

**SCHOOL FEEDING ON PUPILS' ATTENDANCE AND ACADEMIC
PERFORMANCE IN SELECTED PRIMARY
SCHOOLS IN IJARA DISTRICT,
KENYA.**

A thesis

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Master of Arts in Education Management and
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Mohamed Abdi Haji
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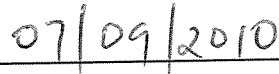
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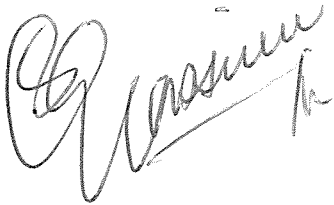
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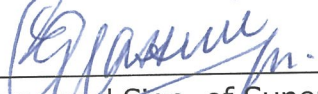
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APPROVAL SHEET

This dissertation entitled "**School Feeding on Pupils' Attendance and Academic Performance in Selected Primary Schools in Ijara District. Kenya**" prepared and submitted by **Mohamed Abdi Haji** in partial fulfillment of the requirements for the degree of **Master of Arts in Education Administration and Management** has been examined and approved by the panel on oral examination with a grade of PASSED.


Name and Sign. of Chairman

SEKABIRA KASSIM




Name and Sign. of Supervisor

KIGGUNDU ZAHARAH FARIDAH



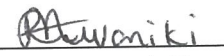
Name and Sign. of Panelist

EDABU PAUL

 8/09/2010

Name and Sign. of Panelist

Dr. Mwaniki Raelan



Name and Sign. of Panelist

Date of Comprehensive Examination: _____

Grade: _____

Name and Sign. of Director, SPGSR

Name and Sign. of DVC, SPGSR

DEDICATION

This work is dedicated to my loving parents and family for their generous support and prayers. I also dedicate this work to my twin sons. Their smile kept me going!

ACKNOWLEDGEMENT

I am heartily thankful to my supervisor Sekabira Kassim, whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of the subject.

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Lastly I offer regards and blessings to all of those who supported me in any respect during the completion of this thesis.

ABSTRACT

The purpose of this study was to establish the extent to which school feeding enhances students' attendance and performance in selected primary schools in Ijara district, Kenya. Specifically, the study wanted to establish the relation of feeding program on both attendance and performance of students and to establish the level of involvement of PTA in school feeding of selected primary schools in Ijara district, Kenya. The study was correlational in nature based on quantitative approach involving twenty head teachers and fifty parents who were selected from two education zones using purposive sampling. Primary data were collected using researcher made questionnaires and analysed by summary statistics (e.g. Mean and standard deviations), Analysis of Variance (ANOVA) and Pearson Linear Co-efficient. The study found significant relationship between school feeding and students' attendance and performance, as well as a positive relationship between PTA involvement and success of school feeding. This led to conclusions that provision of meals to students at school, significantly increases their attendance, students who are fed adequately are likely to perform better than those who are not and that participation of parents in school feeding leads to its success. It was therefore recommended that provision of meals to students at school, should be increased in order to improve students attendance and performance, Meals should be provided regularly and in adequate quantities to students to attract them to attend classes, and the skills and capacity of parents in Ijara district should be enhanced to initiate a school-based feeding program.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Introduction

As well as providing vital nourishment, school meals act as a safety net for poor families and also help keep children in school. Among the poor, there is often not enough food at home, and most schools in developing countries lack canteens or cafeterias. School meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons. In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. In the poorest parts of the world, school meal programmes can double primary school enrolment in one year. Among the key beneficiaries are girls, who otherwise may never be given the opportunity to learn. However an unanswered question still exist, does school Feeding enhance students' attendance and academic performance in Ijara District? This study set out to explore the relation of school feeding on students' attendance and academic performance.

Background of the Study

Historically, following stagnation in the rate of school enrolment and a high drop out rate of learners in primary and secondary schools in developing countries during the second half of the 19th century, the world's leading advocate and charitable organisation for children (UNICEF) together with the World food programme instituted a school feeding programme in World poor countries as an intervention strategy to address the problem. This programme which involve over 70 countries covers close to half of sub-Saharan African countries. Among the countries that benefits from the programme in Africa are Ghana, Kenya, Uganda, Zambia, Malawi DRC, Cameroon, and Ethiopia, (World Food Programme, 2009).

