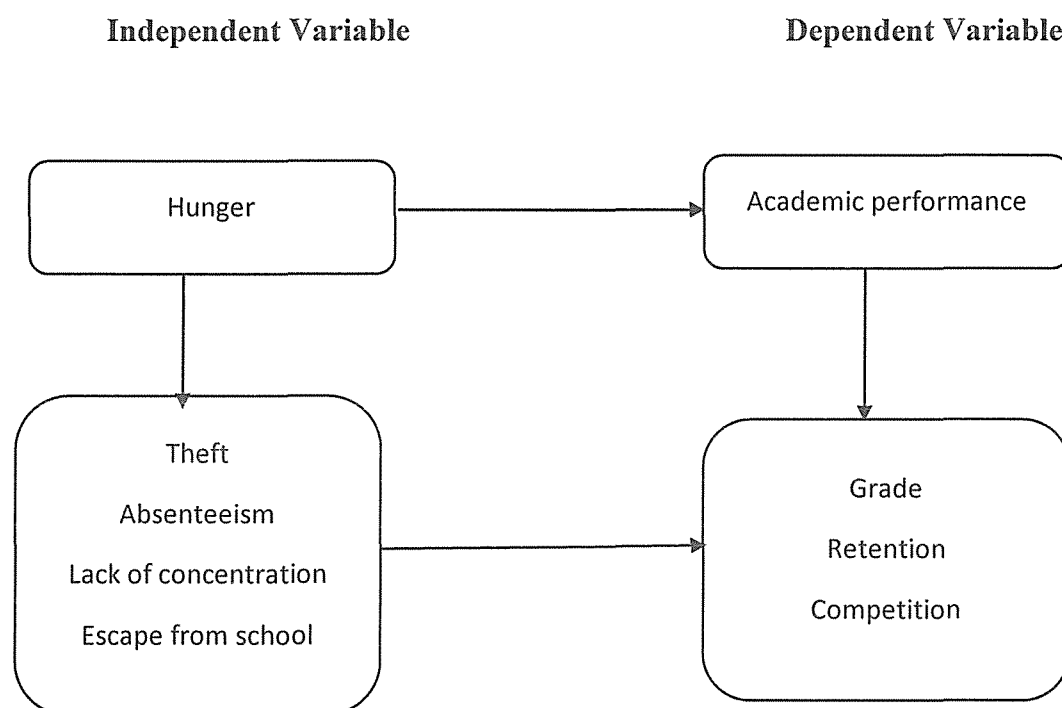
A good number of respondents were having problems related to reading and writing and interpretation of the question.

### 1.8.5 Time

Balancing time for carrying out research and teaching was a challenge, tiresome and tedious to the researcher. However the researcher requested for permission from the head teacher to carry out the study alongside teaching.

### 1.9.0 Conceptual frame work showing the relationship between hunger and academic performance

Effects of hunger on academic performance of pupils



Hunger as an independent variable is assumed to promote absenteeism, theft, lack of concentration and escape from school. All have an ill effect on academic performances of pupils in Aromo Sub-County, Lira District, thereby affecting retention of pupils of school, lowering their grades of final examinations and causing unfair competition among them.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter aimed at examining theoretical reviews actual reviews of related literature under the headings, absenteeism, and escape from school in relation to performance.

#### 2.1 Theoretical Review

According to a survey conducted by share our strength, No kid hungry, childhood hunger remains a serious issue for public schools. The survey found six in 10 k-8 public school teachers says that students regularly come to school hungry because they are not getting enough to eat at home. 80% of students come to school hungry one or more times each week. A lot of students rely on school meals as their source of nutrition.

Dr. Howard Toras, professor of pediatrics at the University of California San Diego writes in The Journal of School Health in 2 of the studies conducted in the United States, food insufficiency was associated with significantly poorer cognitive functioning, decreased school attendance or dismissed academic achievement

A research analysis from Harvard found that students who participate in school breakfast programs have improved attendance and less tiredness, better concentration, alertness and energy at school. Better overall academic performance; better comprehension learning and memory and higher math, reading and standardized test scores

### **2.2.0 Actual Literature Review**

Under this section literature from many sources were reviewed under the following themes. Absenteeism and academic performance lack of concentration and academic performance theft and academic performance. Escape from school and academic performance

#### **2.2.1 Absenteeism verses Academic Performances**

In South Africa school qualifying examinations which assess student's competences are based on such scenarios (Bolha, 2001, ASICA, 2005: van der Schyf, 2008) students who missed lessons loose the benefits of having this application explained and demonstrated to them.

In addition, absentee students forfeit the benefit of the auditory and visual supplementation of the text books (Steigh and Ritzer, 2001); the opportunity to learn from questions asked by other students during the lessons.

And the consultant explanation provided by the lecturer (Steight and Ritzer, 2001) the guidance provided in the critical thought is the process through the line of questioning followed by a teacher.

Ability to create class notes as an additional source of information (mar burger 2001)

The benefit associated with class attendance have led the researchers to hypothesize that class attendance should positively correlate with academic performance (Durden & Eilis 1995)

(Romer, 1993, Devadoss & Foltz 1996) noted that students who attend lessons may already be more predisposed to academic achievement.

Despite the evidence that there might be a positive relationship between attendance and academic performance, some students continue to be absent from lessons. Researchers have identified several reasons for this absence. These reasons vary from one person to another and it include



illness, and part time work (Long Hurst, 1999, Paisey 2004; Wood Field et-al 2006) less valid reasons such as sleeping late and engage in various form of money making (Long Hurst, 1999, Paisey 2004).

Stool (1990) defines truancy as absence from school for no legitimate reason. Atkinson, Halsey Wiikin and Kinder (2000) point the difference in the extent of absence from avoiding of single lessons to absence of several weeks.

A participatory poverty assessment survey conducted in Uganda identified hunger and poor nutrition as a major cause of absenteeism and drop out from school.

