

**SCHOOL FEEDING PROGRAMMES AND ACADEMIC  
PERFORMANCE OF PUPILS IN SIONGIROI  
ZONE, SIONGIROI DIVISION, BOMET  
DISTRICT, KENYA**

**BY**

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## DECLARATION

I **Chemutai Evelyn** do hereby declare that this research paper is entirely my own original work and not a duplication of similarly published work of any scholar for academic purpose. It has therefore never been submitted to any institution for the award of a certificate, diploma or degree in any field of study.

I further declare that all materials cited in this paper which are not my own have been duly acknowledged.

Signed .....  .....

Date ..... 6-12-2009 .....

CHEMUTAI EVELYNE

## APPROVAL

This research report has been submitted for examination with my approval as the candidate's university supervisor.

Signed ..........

Date .....6<sup>th</sup>/12/2009.....

KIBUUKA MUHAMMAD

SUPERVISOR

## **DEDICATION**

This research report is dedicated to my beloved husband Mr. Sang C. Paul for his moral and financial support and my children Edith, Emmanuel, Juliet, Rahab and Gloria for their support and patience as I committed most of my time to this research.

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## **LIST OF ABBREVIATIONS**

MDG-	Millennium Development Goals
GFEI-	Global For Education Institution
NGO-	Non Governmental Organization
KCPE-	Kenya Certificate of Primary Education
WFP-	World Food Programme
UPE-	Universal Primary Education
SMC-	School Management Committee
SBP-	School Breakfast Program
PTA-	Parents Teacher Association
AEO-	Area Educational Officer

## **DEFINITIONS OF TERMS**

1. Program: A plan of what will be done
2. -infer- reasoning, Conclude or accept from evidence descriptive
3. Generalization: Applying to a class or numerous number of a class.
4. Diet: A regulated course of eating and drinking yuck shop.
5. Cognitive: Knowing or perceiving.
6. Nutrient: A substance found in food.
7. Development: Series of change by which an individual passes from lower to higher state of being.

## **ABSTRACT**

For a number of years primary schools in Siongiroi zone have not been performing very well. The researcher wanted to investigate if school feeding programmes will improve pupil's academic performance. In the study, the researcher employed descriptive design. Therefore simple survey or poll for the purpose of describing attitudes, beliefs and behaviours of the study population were used. Questionnaires were used in the collection of data. The raw data was then analyzed, presented in percentages and frequency distribution tables. The findings from the study revealed that there are few feeding programmed in the schools. It also showed that school feeding programmes significantly affected pupil's academic performance. From the findings, it implies that there is a great need for the SMCS to be sensitized and the government to add more weight in the school feeding programmes by funding and seeking donors. Suggestions for further research were to investigate the impact of absenteeism on pupils' academic performance.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter shows the background, statement of the problem, purpose, objectives, hypothesis, research questions, scope, significant of the study and limitations.

### **1.1 Background**

The WFPs school feeding programmes work towards a achieving several millennium development Goals (MDG). The programmes directly address the goals of reducing hunger by half and a achieving universal primary education (UPE) by 2015)

Consequently, many states have programs for children deemed at risk for any number of factors, Jo Ann Brewer (2004)

In 2002, building almost 40 years of experience, WFP launched a global feeding program. In 2001, funds provided by the US global for education institution (GFEI) helped by WFP launched a global campaign to expand and improve access to education for million more poor children. The aim is to put school feeding on the international a agenda while increasing funding from donors

and 'strengthening partnership with governments and non governmental organizations (NGOs).

It is widely believed that deficiencies of iron and iodine are among the most harmful types of malnutrition with regards to cognition. Iron deficiency renders listless, inattentive and uninterested in learning hence poor academic performance.

### **1.2. Statement of the Problem**

There has been remarkable unsatisfying academic performance among the pupils generally and those completing grade eight over the past four years since Universal Primary Education [UPE] (known as free primary education in Kenya) was implemented.

Consequently there is an increase in the number of drop-outs among the pupils after completing class eight and even in the lower classes. There is also chronic absenteeism making contact days very minimal. This has continuously led to poor performance in the terms tests translating to poor performance in the KCPE exams.