Under the arrangement, the World Food Programme (WFP) is increasingly lending its weight to the global fight against poverty, making the provision of a daily meal an integral part of a new campaign at increasing school enrolment and ensuring that the world's undernourished children are educated. Among the poor, there is often not enough food at home and children commonly go to school on an empty stomach, making it difficult for them to concentrate on their lessons or participate in activities.

In Kenya, schools in arid regions- where food security is not assured- have a paltry percentage enrolment compared to the national enrolment rate. With the arid regions suffering the country's lowest primary education enrolment, only about 20% of children entering primary school complete all the grades (MOE and WFP 2000). Extreme poverty,

coupled with effects of drought and poor health, mean that many parents can not afford to send their children to school. This results into high drop out and non attendance rate. At the peak of the drought season, many rural schools are forced to close when large numbers of students fail to attend. Contributing to this is the poverty of the parents many of whom use their little resources to survive and could no longer afford to meet the cost of sending their children to school. Another factor that comes to the fore is the migration of families away from their home areas in search of relief assistance. The primary objective of the school feeding program is to stabilize school attendance in areas where hunger and illness often prevent children from going to school. The program ensures that children, when in school, concentrate on classes. Their performance improves when they're not learning on an empty stomach. It focuses on ensuring that children go to school and remain there. In Kenya and throughout Africa, school feeding has had a proven impact on attendance rates, (WFP, 2009). School feeding first provides a strong motivation for parents to get their children into schools, then it acts as a magnet to keep children in school. Finally, the program acts as a remedy to health problems, and lowers malnutrition risks for the most vulnerable children. Poor nutrition and poor health among school children in developing countries can make it even more difficult for them to succeed in their countries' educational systems. Children who don't get enough to eat have lower productivity levels, repeat grades, and even drop out of school. Food programs in these schools are essential to help children learn, by giving them the nourishment they need to concentrate. Often, lunches provided by schools are the only meals students receive on a daily basis.

Theoretically, the study is based Martin Ford (1998) theory of motivation which stipulates that, there are biological, social and environmental contexts of an individual that are crucial for development and can also influence human actions. On the basis of this theory it is assumed that attendance and performance of students is dependent on school feeding. The main concepts in this study are school feeding programme (independent variable), students' attendance and academic performance, (dependent variable). School feeding is conceptualised as an arrangement by stakeholders in the school to provide scheduled meals to students during the course of the term. The concept is further conceptualised in terms of food availability and quality. Student attendance is conceptualised in terms of attendance pattern; general enrolment; drop out rate and transition rate while students' performance is measured by students mean score in assessment; performance trend; performance rate and literacy rate.

Statement of the Problem

Academic performance and attendance of students in Ijara district has been reported to be low (MOE, 2000). Indeed the report indicated that during the drought period (which is a recurrent phenomenon in the area), 70% of the primary schools in Ijara are forced to close when large numbers of students fail to attend. Whereas the report appreciates the fact that basic education is probably the single most effective means to boost ailing economies, increase opportunities for productive employment and create literate, self-reliant and healthy societies, a UNICEF 2008

report indicates that this excludes children from Arid regions such as Ijara District, as their attendance and satisfactory performance in schools are hampered by hunger and malnutrition. Consequently, according to this report, primary schools in Ijara register less than 50% in enrolment and scores in academic performance.

A survey carried out by Kenya National Examination Council in 2008 also shows that an average of 41% of pupils miss class in a term during the drought period and ultimately score low in academic activities. While there could be several contributory factors to the low attendance and performance of students, school feeding seems to play a major role (Kent, G. 2007). Hence there is a need to examine the extent to which school feeding enhances school attendance and performance of students in selected schools in Ijara District- Kenya.

Purpose of the Study

The purpose of the study was to establish the extent to which school feeding enhances students' performance and attendance in selected primary schools in Ijara district Kenya.

Research objectives

The objectives of this study are:

1. To determine the extent to which school feeding enhances students' attendance in selected primary schools in Ijara District.
2. To determine the extent to which school feeding enhances students' performance in selected primary schools in Ijara District.
3. Establish the level of involvement of PTA in school feeding.