To eradicate this challenge, intervention in the education sector such as national school feeding program is needed not only to help the disadvantaged children to access education but also to uphold the standard of education, improve nutritional status and in turn contribute to the realization of education for all (EFA) goals the millennium development goal 2 of ensuring that by 2015 all children including Ugandan children, both boys and girls alike to complete a full course of primary schooling (MOES 2005)

Government commitment and community participation in promoting school feeding programme in Uganda is evidently poor despite the large budget allocation (17.5%) to the sector. Strong institutional capacity in government and in responsible ministries in terms of ability to perform partnership with donor and the aid agencies (MOES 2005)

Ekaju (1999) in his study to assess and demonstrate the effect of breakfast and midday meals and consumption on academic achievement of primary school children (9-15 years) in Kumi District, Eastern Uganda, quoting world bank report that “program that address hunger, malnutrition and disease among school children significantly improve their academic performance, a reason why

school based feeding and health program can be valuable “specifically, the result suggest that children from the lowest quintile of wealth (most poorer) were not adequately feeding compared to those from the highest quantile. Accordingly; these children had lower scores than their counter parts. Logistic regression modes include breakfast alone, midday meals alone and then combined indicated the compared to independent meals, a child who was more likely to score higher than those who had one type of meal (Simeon, 1998)

According to child action, 1999 survey-based research conducted in Uganda, other developing countries has revealed substantial productivity which is the backbone of the Uganda’s economy. The government policy of universal primary education (UPE) with emphasis on both accessibility and vocationalization of the content is thus, greatly situated as it happens to be one of the most cost effective strategies in the fight against most challenges in the country.

### **2.2.2 Lack of Concentration verses Academic Performances**

Hungry children are at a higher risk of poor school performances (randy bell, 2013) and are less capable to concentrate on work.

An innovative supplemental feeding program helps to reduce childhood hunger a problem teacher report is increasing (randy bell 2013) Michigan university extension.

Childhood hunger remains a serious problem for public schools. The survey found that in 10km - 8 public school teachers say that students regularly come to school hungry because they are not getting enough to eat at home.

According to Dr. Howard Taras, professor of pediatrics at the University of California San Deigo. Food insufficiency was associated with significantly poorer cognitive functioning. Decreased

school attendance or diminished academic achievement brought about by lack of concentration in class activities.

The children, youth and families education and research network reports (2014). “The benefits of school breakfast programs are many. A research analysis from Harvard University found that pupils who participated in school breakfast have improved attendance and less tardiness, better overall academic performance, better comprehension, learning and memory and higher math, reading and standardized test score.”

Supplemental backpack programs in the United States of America (2012)

“Child friendly” foods are sent home with students to be consumed during non-school times, help to reduce childhood hunger and increasingly popular with students, teachers and parents.

The same report further explained that, while school meals pantries and supplemental feeding programs don’t solve the root causes of childhood hunger, they are nourishing children so that they are better able to perform in school during critical times in their social, physical and intellectual development.

Racheal Nall (2015) wrote that eating diet with whole grains, fruits, vegetables and lean proteins, cereal meals each day, getting more sleep, reducing caffeine intake may help improve on a pupil’s level of concentration in academic work.

The same statement was also confirmed by George Kruick. MD, MBA (on May 19<sup>th</sup> 2015).

Ministry of education and sport (Moses), 2005, indication on educational performance shows that Uganda, has done a remarkably well on educational access- related targets since the introduction of UPE programs in 1997. There are currently over eight million children attending primary school



and government requires parents and guardians to take responsibility of feeding their children while at school so as to boost their level of concentration in academics. Many parents however, particularly in the rural areas cannot even afford to pay even the minimal cost of a daily meal of maize porridge. Several factors including food security, poverty, distance between home and school and lack of community involvement makes parents not to provide meals for their children which causes irregularity in rural areas, most pupils are unable to take packed lunch and travel long distances to attend school and those who stay on at school forego lunch (Technman et-al, 1996)

(Peter et-al, 1997), viewed that under achievement at school or failure to reach a satisfactory level of literacy and numeracy is a global problem, especially in developing countries. The numerous causes of under achievement include the poor quality of teaching, the unavailability of text books, and parental resistance of formal education and low attendance rate, lack of concentration in classrooms.

Nutrition or lack of it has recently been recognized as an important additional factor because studies have identified under nutrition with poor school achievement, school age children deficiency in iodine for example performance on intelligence and other test of learning capacity than iodine replete children.

Iron deficiency in school children also reduces some aspects of their ability and providing iron improves these capacities

### **2.2.3 Theft verses Academic Performances**

According to the indicators of school crime and safety. 2010 report published by the national Centre for education statistics (NCES), there were about 1.2 million theft cases within school

bounds in 2008. These incidents have observable and noteworthy consequences, victims of crimes such as theft and robbery are known to avoid after school activities and certain locations at school or skip class entirely all behavior which improve a student's academic performance (us department of justice)

In addition to the victims the rest of the school body is harmed by the environment with theft as other students and teachers fear criminal actions against them (hull 2000)

Past research has found that students affected by crime such as theft suffer academically (Mc Millan and Hagan 2004).

(We and Willams, 2004) these students also have poorer attendance rates (Ring Walt, Ennelt, and Johnson 2003). Additional criminal activities disrupts the general atmosphere of school negatively and affects staff and the entire community.

(Henry 2000) also point out that school theft and violence is an issue that cannot be viewed properly from a narrow perspective that examines only interpersonal violence; it is the result of many forces from both within and without the school grounds. Broader special issues such as poverty, social exclusion and economic inequality are major contributors to school theft (Kramer, 2000)

The quality of the surrounding neighborhood, such as level of crime and wealth, have all been found to affect school crime rates and thus students' achievement (Lee and Madyan 2009) Juvonan, Nishma and Graham 2000)

(Jyoti, 2015) experiencing hunger impairs children's development and achievement. Hunger have negative effects on children academic performance and behavior in school, have lower math's scores. They are most likely to repeat grade, come to school later or miss it entirely.