Those who perform poorly either go very low performing secondary schools or drop out of school. Most of the drop outs are engaged in child labour. Worse still others resort to anti social behaviors such as prostitution thuggery and drug abuse. Early marriage especially among the girls in the area is rampant.

No research has been carried out in the area to find out the causes of poor performance but it could be due to poverty, large enrolment due to free primary education and ignorance among parents.

### **1.3 Purpose**

The purpose of the study was to describe the effect of school feeding programmes on academic performance of pupils in Siongiroi Division Bomet District, Kenya.

### **1.4 Objectives**

1. To find out the available feeding programmes in schools
2. To determine the type of food provided to the pupils
3. To determine pupils' and teacher's attitudes towards the feeding programmes.
4. To determine the effect of school feeding programmes on pupils academic performance.

### **1.5 Hypotheses**

Feeding programmes have significant impact on pupil's academic performance.

### **1.6 Research Questions**

1. What are the available feeding programmes in school?

2. What are the types of food provided to the pupils?
3. What are the pupil's attitudes towards the feeding programmes?
4. What are the effects of feeding programmes on pupil's academic performance?

### **1.7 Scope**

The study covered some private and public school within the educational boundaries of Siongiroi Zone in Siongiroi District Kenya.

The study focused studying the available feeding programmes in schools, pupils attitudes towards feeding programmes, type of food provided to pupils and the effects of school feeding programmes on pupils' academic performance.

The study was carried out as from May to August, 2009

### **1.8 Significance of the Study**

Firstly it is hoped that the findings will assist the school administrators and other stake holders to pinpoint factors hindering good performance and hence take appropriate measures.

Secondly, it expected that the findings will assist the government in formulating educational policies and in allotting funds to schools.

Thirdly, the findings will proof or valid the already existing truth from other researchers.

Furthermore the findings will assist the Non Governmental Organizations when proposing for donors who assist schools.

Finally the findings will assist the school communities (SMC) to sensitize parents on ways of improving academic performance in their respective schools.

### **1.9 Limitations**

Siongiroi zone is situated in remote parts of Bomet district. Many schools were not accessed to the available few dry-weather roads. The researcher was forced to trek long distances. On many occasions motor bikes were hired to enable the researcher reach some schools for the purpose of dispatching questionnaires. It led to financial constraints.

The use of questionnaires were really challenging both to the respondents and the researcher. Respondents commented that they needed explanations to answer some questions. The researcher therefore got unsatisfying or contradicting data. There was much delay in the submission of questionnaires to the researcher.

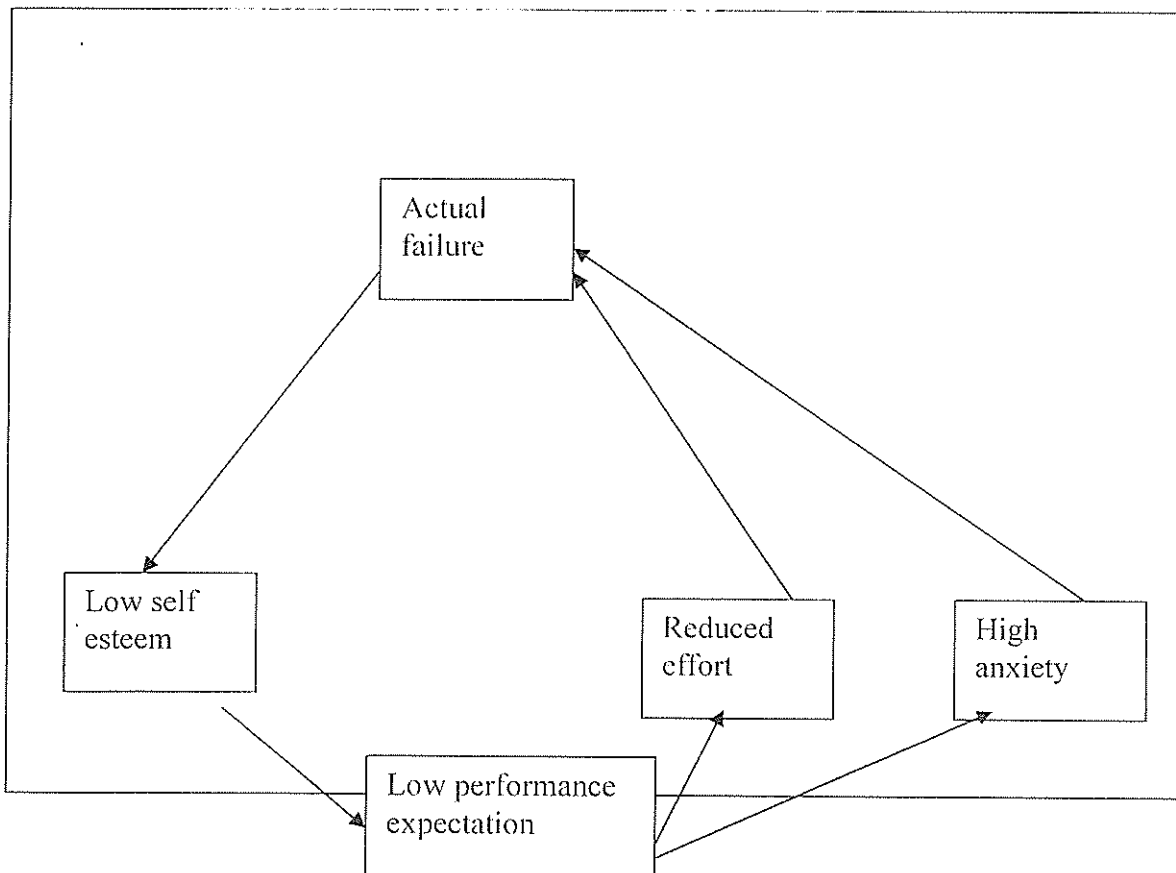
## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2:0 Introductions