Research Questions

1. To what extent does school feeding enhance students' attendance in selected primary schools in Ijara District
2. To what extent does school feeding enhance students' performance in selected primary schools in Ijara District
3. To what extent is the PTA involved in school feeding

Hypotheses

Research hypotheses of the study were:

1. School feeding has a significant relationship on the Attendance of students in Ijara District.
2. School feeding has a significant relationship on the performance of students in Ijara District.
3. PTA involvement has a positive correlation with success of school feeding.

Scope

This study was conducted in Ijara District. A total of 20 schools were sampled from two of the four educational zones in the district. The sample included schools under the school feeding programme. The study was limited to the aspects of school feeding, student attendance and performance.

Significance of the study

The findings of this study are intended to help government in improving school feeding programme policy in the education sector so as to achieve Education for All.

It will also encourage the Parent Teachers Association (PTA) to initiate and participate in planning of school feeding programme in their schools through community support plans so as to boost enrolment and raise performance levels of their children.

It is also expected that the study findings will assist donor agencies and other partners to adopt best practices and guiding principles for school feeding.

It will encourage community participation in Education and the school feeding programme through PTA's, and School Infrastructure Improvement Projects.

It will also influence policy makers to target all schools in a geographical area as opposed to individual schools in order to avoid potential political issues and inter-school shifts in enrolment.

Operational definition and description of Key terms

School Feeding Program (SFP):	Plan for Primary schools in collaboration with the government and parents to provide meals to students at the time they are at school according to schedule.
Attendance:	Physical presence and participation of students in school activities both within and outside the classroom
Performance:	Student's score in the assessment tests and exams
Parent Teachers Association (PTA):	An association of parents and teachers meant to encourage students' school attendance and to ensure success of feeding programme

The frame work in Figure 1 depict school feeding conceptualised in terms of food availability, food quality, regular and adequate meals as well as the health status of the students. The school feeding program is conceptualised to have a relationship with students' attendance and performance. Further more, the conceptual framework shows that there are moderating/ intervening factors such as availability of teaching learning resources, students study attitude and general discipline at school.

School feeding embraces food quality which is the Value characteristics of food that is acceptable to consumers/users, (Potter and Hotchkiss 1995). This includes external factors as appearance (size, shape, colour, gloss, and consistency), texture, and flavour; factors such as grade standards (e.g. of eggs) and internal (chemical, physical, microbial). Food quality is an important food manufacturing requirement, because food consumers are susceptible to any form of contamination that may occur during the manufacturing process. Food availability in school is considered essential for adequate learning of children. it is becoming evident that studies move on well when children have received adequate as well as balances food during the officially scheduled time for eating at school. However, Brown (2008) opines that even if availability and access of food is satisfactory, the biological absorption of food is related to the consumption of clean water. It has been also argued that regular and adequate supply of food is a major determinant of the health status of students at school (Brown 2008). Comparatively in the researcher's opinion; students who study from schools that provide regular and adequate quality food tend to achieve highly.

Attendance accounts for the person's availability when an act is being performed or is taking place, (Biege, 2000). School and class attendance depends on a number of factors. But it is also important to note that the presence or attendance is for the purpose when the learner is motivated both physically and mentally. Food is a great physical motivator for learning and the food substance works on the mental motivation. According to Potter and Hotchkiss (1995), the food nutrients in food eaten, determine the concentration level of people doing economic activities.

Academic performance which is the second dependent variable in this study is what determines success and how well a student meets standards set out by education authorities and the institution itself (Kirk, A. J. 2000). Academic performance was traditionally gauged on the basis of students score in exams and progressive assessment in terms of test. However, today research has found that success or academic achievement can take other dimensions such as the number of times attended, general discipline of students and a student's participation in sharing views during the lesson.

Theoretical Perspectives

Martin Ford's motivational systems theory (MST), a direct offspring or subset of Sigmund Freud's theory focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. MST attempts to

describe the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides (Pintrich and Schunk, 1996). Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

$$\text{Achievement} = (\text{Motivation} \times \text{Skill}) \times \text{Responsive Environment}$$

Biological Structure

The formula proposes that actual "achievement and competence are the results of a motivated, skillful, and biologically capable person interacting with a responsive environment" (Ford, 1992, p.70). The motivational systems theory does not attempt to replace or supersede any of the existing theories. Instead, it attempts to organize the various motivational constructs from different theories into one model. The main constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behavior episode, there are four major prerequisites for effective functioning:

- The person must have the *motivation* needed to initiate and maintain the activity until the goal directing the episode is attained.
- The person must have the *skill* necessary to construct and execute a pattern of activity that will produce the desired result.
- The person's *biological structure* and functioning must be able to support the operation of the motivation and skill components.
- The person must have the cooperation of a *responsive environment* that will facilitate progress towards the goal (Ford, 1992).