Eating breakfast at school helps children perform better studies published in the achievement of pediatric and adolescent medicine, the international journal of food science and nutrition and the America journal of clinical nutrition shows that students who have access to meals at school have better attendance records and exhibit fewer behavior problems. These learners are less likely to be tardy and exhibit fewer behavioral and psychological problems (food research and action central (FRAC), us Centre for disease control and prevention (CDC). Theft may be a “basic” level of crime as the survey define an occurrence as anytime when property over & 10 was taken, and the vigorous punishment may deter peers from dabbling in related crimes improving their academic performance (Wei and Williams 2004)

#### **2.2.4 Escape from School Verses Academic Performances.**

Dr. Daniel K. Korrir Moi University (2005) observe that “school environment and peer influence made significant contribution to the student’s academic performance. “The school that one attends is the institutional environment that sets the parameters of students learning experience.

According to hoy, Kott Kampa & Rafferty (2003). Depending on the environment, schools can either open or close the door that leads to academic performance.

Crosnoe et-al (2004) suggest that school sector (public or private) and class size are two important structural components of school. Private schools tend to have both better funding and smaller size than public school. The additional founding for private school leads to better academic performance and more access to resources such as computers which have been shown to enhance academic performance (Eamon, 2005)

Teachers experience is another indicator of good performance. Students who attend schools with higher number of teachers with full credential tend to perform better and vice versa (Bali &

Alvarez, 2003) school climate is closely linked to the interpersonal relation between students and teachers.

According to Crosnoe Et –al (2004) school climate is the general atmosphere of school trust between students and teachers increases. If the school encourages team work. Each learner feels loved and avoids the tendency to escape from school.

Eamon, 2005, states that school policies and programs often dictates the school climate. Furthermore if a school is able to accomplish a feeling of safety, students can have access regardless of their family or neighborhood background (Crosnoe Et –al, 2004).

According to Muleyi (2008) teachers do influence student's academic performance in school variable that affects student's academic performance in the kind of treatment which teachers accord to students

Peter (2005) contends that there is a growing demand from the government of the republic of Uganda and the public for teacher's accountability. School are commonly evaluated using students ill feeling that take them out of school be disorganized and discouraged by teachers when students fears are contained throughout the study period teachers may be rewarded when their schools and teachings subjects are highly ranked. In Chile for instance, teachers are rewarded collectively when they work in schools which are identified as high performing by national performance and evaluation system of subsidized schools.

In Kenya, teachers who excel in their teaching subjects are rewarded during open educational days held annually in every district (Cherongis, 2010)

While addressing student's escape from school and academic performance, it is stated that a teachers should not escape a portion of blame when students perform poorly (Afe, 2001) a school

feeding program in Kenya found improvement in attendance as a result of intervention of a cup of porridge for breakfast. School participation was 27.4% where meals were not provided and 39.9% where meals were provided, an improvement in attendance of a third. The higher participation was believed to have resulted from the attraction of new children to school by greater attendance of children already enrolled (Kevin 2012)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter contains the research design, study area/scope, study population, sampling procedure, data collection method, data analysis, dissemination of study findings and research procedure.

#### **3.1 Research Design**

The research was a case study, the researcher used qualitative and quantitative methods to collect the data from respondents.

#### **3.2 Study Area/Scope**

The research was conducted in Aromo Sub-County, Lira District. Six schools were selected and used for this study and they include among others: Ayile Primary School, Odoro Primary School, Okio Primary School, Oketkwer Primary School, Ayami Primary School and Otara Primary School.

The focus of the study was on the performances of pupils experiencing hunger through absenteeism, how lack of concentration due to hunger affects the academic performances of pupils, the way theft affects the academic performance due to hunger and the extent to which escaping from school affects the academic performances through hunger.

#### **3.3 Study Population**

The study was carried out in six selected primary schools in Aromo Sub-County, Lira District where ten (10) pupils from each school were selected making a total of sixty (60) pupils, thirty teachers were also selected, five per school, twelve parents were involved, that is two per school,

six (6) Headteachers and four opinion leaders making a total of one hundred respondents who were involved in the study.

### **3.4 Sampling Procedures**

The sampling techniques that were used included: - random purposive and systematic random sampling. Random sampling was used to get the six schools to be involved in the study. The same method was used to select 10 pupils from each of the six schools. The teachers and the parents were selected through purposive sampling. The Headteachers were selected through systematic sampling in that if a school is selected then the Headteacher is automatically included in the sample.

### **3.5 Data Collection Methods**

#### **3.5.1 Interview**

The researcher used interviews to collect the data from Headteachers with the help of the interview guide

#### **3.5.2 Questionnaire**

The researcher used the questionnaires relevant to the study and distributed them to sixty (60) pupils selected to help in the study were the questionnaires was close ended and answered by pupils

### **3.6 Data Analysis**

The data was analyzed through manual counting of the responses. Calculations were done in order to generate the frequencies and percentages. Qualitative analysis were done especially regarding the views of the head teachers, teachers and parents and this was integrated into the quantitative data.

### **3.7 Dissemination of the Study Findings.**

The study findings is to go to the government to ensure that efforts are put towards proper enforcement of the law regarding hunger in schools by laws should be set to ensure that learners have meals at school. NGOs, communities and individuals are to join hands in order to curb down the problem of poor academic performance of pupils which comes as a result of hunger.

### **3.8 Research Procedures**

The stages that the researcher under went in order to carry out the research were:-

After the approval of the research topic the researcher obtained an introductory letter from the director of Kampala International University College of education open distance learning.