This section discussed the following headings thus; available feeding programmes in schools, types of food provided to children, pupils attitudes towards school feeding programmes and the effect of school feeding programmes on academic performance.

#### 2.1 Conceptual Framework



(From Robert S. Feldman [2003] power learning)

Figure 1 shows that low self esteem can produce a cycle of failure in which low self esteem leads to low expectations, reduced efforts, elevated anxiety, poor performance and finally, an affirmation of low self esteem that began the cycle in the first place. It support the fact that poor feeding among the pupils leads to low self esteem and hence poor performance.

## **2.2 Available Feeding Programmes in School**

Many students in Kenya eat one meal or less daily. Based on WHO's minimum requirement for basic nutrition, we serve Kenyan school Kids a lunch which consists of maize (corn) and this is known as "githeri" and is a staple part of a Kenyan diet. Started with one school in response to a severe drought that Kenya was experiencing in 2002, the program has grown to include 32 schools and approximately 18,000 students fed daily.

It is almost impossible for a student to develop creativity, understanding and knowledge without eating daily. We've watched first scores rise and retention rates soar since introducing foods into these schools.

In the periphery of Wajir Town women were braving the hot sun to excavate nearby quarry to earn Shs 100. Their children join them in their daily search for means of livelihood as hunger bites.

An assessment by international aid groups in the region indicated that malnutrition among children is above the WHO threshold peaking at 23 per cent.

From Danyere in Garissa to Dandu on the border district of Mandera, people were hungry and schools were likely to stay without any pupils. In the previous years, the supplementary feeding in primary schools retained thousands of children. Nationally 1. 5 million children who depend on school feeding programs were staring hunger in the face [Daily Nation, Tuesday January. 20 2009].

There are other school feeding programmes in Kenya especially in arid and semi-arid areas of Baringo, West Pokot, Turkana and Bomet districts which are initiated by WFP. Other feeding programmes have been initiated by the school communities especially in early childhood classes and private schools.

### **2.3 Types of Food Provided To the Pupils**

Less than half the primary schools inspected had a breakfast club. Some schools used parental survey to scope the need for a breakfast club. Some LAS offered a free breakfast to all pupils, whilst others levied a nominal charge. To encourage attendance by families with more than one child, a tiered pricing incentive was in place in some schools. Breakfast clubs offered a variety of foods including cereals, toast, fruit juices, fresh fruit, yoghurts, milk, hot chocolate and tea. In addition, a few clubs regularly offered jam and cheese. Where less health items such as sugar-coated cereals were offered, staffs were advised to consider changes to foods which were in sugar and salt. As well as

enjoying the breakfast food, pupils liked to socialize with their peers and play games before the start of school milk in primary schools.