The researcher presented the letter to the district education officer and got permission to travel to the sampled schools and collected data. Upon reaching such sampled schools the researcher introduced himself thoroughly to the Headteacher and thereafter started interviewing the Headteacher here using the interview guide, then moved to the teachers and parents. Pupils were issued the questionnaires and guided to fill them appropriately. Filled questionnaires were then collected by the researcher on the same day.

### **3.9 Reliability and validity**

Highly dependable tools such as questionnaires, interview guides, focus group discussion and observation check list were also used. The collected data were presented to determine the scores. The instruments were consistent in producing results as they were supposed to measure by getting the validity and reliability of the tools used.



### 3.10 Ethical Issues

In this study the researcher was ethical enough, maximum confidentiality and anonymity was practiced at all levels.

## **CHAPTER FOUR**

### **PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS.**

#### **4.0 INTRODUCTION**

This chapter presents responses from respective groups of respondents. The responses are from the four themes:-

- Absenteeism leads to poor academic performances.
- Lack of concentration leads to poor academic performances.
- Theft vis-a-vis academic performances.
- Escape from school leads to poor academic performances.

All the data collected were classified according to each group of respondents and presented on tables.

#### **4.1 Procedures**

The responses for this study was got from pupils, teachers, Headteachers, parents but mostly got from pupils and teachers.

#### **4.2 Background Information of the Study**

In order to decide the general characteristics of the study, responses to the study were examined from class, age group, sex, household head, occupation of parents and these are revealed in the tables below:-

**Table 1: Class of Pupils**

Class	Frequency	Percentage
P.1	6	10
P.2	6	10
P.3	8	13.2
P.4	10	16.7
P.5	10	16.7
P.6	10	16.7
P.7	10	16.7
<b>Total</b>	<b>60</b>	<b>100</b>

The finding in table 1 revealed that the majority of the pupils/respondents were got from P.4 to P.7 representing 66.8% and respondents from P.1 to P.2 were 12 representing 20% and P.3 8 respondents were selected representing 13.2%

**Table 2: Age Group of pupils**

Age group	Frequency	Percentage
6-9years	25	41.7
10-14years	30	50
15-19years	5	8.3
<b>Total</b>	<b>60</b>	<b>100</b>

The findings in table 2 revealed that the majority of the respondents fall in the age group of 10-14 years which ranges from P.3-P.7 representing 50% and the least group ranges from 15-19 years

representing 8.3%. The above statistics is a product of the nature of sampling that was used by the researcher.

**Table 3: Sex of pupils**

Sex	Frequency	Percentage
Female	30	50
Male	30	50
<b>Total</b>	<b>60</b>	<b>100</b>

Finding in tables 3: revealed the sex composition of the pupils who were sampled. The number of boys (50%) was equal to the number of girls (50%). This is mainly because the researcher used preset sample size that had equal number of boys and girls in order to avoid gathering a gender bias data; the equal number of boys and girls therefore enhanced the quality of the data.

**Table 4: Household head of pupils' families**

Household head	Frequency	Percentage
Mother	8	13.3
Father	38	63.3
Guardian	12	20
child	2	3.4
<b>Total</b>	<b>60</b>	<b>100</b>

The finding in table 4 shows that most of the pupils came from families headed by fathers (63.3%). This is then followed by families headed by guardians (20%) mothers (13.3%) and child headed families (3.4%) this could be attributed by culture which approves of fathers being the head of the

families and women can only come in when the fathers is dead or away, the guardian can be when the child is studying away from their home and is being kept by a relative or well-wishers. The child can be the head of a family if and only both parents are dead or separated and both moves away leaving the child alone.

**Table 5: Occupation of parents**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
Peasant farmer	50	83.3
Trader	6	10
Civil servant	4	6.7
NGO Employee	0	00
Others	0	00
<b>Total</b>	<b>60</b>	<b>100</b>

The findings from table 5 shows that the majority of the pupils belonged to peasant farmers (83.3%) compared to other occupations.

This implies that such parents can hardly afford to pay for meals in school for their pupils. Therefore, pupils stay in school without any thing to eat hence affecting the child's academic performances.

**Table 6: Number of meals at home**

Number of meals	Frequency	Percentage
One meal	46	76.7
Two meals	10	16.7
Three meals	4	6.6
<b>Total</b>	<b>60</b>	<b>100</b>

The findings from table 6: revealed that most pupils eat only one meal representing (76.7%)

In this, most pupils eat only supper because breakfast and lunch time get them when they are at school and they don't get any and this affects their reasoning capabilities while (16.7%) of pupils eat two meals and (6.6%) of the pupils eat three meals and this is especially the children of civil servant whose home are near the school where they go home during breakfast and lunch time. But the rest, their homes are far away from school since most Government Primary Schools are day Schools.

**Table 7: Whether pupils get lunch from school**

Response	Frequency	Percentage
Yes	10	16.7
No	50	83.3
<b>Total</b>	<b>60</b>	<b>100</b>

Findings in table 7 shows that 83.3% of the pupils do not get lunch from school and only 16.7% of the pupils get lunch from school. This revealed that since most pupils do not eat from school,

they are always hungry and has made their academic performance very low compared to the pupils who eat at school.

**Table 8: Do you think hunger affects academic performance?**

Response	Frequency	Percentage
Yes	55	91.7
no	5	8.3
<b>Total</b>	<b>60</b>	<b>100</b>

Findings from table 8 showed that hunger greatly affects academic performance that is 91.7% of the pupils said so and 8.3% of the pupils were meaning that not only hunger can affect academic performance but there can also be any other factor or factors that affects academic performance of pupils, though in a village setting where the research was carried showed that most pupils do not get food from school and always yawn in class during the lesson especially in the afternoon and always pick nothing from teachers.

**Table 9: Has your performance declined seriously as a result of hunger?**

Response	Frequency	Percentage
Yes	56	93.3
No	4	6.7
<b>Total</b>	<b>60</b>	<b>100</b>

Findings from table 9: revealed that majority of the pupils' academic performance has declined seriously due to hunger that is 93.3%. this probably a rises from the fact that pupils who are hungry faces a lot of challenges therefore their performance is bound to declined seriously due to hunger.

**Table 10: How pupils rate their academic performances.**

Rating	Frequency	Percentage
Very good	10	16.7
Good	15	25
Fair	20	33.3
Weak	15	25
<b>Total</b>	<b>60</b>	<b>100</b>

Findings in table 10: shows that 33.3% of the pupils consider their academic performance to be fair. Only 16.7% of the pupils consider theirs to be very good. The implication here is that pupils' academic performance has been negatively affected by hunger. This also concurs with findings from teachers and head teachers who pointed out that the performance of pupils in their schools are fair. This was also supported by parents who said performance of pupils who are hungry cannot be compared to those who eat at school.



**Table 11: Challenges being faced by pupils who are experiencing hunger.**

Challenges	Frequency	Percentage
Absenteeism has negative effect on academic performance due to hunger	60	100
Hunger causes poor concentration	60	100
It leads to escape from school	60	100
It causes dodging lessons.	60	100

Findings from table 11: shows that due to hunger of pupils it causes absenteeism of pupils, poor concentration, escape from school, dodging lessons which has a negative impact on academic performance.

**Table 12: solutions to the challenges of hunger**

Solutions	Frequency	Percentage
Provision of meals to pupils at school	60	100
Provision of meals to pupils at home and providing packed food for children	60	100

Findings from table 12: shows that hunger can be overcome through provision of meals to pupils at school and provision of meals by parents at home and providing packed food for pupils so that

they eat at school during break time and lunch time. By doing the above the academic performance would be improved.

**Table 13: Shows opinion of teachers on absenteeism verses academic performances.**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
School feeding motivates learners to attend classes regularly	28	17.2
Absenteeism affects performance of pupils	30	18.4
Pupils who dodge lessons perform poorly	30	18.4
Absenteeism has no effect on academic performance	05	3.1
Stake holders has a role to play to support school age going children	30	18.4
Parents benefits from absenteeism of their children	20	12.3
Children dodge classes as a result of domestic needs	10	6.1
Children absent themselves from school due to lack of fees	10	6.1
<b>Total</b>	<b>163</b>	<b>100</b>

Findings in table 13: shows that absenteeism affects performance of pupils (18.4%), also dodging lessons and the stake holders are to play a role of supporting school age going children by sensitizing parents to pay for their children so that they eat at school (18.4%), in order for the learners to be motivated in studies, they need to be fed at school (17.2%). Here parents are not to take the advantage of their children absenting themselves from school as a way that they should help them with domestic work and yet they do this because they are fearing hunger from school,

because they feel that parents eat at home during lunch time but for them they stay like that until evening that they test something once until the next day. Which they feel they are being underfed hence poor performance at school.

**Table 14: Shows opinion of teachers on lack of concentration verses academic performances.**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Children who don't take lunch from/at school has low concentration in class	28	32.6
Children who don't eat at school perform poorly	28	32.6
Children who eat at school perform very well	25	29.0
Eating at school waste pupils time to study/read their books	05	5.8
<b>Total</b>	<b>86</b>	<b>100</b>

Findings in table 14: illustrate that children who don't eat at school perform poorly (32.6%) and their concentration is so low in class activities (32.6%) compared to their friends who perform well because they eat at school (29%) and the saying that eating at school waste the pupils study time is not true (5.8%) because the school uses time table and they follow it, there is time for studies and that for meals which one does not interfere with the other.

Therefore in order for the learners to perform well in class and their concentration is high, there is need for provision of meals for pupils at school to improve on the pupils' academic performances.

**Table 15: Shows opinion of respondents on theft that leads to poor academic performances.**

Opinion	Frequency	Percentage
Hunger forces pupils to steal from friends and neighbours	30	21.4
Pupils who are hungry do not concentration in class	30	21.4
Hunger is a hard condition that cannot be overcome within the school except by stealing	00	00
A school where meals are provided at the right time performs well	25	17.9
Provision of meals at school is one of the avenues to eradicate indiscipline cases including theft	20	14.3
Parents are too poor to provide meals to pupils at school	05	3.6
Hunger affects performance of pupils in schools	30	21.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

Findings in table 15 shows that hunger forces pupils to steal from friends and neighbours (21.4%) and pupils who are hungry do not concentrate in class (21.4%) and in order to stop theft of pupils there should be provision of meals at school (14.3%) by parents (3.6%) and by saying hunger is a hard condition that cannot be overcome within the school except by stealing is wrong because stealing is bad and it is prohibited in the community and what cause stealing should be addressed that is by providing meals to pupils both at home and in the school at the right time so that the academic performance is improved.

**Table 16: shows opinion of respondents on escape of pupils from school verses academic performances due to hunger.**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Children escape from school due to hunger	25	12.5
Provision of lunch can reduce the number of pupils who escape from school	25	12.5
Parents are relaxed about provision of lunch but expect pupils to perform very well in class	30	15
Escape from school may cause problems such as theft, mockery, missing lessons, and poor academic performance	30	15
Close co-existence among stake holders can reduce escape of pupils from school	30	15
Children who escape from school needs guidance and counselling	30	15
Escape from school affects academic performance of pupils	30	15
<b>Total</b>	<b>140</b>	<b>100</b>

Findings in table 16 revealed that children escape from school due to hunger (12.5%) and parents are relaxed about provision of lunch/ meals to their pupils and yet they expect good results (15%) are escaping from school causing theft, mockery, missing lessons and hence leading to poor performance (15%) this can be reduced by provision of meals to pupils at school to avoid escape

(12.5%), guidance and counselling be given to children so that they don't escape (15%) while the existence of stake holders in school affairs play a great role in improving children's academic performances.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 INTRODUCTION**

In this chapter, the findings are discussed and conclusions drawn according to objectives, action points for stakeholders are recommended.