Milk continued to be provided in some primary schools at break times. It was often free of charge to pupils entitled to free school meals, while other pupils paid a nominal weekly or termly charge. Some school tuck shops also sold milk at break times. A few schools provided milk for pupils in primary one and primary two along with free fruits. In the majority of schools milk was available as part of a school lunch at least three times a week. It could be purchased separately or as part of a meal. Most schools offered plain and flavored varieties of semi skimmed milk. However, whole milk was still being provided in some schools inspected.

In most all primary schools, the provision of free fruits for pupils in p1 and p2 had been very well received. Some LAS had extended the provision of free fruit from three days a week to daily provision or to pupils at every stage. Schools offered a variety of whole, chopped and / dried fruit, as well as fruit juice. There were a few ongoing concerns about the quality of fruit provided. (<http://www.Schoolsandhealth.org/sites/ffe/needs20%assessment/pnaalo60pcfr>).

The school food regulations( 2007) state that where a maintained special school provided both primary and secondary education, a school lunch provided to junior pupils must comply with the requirements for primary schools; and a

school lunch provided to a senior pupil must comply with the requirements for secondary schools.

Schools can calculate values for the nutrient- based standards by taking into account the age distribution of the pupil, so only one analysis has to be carried out. The different nutritional requirements would then be met by varying the portion sizes served to different age groups.

#### **2.4 Pupils' and Teachers' Attitude towards the School Feeding Programmes**

School feeding programmes have proven particularly successful at increasing the number of girls attending classes. Girls who go to school marry later and have on average fifty percentages fewer children. Jamela who is supporting the Really Good school Dinner campaign went to Kenya recently to see for herself how much donated to WFP school feeding is spent ( <http://www.google.coke>). Jamela visited STARA School in Kibera, Africa's biggest slum and asked children there how they were benefiting from free meals provided by WFP.

The really good dinner campaign aims to raise funds for WFP School feeding programmes around the world.

During the week of 26<sup>th</sup> – 30<sup>th</sup> January 2009, English school children taking part in the initiative were pledging to empty their plates to fill that of a child in

the developing world. By giving just 10¢ each dinner time they will help WFP to provide nutritious school meals for children in countries like Kenya, Afghanistan and Cambodia.

There is an example of how this would be calculated in the technical notes section of the guide to introducing the government's food based and nutrient-based standards for school lunches. ([http://www.schoolfoodtrust.org.uk/content.asp?content\\_id=621](http://www.schoolfoodtrust.org.uk/content.asp?content_id=621)).

This study has been shaped by some very important assumptions about SFPs. Foremost among this is that the program has great appeal to a broad range of interest groups in the United States and abroad. In the United States, lay enthusiasm is for food for the peace program in general rather than for any of its specific components, whereas in research designs yield incontrovertibly negative findings.

A second assumption about developing countries SFPs is particularly enjoys popularity among the parents, planners and the politicians. Such appeal may make it difficult to discontinue SFPs all together or even significantly reduce support for them unless strong about SFPs concern a range of impacts they might exert. All students of the development process know that any planned intervention brings about a series of secondary changes, only some of which are foreseen. Robert Hanvey has noted that when a change is made within a system, there is no such thing.

## **2.5 Effects of School Feeding Programmes on Academic Performance**

Eating is a social activity and eating is along side other people helps the development of positive social skills and emotional well being Kate Beith et al (2005). The opportunity for children to interact with careers during feeding is very important as they get older and more independent, during meal time. Children learn to share, to help others, to use eating implements and to talk to one other.

Other aspects of development in feeding programmes have also been seen. For example learning concepts, such as “more” or “less”, “bit of” “a slice”, quarter of half and spoonful. It also helps in mathematics concepts for instance counting knives and forks. The pupils will also have a chance to see different sizes and different colours of implements. Ngaroga [2006] gave reasons in support of school feeding programmes that has to do with children’s welfare in schools.

These programmes help children who cannot afford lunch and have lunch and save time and energy spent when going home for lunch. It ensures parent’s involvement in the welfare of their children in schools, promote unity and understanding among children, promote a sense of belonging and enhance socialization. Further more it ensures a balanced diet for the children. There are many factors that could improve the quality of education in Kenya primary schools such as reducing population growth in Kenya so that the enrollment in

schools can be small, manageable and easier for provide for, improving school feeding programmes in every school in order to improve the health of children and introducing medical care so as to diagnose and treat diseases earlier.