The study was guided by the following objectives.

1. To analyses how absenteeism affects academic performances of pupils in sampled schools, in Aromo Sub-County, Lira district.
2. To examine the extent to which lack of concentration affects academic performances.
3. To examine the effect of theft that leads to poor academic performances of pupils in sampled primary schools in Aromo sub-county, Lira district.
4. To assess the extent to which escape from school affects academic performances of pupils in sampled schools, in Aromo Sub-County, Lira district.

#### **5.1 Summary of key findings.**

##### **5.1.1 Absenteeism verses academic performances.**

The study showed that all the pupils who were interviewed were experiencing hunger either at home or at school. This probably explains why hunger is to be taken seriously by the school administrators, teachers, parents, community members, government, NGOs and other stakeholders.

It was established that the academic performances of more than three quarters of the pupils had been affected by hunger.

The response in line to this theme was got from Kevin (2012), who narrated that; a school feeding program in Kenya found improvement in the attendance of pupils as a result of the intervention of a cup of porridge for breakfast! School participation was 27.4 percent and where meals were provided 35.9% were there. The higher participation was believed to have resulted both from the attraction of new children already enrolled. According to the ministry of education and sports science and technology (2005) hunger and poor nutrition are causes of absenteeism and drop out from schools 98% of the teachers pointed out that; absenteeism affects performances of pupils.

Absentee learners who missed lessons lose the benefit of having this application explained or demonstrated the benefit of auditory and visual supplementation of the text books complied with the opportunity to learn from questions asked by other students during the lesson is lost. This affects the learners directly during assessment (Botha, 2001). Persistent absenteeism of pupils exposed them to the other social aspects outside the school environment which opens ways for such a pupil to dropout from school.

On the same arrangement 78% of the teachers strongly agreed that “pupils who dodge lessons perform poorly”. Experience has shown that students who attend lessons may already be more predisposed to academic achievement (Romer, 1993) the story is true with pupils who take French-leave in an attempt to go and engage in other activities outside school. In a test, such learners exhibit signs of failure and often do their work with great difficulties leading to poor results even in promotional exams.



When interrogated 89% of the teachers contacted disagreed with the statement which states that absenteeism has no effect on academic performance. (Peter, 2005) noted that when pupils fears challenges and tricks are contained throughout the study period, teachers may be rewarded when their school performs well by national performance and evaluation system of subsidized schools pupils absenteeism betray teachers efforts to achieve the desired education goals laid down. In their independent statement 69% of the teachers further reacted to the statement that statement that stakeholders have a big role to play to support school going children.

An extract from the education act holds that, parents /guardians are responsible for the provision of food, clothing, shelter, medical care and transport for their children. On the other hand, parents especially those who responded accepted that; since by law all children aged six years must attend school. It's the government's core responsibility to feed these children (Kevin, 2012). However, the draft school health policy gives no clear guidelines on the place and implementation of these programs if it was adapted. A few intervention by donor agencies have been initiated especially in northern part of Uganda in the form of “in-school feeding program” and “take home ration”. Many parents can only afford to pay for clothing, books but can't afford to pay a minimal cost of a daily meal of maize porridge. But as UPE policy prevails government pays money for education and parents also do the top up to balance the cost required for child's education in Uganda.

#### **5.1.2 Lack of concentration verses academic performances.**

From the theme “lack of meals reduces”

one's effort to concentrate on academic work” 70% of the teachers agreed confirming what (Randy bell, 2013), stated hungry children are at a higher risk of poor school performance and are less able to concentrate on work.

Also research analysis from Harvard University found that, pupils who participate in school breakfast have improve attendance and less tired, better overall academic performance, better comprehension, learning and memory and higher math, reading and standardization test score.

In a school where meals are not provided, learners don't concentrate and this explains why there is rampant school drop outs and early marriages. Another point raised by 90% of the teachers on the theme lack of concentration by pupils affects their performance, they supported what (peter etal. 1997) stated that under achievement at school or failure to reach a satisfactory level of literacy and numeracy is global problem, especially in developing countries. The numerous causes of under achievement include; poor quality of teaching unreliability of text books, parental resistance of formal education, low attendance rate and lack of concentration in class.

(Teachman etal, 1996) further said "several factors including hunger and poverty make parents unable to provides meals to their children which is a major cause of irregular school attendance participatory in rural areas"

Likewise, 80% of the respondents anonymously agreed that lack of concentration in academics can be overcome through breakfast. There is a strong relationship between breakfast and concentration in academics.

(Ekaju 1999) in his study access and demonstrated the effect of breakfast and midday meals consumption on academic achievement of primary school children(9-15 years), quoted world bank report that " programme that address hunger, malnutrition and disease among school children significantly improve their academic performance. A reason why school based feeding and health programme can be valued. Therefore, breakfast has the capacity to re-awaken pupils and they gain full potentials in academic work.

### **5.1.3 Escape from school verses academic performances.**

In respect to the theme “children escape from school due to hunger 87% of the respondents agreed with the statement.

A school where breakfast or midday meals is not provided in a hostile and less child friendly, teachers lamented, meaning that school programmes and policies often dictate the school climate.

(Crosnoe- et al, 2004) stated that if a school is able to accomplish a feeling of safety and attraction, pupils can have access regardless of their family and neighborhood background. As in public schools where parents dictate or make provision of meals to pupils to willing bodies, pupils whose parents don't comply continue to escape from school.

60% of the respondents accepted the theme “provision of lunch can reduce the number of children who escape from school” (Kevin 2012) wrote that provision of lunch is a key to addressing several cases of escape from school by both pupils and teachers.

A case study conducted in Kenya confirmed that a school feeding programme found improvement in attendance as a result of the intervention of a cup of porridge for breakfast. School participation was 27.4% where meals were not provided 39.9% were there. An improvement in attendance of about one third was achieved and many children attended and failed to escape due to hunger.