A well balanced diet means that the food eaten provides all nutrients that the body needs. In the right quantities, Minam Beaver (2004), a balanced diet gives children the opportunity to choose food that they like and to test the new food.

Children are growing all the time, so they need a large amount of protein to help them grow. They are also using a lot of energy, so they need a lot of carbohydrates in the form of starch .In addition they will need adequate supplies of vitamins and minerals.

Talking to the parents and careers about food requirements is important for child care awake, especially when caring for a child from a cultural religious background different from your own. Religious restriction may affect the diet of the Hindus, silks, Muslim, Jews, Rastafarians and Seventh day Adventists.

Parents who care about the children will want to feed them well, to give them good food start in life. Child who is to grow in to a healthy adult needs a balanced diet. Children who eat a well balanced diet are more likely to, develop a strong, well, formed body hence a well formed and a good brain development, have energy to keep warm and active, therefore can concentrate in class, Pamela dinette (2000).

Healthy children therefore seldom misses lessons, grow their a full potential height (the height which their genes will allow) and maintain a suitable weight for their height and age.

When particular item in the diet are absent or in short supply deficiency illness called deficiency disease develop for example if vitamin A is absent or in a short, it will result in to a deficiency disease called night blindness, a situation where one is not able to see in a dim light. There is also reduced resistance to diseases, especially those affecting the skin. Night blindness will translate in to poor performance among the pupils who are not getting these vitamins.

An article by E. Kennedy and C. Davis reviews the history of the US department of Agriculture school Breakfast program (SBP) and provides a synthesis of factors influencing participation rates. Certain children are likely to participate than others, such as those in lower grades and those from low income households and African ,American, Hispanic and male students.

A few studies in the past 25 years have examined the effectiveness of the SBP in improving the diet and nutritional status of children. The overall pattern that SBP contributes to improved nutrient intake in program participants. Less attention has been devoted to assessing the effects of SBP on cognitive development. Some of the evidences reviewed here suggests that SBP significantly improves and tardiness. Future directions for research and

operation of SBP are discussed in the light of the changing dietary profile of American children (<http://www.ajcn.org/cgi/content/abstract07/4/798s>).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter shows the research design, area of study, study population sample size and technique, research instruments, procedure and data analysis techniques.

#### **3.1 Research Design**

This study employed a descriptive design. According to Nell J Salkind (1997) descriptive design described the character of an existing situation. This method provided a broad picture of phenomenon you must be interested in exploring. It used simple survey or poll for the purpose of describing attitudes, beliefs and behaviors of a population. It is a method that enables one to collect data from large numbers of subjects at a particular time, Ciilican (1994) and Kothari (1985). Thereafter comparisons and correlations were made when analyzing the data.

#### **3.2 Area of Study**

This study was carried out in Siongiroi Zone, Siongiroi Division in Bomet District. The Zone has twenty (20) primary schools. There were fifteen public schools and five private schools.

The area is highly populated and more than 64% of the people are living below the poverty line. Many people depend on farming for a livelihood despite the semi-arid conditions in the area. Consequently most of the people eat one meal per day. Typical drop out rate in the elementary schools in the area is 40-50 percent. The vast majority of pupils quit school after primary eight when free education ends. The researcher selected respondents to give light on their views concerning the high drop out and poor performance in their schools.

### **3.3 Study Population**

The respondents of the study were pupils, teachers, and head teachers. The pupils, teachers and the administrators [head teachers] gave information on the available feeding programmes in schools, type of food provided and teacher's and pupils' attitudes towards the feeding programme.

### **3.4 Sample size and Sampling Technique**

The sample size of the respondents was 108. This was made up of 12 head teachers, 48 pupils, and 48 teachers. Simple random technique was used to select the 12 schools. This type was useful in that it ensured that all schools stand equal chances of being picked.

To arrive at the 12 schools, the schools in each category private and public were given numbers. Small papers were then to be printed to represent the schools. The papers were then put in two separate boxes. One box was for

private schools and another one for public schools. Three papers were randomly picked from the private category to represent other schools. Nine papers were picked from the public category box to represent other public schools.