(Afe 2001) noted with great concern that escape from school affects academic performance negatively. He said that teachers should not miss a portion of blame when pupils perform poorly.

Teachers, parents in their association called (PTA) should construct wall fence to enclose pupils, school properties and for protection and discuss ways of providing meals as a way of minimizing escape of pupils from school.

#### **5.1.4 Theft and academic performance.**

Basing on the study conducted in Britain by teachers 2013 respondents reported as follows on how pupils come to school when hungry and how it affects their work. Behavior, concentration, and class mates some 83% of the respondents said they see evidence of hunger in the morning at their school and 55% believe they have seen an increase in hunger over the past two years with more 2% countering that idea, saying it had decreased. The suggestion underlying reason for the increase in hunger was that 62% cited general poverty while 59% said it was due to the cost of living, cuts were pinpointed by some 41% while 58% believed family health and social skills.

Unless it can be proven without a shadow of a doubt that “breakfast everyday=exam success” the general public will not be interested.

A similar finding was pointed out by teachers in their response to the great issue. This is an indication that hunger really affects behavior and academic performance of pupils. The hungry pupils are identified with unstable mind, less score in tests, emotional upsets, lack of concentration, for a child to score good marks in assessment test, they should have a stable mind, a supportive home.

(Wei and Williams 2004) noted that pupils undergo criminal acts such as theft, bullying, strikes due to lack of meals at school which lead to destruction of school properties and this can be minimized by providing on time good meals for pupils and hence the performances will be boosted.

#### **5.2 Conclusions.**

After a careful analysis and discussion of various findings, the researcher drew the following conclusions.

1. Hunger forces pupils to steal from friends and neighbours.
2. Pupils who are hungry do not concentrate in class.
3. School programmes and policies should embrace provision of meals to pupils.
4. A school where meals are provided at the right time performs well.
5. Pupils who dodge lessons due to hunger performs poorly.
6. Hunger affects performances of pupils at school.
7. Provision of meals at school is one of the avenues to eradicate indiscipline cases including theft.
8. School feeding motivates learners to attend class regularly.
9. parents too can provide meals to pupils at school
10. Absenteeism due to hunger affects the academic performances of pupils
11. Dodging lessons due to hunger leads to poor performances by pupils.
12. Not all children absent themselves due to lack of fees.
13. Stakeholders have a role to play to support school children in feeding programmes at school.
14. Lack of meals reduces ones effort to concentrate on a academic work.
15. Lack of concentration in class due to hunger affects pupils academic performances.
16. Lack of concentration can be overcome through eating breakfast at school and midday meals.
17. Children escape from school due to hunger and this leads to poor academic performances.
18. Lack of teaching skills affects pupils` ability to concentrate in class work.
19. Escape from school may cause problems such as theft, mockery, missing lessons and poor academic performances.

20. Close co-existence of the stakeholders can reduce the issue of escape from school.
21. Children who escape from school needs guidance and counselling.
22. Escape from school affects the concentration of pupils in class work and later leading to poor academic performances.
23. Provision of lunch can reduce the number of pupils who escape from school.
24. Parents needs to wake up on provision of meals to pupils at school

### **5.3 Recommendations**

Basing on the findings, it was established that hunger is a serious problem in Aromo Sub-County, Lira District and it is one of the factors leading to poor academic performances of pupils.

1. As per these research findings, the researcher has these recommendations to make: the government, stakeholders, NGOs, communities and private individuals should join hands inorder to curb down the problem of hunger which leads to poor academic performances of pupils.
2. The Government should ensure that efforts are put towards proper enforcement of the law regarding meals at school. This is because law enforcement was an effective way of addressing the problem of hunger.
3. The Government should ensure that there is massive sensitization of communities regarding the dangers of hunger. It was established that parents are involved in hunger of pupils either consciously or unconsciously which raises the need for sensitization.
4. The policy makers should think positively towards making a fight against childhood hunger as part of school health programmes and give guidance on its implementation.

5. Parents should be aware that a well-developed person is the one well fed at the tender age. They should invest in improving the nutritious status of the young ones so that when they grow up, their lives are better.
6. Local leaders should struggle to ensure that the number of learners abandoning schools due to hunger is reduced to a bare minimum by ensuring that those they lead defeat food insecurity and increase their level of production.
7. Teachers should engage their learners in food production in the school gardens so that pupils eat at school. They should ensure that all pupils enrolled are taken care of by improving communication gap among them, listening to them and implementing attractive activities that encourage them to learn successfully.
8. Pupils should promote healthy competition amongst themselves for academic gains so that parents and other stakeholders play their role. They should engage themselves in producing vegetables, root crops or legumes in school gardens so as to challenge other stakeholders and they eat at school

#### **Areas for further research**

In this discussion and conclusion, the researcher recommended that further research should be done in the following areas:-

1. The impact of corporal punishment on academic performances
2. The impact of gender on academic performances

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## APPENDIX A: WORK PLAN

NO.	ACTIVITY	TIME FRAME	PERSONNEL
1.	Identification of Topic	May/2016	Researcher
2.	Approval of topic	June/2016	Researcher
3.	Writing research proposal	June/2016	Researcher
4.	Checking research proposal	June/2016	Researcher
5.	Data Collection	July/2016	Researcher
6.	Writing chapter 4 and 5	July/2016	Researcher
7.	Correction on the research report	July/2016	Researcher
8.	Editing, printing, binding	Aug/2016	Researcher
9.	Submission of research report	Aug/2016	Researcher

**APPENDIX B: BUDGET ESTIMATE FOR THE RESEARCH**

NO.	ITEM	UNIT COST	AMOUNT
1.	Stationary		
	1 Ream of ruled paper	15.000/=	15.000/=
	2 Blue pens	500/=	1.000/=
	1 Ruler	1.000/=	1.000/=
2.	Typesetting		70.000/=
3.	Printing		30.000/=
4.	Photocopying		20.000/=
5.	Binding 4 booklets	15.000/=	60.000/=
6.	Transport		150.000/=
7.	Meals		30.000/=
8.	Supervision		150.000/=
9.	Miscellaneous		100.000/=
	Total		627.000/=

## APPENDIX C: INTRODUCTION TO PARTICIPANTS

### KAMPALA INTERNATIONAL UNIVERSITY

Dear sir/madam

**Re: Research Study**

You have been chosen to participate in this study aiming at investigating the impacts of hunger on pupils' academic performances in Aromo Sub-County in selected Primary Schools.