From the selected schools four teachers were selected. Two teachers were from class one-three to represent teachers of early childhood. Other two teachers were those teaching upper primary (class 4-8) to represent teachers handling children of late and early adolescence out of the four teachers, two were long serviced teachers and two were those having short teaching experience.

Four pupils were selected from each school. Two boys and two girls were selected randomly to be gender balanced and to give each child a chance of being picked.

### **3.5 Instruments**

The researcher utilized questionnaires to collect information from pupils, teachers and administrators. All those questions were close ended requiring the respondents to tick where it applied. They were reliable since the information or data collected was kept for analysis.

### **3.6 Procedure**

Researcher was assigned supervisor during session three of year two, December 2008 after which research title, purpose research objectives and questions were approved. The supervisor was then given a go- a head to continue in the other section of research proposal.

Early January 2009, remaining part of chapter one was completed and the researcher embarked on chapter two, literature review. The researcher visited libraries, websites and other educational centre to get relevant information.

The then researcher wrote methodology and compiled the proposal ready for approval after which introductory letter from the head of department (IODL) was obtained.

The researcher took the letter to the AEO Siongiroi Division who recommended for further assistance in the schools. Questionnaires were then delivered to the selected schools by the researcher At the same time sampling of respondents was made and their questionnaires filled.

Towards July, 2009, data collection was completed. Data organization and analysis took about two weeks. The report was written, bound and be submitted to the supervisor in the first week of August, 2009.

### **3.7 Data analysis techniques**

Descriptive and inferential techniques were used to analyze the data. Primary data obtained through the use of questionnaire was analyzed manually and frequencies and percentages were used to describe the profile of the respondents.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter shows data description, available feeding programmes in schools, the types of food provided to pupils, pupils' and teachers' attitude towards the feeding programmes and the effect of school feeding programmes on pupils' academic performance.

#### **4.1 Data Description**

Questionnaires were administered to males and females; teachers, head teachers and pupils of both private and public schools. The descriptions of the respondents are summarized in tables 4.1, 4.2 and 4.3.

##### **4.1.1 Description of Data According to Gender**

The researcher administered questionnaires to both male and female who were involved in giving their views on the developed question, as shown in table 4.1.

**Table 4.1: Description of respondents according to gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Males	59	55
Females	48	45
Total	107	100

Table 4.1 shows that males were 59 (55%) and females were 48 (45%). It therefore implies that there were slightly more male respondents than were female respondents.

#### **4.1.2 Description of Respondents According to Position**

Questionnaires were administered to pupils, teachers and head teachers as summarized in table 4.2.

**Table 4.2: Description of data according to position in school**

<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
Pupils	48	48
Teachers	48	45
Head teachers	11	10
Total	107	100

Table 4.2 shows that the respondents comprised of 48 (45%) pupils, 48 (45%) teachers and 11 (10%) head teachers.

#### **4.1.3 Description of Data According to Nature of School**

The researcher administered questionnaires to respondents in both private and public schools in the zone since they both determine the general performance.

Table 4.3 shows description of data according to nature of school.

**Table 4.3: Data according to the nature of school**

Nature of school	Frequency	Percentage
Private	27	25
Public	80	75
Total	107	100

Table 5.3 shows that majority (75%) of the respondents were drawn from public school while only 25 (25%) respondents were from private schools. The ratio was worth because there were more public schools than private schools in the zone.

#### **4.2 The Available Feeding Programmes in Schools**

There are various types of feeding programmes available in schools such as supper, break fast and lunch. The researcher was eager to know the specific programmes in various schools selected. In that respect respondents were asked to tick the meals that were provided in their schools from the alternatives given. Results of their responses were analyzed and summarized in table 4.4.

**Table 4.4: The available feeding programmes in schools**

Feeding programmes	Frequency	Percentage
Lunch	27	25
Supper	20	14
Breakfast	19	13
None	70	48
Total	146	100

Table 4.4 shows that 48% of the respondents did not have any feeding programme in their schools. Only 25% claimed that they had lunch only. The lunch was provided by few public schools and all the private schools. A very small percentage (14% and 13%) said that they had both supper and breakfast respectively. Supper and breakfast was provided in boarding primary schools only. It therefore means that school feeding programmes had not taken roots in the zone despite its foreseen advantages.