You are therefore requested to be truthful and your response shall be treated with outmost confidentiality.

Thanks

Yours faithfully

.....

**OMARA JOHN PAUL**

**(RESEARCHER).**

## APPENDIX D INTERVIEW GUIDE FOR TEACHERS

### SECTION BACKGROUND INFORMATION

Tick in the box provided

1. Sex:

a) male ☐

b) female ☐

2. Marital status:

a) Married ☐

b) Single ☐

c) Others ☐

3. Responsibility:

a) Classroom teacher ☐

b) Head of department ☐

c) Head of club ☐

d) Others ☐

4. How long have you been in this school?

a) Ten years and above ☐

b) Five to nine years ☐

c) Two to four years ☐

d) Less than a year ☐

5. Education level

- a) PHD ☐
- b) Masters ☐
- c) Degree ☐
- d) Diploma ☐
- e) Certificate ☐
- f) Others ☐

6. Give your opinion below

a) **Absenteeism verses academic performances**

No		true	false	Not sure
1.	School feeding motivates leavers to attend classes regularly			
2.	Absenteeism affects Performance of pupils			
3.	Pupils who dodge lessons Perform Poorly			
4.	Absenteeism has no effect on academic Performance			
5.	Stakeholders have a role to play to support school age going children.			
6.	Parents benefits from absenteeism of their children			
7.	Children dodge classes as a result of domestic needs			
8.	Children absent themselves from school due to lack of fees			

**b) Lack of concentration verses academic Performances**

No		true	false	Not sure
1.	Children who don't take lunch from school has low concentration in class			
2.	Children who don't eat at school perform poorly			
3.	Children who eat at school perform very well			
4.	Eating at school waste pupils time to study/read their books			

**c) Theft verses academic performances**

No		true	false	Not sure
1.	Hunger forces pupils to steal from friends and neighbours			
2.	Pupils who are hungry do not concentrate in class			
3.	Hunger is a hard condition that cannot be overcome within the school except by stealing			
4.	A school where meals are provided at the right time perform well			
5.	Provision of meals at school is one of the avenues to eradicate indiscipline cases including theft			
6.	Parents are too poor to provide meals to pupils at school			
7.	Hunger affects performance of pupils in school.			

**d) Escape from school verses academic performances**

No		true	false	Not sure
1.	Children escape from school due to hunger			
2.	Provision of lunch can reduce the number of pupils who escape from school			
3.	Parents are relaxed about provision of lunch but expect pupils to perform very well in class			
4.	Escape from school may cause problems such as theft, mockery, missing lessons and poor academic performance			
5.	Close to entrance among stakeholders can reduce escape from school			
6.	Children who escape from school needs guidance and counselling			
7.	Escape from school affects academic performances of pupils			



## **INTERVIEW GUIDES FOR KEY INFORMANTS (HEADTEACHERS)**

1. To what extent does lack of concentration in hungry pupils affects their academic performances?
2. What effect does escaping from school due to hunger affect pupils' academic performances?
3. How does absenteeism of pupils from school affect their academic performances?

## APPENDIX E: QUESTIONNAIRES FOR PUPILS

You are hereby requested to answer the following questions, feel free and be sincere the information you will give shall be treated with utmost respect and it will be confidential as it is purely for academic purpose only.

### PART I

1. Class: tick in the box

a) P.1 ☐

b) P.2 ☐

c) P.3 ☐

d) P.4 ☐

e) P.5 ☐

f) P.6 ☐

g) P.7 ☐

2. Age group

a) 6-9years ☐

b) 10-14years ☐

c) 15-19years ☐

3. Sex

a) Male ☐

b) Female ☐

4. Household head

- a) Father ☐
- b) Mother ☐
- c) Guidance ☐
- d) Child ☐

5. Occupation of parents

- a) Peasant Farmer ☐
- b) Trader ☐
- c) Civil Servant ☐
- d) NGO Employee ☐
- e) Others specify ☐

**PART II**

1. How many meals do you eat from home?

- a) One meal ☐
- b) Two meals ☐
- c) Three meals ☐

2. Do you get lunch from school?

- a) Yes ☐
- b) No ☐

3. Do you think hunger affects academic performance?

- a) Yes ☐
- b) No ☐

4. Has your performance declined seriously as a result of hunger?

a) Yes ☐

b) No ☐

5. How do you rate your academic performance

a) Very good ☐

b) Good ☐

c) Fair ☐

d) Weak ☐

6. Which of these are the reasons why pupils perform poorly in class/examination?

a) Hunger affects performance of pupils ☐

b) Lack of concentration by pupils ☐

c) Escape from school ☐

d) Lack of meals in schools ☐

e) Poor family background ☐

f) Lack of proper teaching skills by teachers ☐

g) Relaxation of pupils during lessons ☐

h) Dodging lessons ☐

i) Lack of school fees ☐

j) Poor guidance and counselling ☐

7. How can the challenges mentioned in question six be overcome

- a) Provision of meals at school by parents ☐
- b) Close co-existence among stakeholders ☐
- c) Guidance and counselling ☐
- d) School programmes and policies should embrace provision of meals at school ☐
- e) Teaching using appropriate methods or technique ☐