### **4.3 Types of Food Provided to Pupils**

There are various types of foods which are normally provided to pupils in the zone. The most common ones are “ugali”, vegetables and “githeri”. These are types of food which are cheap and readily available. However, in the questionnaires the researcher added more alternatives like milk, meat, porridge

and fruits. Respondents were asked to tick all that was provided in their school. The summary of the findings is shown in table 4.5.

**Table 4.5: Types of food provided to pupils**

Category of food	Frequency	Percentage
Githeri	24	12
Ugali	27	13
Porridge	19	10
Fruit	19	10
Milk	7	4
Meat	7	4
Vegetables	25	11
None	75	36
Total	201	100

As shown in table 4.5, it is very clear that among the schools that had feeding programmes, “ugali” was the most common (13%) type of food provided to pupils. It was followed very closely by “githeri” (12%). It is evident that vegetables (11%) were commonly used. It was assumed that the vegetables are eaten with “ugali”. Fruit and porridge were a little less provided in schools (10%). Milk and meat (4%) were equally provided to pupils rarely. The

remaining (36%) shows that a good number of schools missed some of the foods in their daily menu.

#### **4.4 Pupils' and Teachers' Attitudes towards the School Feeding Programmes**

In this study, the researcher was eager to know the feelings and beliefs of the respondents that would determine their attitudes in the school feeding programmes. It was assumed that the respondents would have different views and they were asked to comment on the feeding programmes by ticking what was appropriate in the alternatives developed. Their responses are summarized in table 4.6.

**Table 4.6: Pupils and teachers' attitudes towards the school feeding programmes**

<b>Comments</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	7	7
Good	17	16
Fair	16	15
Poor	-	-
Very poor	-	-
None	66	62
Total	106	100

Table 4.6 shows that 38% of the respondents commented on the feeding programmes in their school. A good number (62%) did not comment anything may be because they did not have any feeding programmes in their schools. However, it is assumed that some respondents commented on the feeding programmes in their schools if it was there. The table further shows that 7% said that the feeding programmes they had were very good. Those who said that it was just good were 16% and 15% said that it was fair. There were no poor and 'very poor' responses. It therefore means that the feeding programmes were generally good.

#### **4.5 The Effects of school Feeding Programmes on Pupils Academic performance**

The researcher wanted to know the effect of school feeding programmes on pupil's academic performance. Survey was therefore made by use of questionnaires in assumption that different respondents would have diverse views. Alternatives were developed and respondents were asked to tick their appropriate views. Their responses are summarized in table 4.7.

**Table 4.7: The effect of school feeding programmes on pupil's academic performance**

Responses	Frequency	Percentage
Does not help at all	3	3
Helps a lot	72	67
Not sure	20	19
Helps very little	12	11
Total	107	100

The question was responded to by those who had and those who did not have feeding programmes. Majority (67%) said that feeding programmes helps a lot in pupils learning hence in academic performance. As clearly shown, 19% said that they were not sure. The researcher assumed that there were those who know very little about feeding programmes. Only 11% said that it helps very little. About 3% said that feeding programmes did not help at all. It is therefore undoubly that school feeding programmes boosts academic performance. Besides being important for proper physical development they are also important in cognitive development which concur with Pamela Dinette (2000) statement that children who eat a well balanced diet are more likely to develop a strong well formed body, hence a well formed and a good brain development. The programmes are also important in eradicating mal-nutrition deficiency

diseases like night blindness that would otherwise hinder vision necessary for learning among the pupils.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter shows summary of major findings, conclusions and recommendations. The area of further research is also suggested.

#### **5.1 Summary of Major Findings**

The main objectives of the study were to find out the available feeding programmes in schools, to determine the type of food provided to pupils, to determine pupils' and teachers' attitudes towards the school feeding programmes and to determine the effect of school feeding programmes in pupils' academic performance.

It was found that the policy of school feeding programmes had reached some depths. It was established that 25% of the schools studied provided lunch to the pupils. Few schools (14% and 13%) provided supper and breakfast respectively. Over 48% of the schools studied did not have any feeding programmes.

The study also found out that Ugali was the commonest (13%) type provided to pupils. This was followed closely by githeri (12%). Porridge and first scored the same percentage (10%). Milk and meat were equally rarely provided in the

school (4%) vegetables followed (11%). It was found that 36% of the schools did not provide any of the food stuffs.

Pertaining the pupils and teachers attitudes towards the school feeding programmes only (38%) commented on feeding programmes in their schools. A total of 23% had positive attitude, 15% had fair attitude. None had negative attitude.

On the effect of school feeding programmes on pupil's academic performance the study clearly showed that majority (57%) of the teachers and pupils said that school feeding programmes help a lot in pupils learning. Only 18% were not sure. Those who said that it helps very little were 11%. Minority (3%) said that it does not help at all.

## **5.2 Conclusion**

Basing on the findings of this study it was concluded that majority of the schools studied did not have any feeding programmes. It is also implied that pupils were provided with the most common types of food like "Ugali", "githeri" and vegetables. Majority of pupils and teachers had positive attitudes towards the school feeding programmes. It was finally concluded that school feeding programmes significantly affect pupil's academic performance.

### **5.3 Recommendations**

From the findings of the study it was found that only a few schools had school feeding programmes. The few schools that had the programmes provided some kind of food monotonously to pupils. It was found that majority of the schools had positive attitudes towards the feeding programmes. It was further established that school feeding programmes has positive effects on pupil's academic performance.

As per the study, the researcher would like to make the following recommendations. First, the government should make school feeding programme work effectively in schools. This can be done by making school feeding programmes one of the major fort heads in the Free Primary Education, allocation of funds. This will ensure that all schools have feeding programmes. This will not only achieve the Millennium Development Goals (MDG) of school feeding programmes but also improve the pupils' academic performance.

Concerning the type of food provided to pupil's schools should be sensitized on the provision of varieties of food to pupils because balanced diet is essential for proper physical and cognitive development of children. The community should be encouraged to grow varieties of crops like fruits and bananas so that they are easily assessed by schools.

Non Governmental Organizations in the area should strive to teach the community in the zone on the modern methods of farming to check effects of occasional bad weather conditions.

The researcher further recommends that school stakeholders should be sensitized on the effects of school feeding programmes on academic performance. This can be done by organizing seminars and workshops where parents and teachers are encouraged to feed pupils. Trips can be organized so that they can visit schools where the programmes have been effected.

#### **5.4 Areas of Further Research**

Further research can be conducted to investigate the impact of absenteeism on pupil's academic performance.

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## APPENDICES

### APPENDIX I: TRANSMITAL LETTER

#### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... CHEMUTAI EVELYNE

REG. #..... BED /14 899 /62 /DF

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

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

SCHOOL FEEDING PROGRAMMES AND  
ACADEMIC PERFORMANCE OF PUPILS IN  
SIONGIROI ZONE, SIONGIROI DIVISION, BOMET  
DISTRICT, KENYA

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

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

Yours Faithfully,



MUHWEZI JOSEPH  
HEAD-IN-SERVICE

## APPENDIX II: QUESTIONNAIRE

- Do not write your name anywhere in this questionnaire.
- Answer all questions sincerely;
- Tick all that applies

1) What is your sex?

Male ☐

Female ☐

2) What is the type of your school?

Day ☐

Boarding ☐

Mixed ☐

Single ☐

Private ☐

Public ☐

3) What is the status of your parents?

Poor ☐

Rich ☐

Middle Class ☐

Very Rich ☐

Very Poor ☐

4) What is your position in the school?

Pupil

☐

Teacher

☐

H/Teacher

☐

5) What type of meals are provided in your school?

Lunch

☐

Supper

☐

Breakfast

☐

None

☐

6[a] what type of food is normally provided at school?

Githeri

☐

Ugali

☐

Porridge

☐

Fruit

☐

Milk

Meat

☐

Vegetables

☐

None

☐

[b] What is the amount provided to pupils at school?

Little

☐

Very Little

☐

Just Enough

☐

More Than Enough

☐

None

☐

7) Comment on the feeding programme in your school.

Very Good

☐

Good

☐

Fair

☐

Poor Very Poor

☐

None

☐

8) How are feeding programmes important in pupils' learning?

It does not help at all

☐

It helps a lot

☐

Am not sure

☐

It helps very little

☐

***THANK YOU***