As seen above, motivation is an interactive construct representing the direction a person is going (attendance); the emotional energy and affective experience supporting or inhibiting movement in that direction (School feeding) and the expectancies that a person has about reaching their destination or achieving their goals (performance). This model therefore attempts to provide a comprehensive theory of motivation and proposes that actual achievement and competence are the results of a motivated, skilful, and biologically capable person interacting within a responsive environment. On the basis of this theory the study proposes that students' attendance and performance may be explained by school feeding.

Related Literature

School Feeding and students' attendance

"There are approximately 300 million chronically hungry children in the world. One hundred million of them do not attend school, and two thirds of those not attending school are girls. World Food Programme's school feeding formula is simple: food attracts hungry children to school, and education broadens their options, helping to lift them out of poverty."
–World Food Programme.

School feeding programs have been used in many parts of the world for a number of years, with varying success. Bennet (2003) observed that throughout the developing world, these programs often occur through large organisations in collaboration with national

governments and non-governmental organisations. He further intimated that the largest provider is the UN world food program (WFP), which operates in over 80 countries. It is also noteworthy to mention that numerous other agencies and NGOs operate school feeding program at the national, regional and local level.

Lambers, W. (2009) submitted that the primary assumption of school feeding programs is based on the notion that education and learning depend on good nutrition. Ample evidence exists to support this assumption as it is also shared by Bureau of International Labor Affairs, (2006). However, Kent et al opined that in designing and implementing a school feeding program, a number of options are available, depending on the primary and secondary objectives of the program. In this regard Kent et al noted that these programs can range from simple snack provision (usually in the form of fortified biscuits) to breakfast or lunch programs, to take-home rations. Often, these programs operate in conjunction with other health and nutrition initiatives to increase their success and impact. WFP (2001) report indicated that a number of categories of SFPs exist, linked to primary objectives of the program which include the following.

1. Increase enrolment and attendance and/or decrease gender disparity.
2. Alleviate short-term hunger, thereby increasing learning capacity.
3. Improve nutritional status, thereby increasing learning capacity.
4. Improve micronutrient status.

One successful method to ensuring that children attend school on a regular basis is through school feeding programs, Mehrotra, S. (1998). Many different organizations fund school feeding programs, among them

the World Food Programme and the World Bank. The idea of a school feeding program is that children are provided with meals at school with the expectation that they will attend school regularly. According to Bennet (2003), school feeding programs have proven a huge success because not only do the attendance rates increase, but in areas where food is scarce and malnutrition is extensive, the food that children are receiving at school can prove to be a critical source of nutrition, (Pintrich and Degroot, 1990). School meals have led to improved concentration and performance of children in school. Another aspect of school feeding programs is take home rations. When economic reasons, the need to care for the elderly or a family member suffering from HIV, or cultural beliefs keep a parent from sending their child (especially a female child) to school, these take home rations provide incentives to sending their children to school rather than to work.

School feeding programs have recently received renewed attention as a policy instrument for achieving the Millennium Development Goals of universal primary education and hunger reduction in developing countries, Cohn (2006). However, there is still debate among governments and donors about the impact of school feeding programs and whether they are cost-effective. New evidence from studies conducted the World Bank, in collaboration with the World Food Programme, indicates that well-designed school feeding programs may have broad impacts—on school attendance, school performance, cognitive development, the nutrition of preschool children, and the prevalence of anemia in adolescent girls. Epstein and Sanders (2002) agree that, though school feeding programme

improves students' attendance it has to work in association with other factors, since in its total isolation, it may not give the expected outcome.

Potter and Joseph (1999) intimated that a school feeding program involves much planning and careful consideration of a number of factors. Prior to designing a program, it is suggested to gather as much information as possible on the local community, as this will greatly impact the success of the project. In addition, collaboration with local and national governments, school officials, teachers, parents and students is vital throughout all stages of the project. Notably, Miller (1999) emphasized information on the following should be collected prior to the design.

Cultural Habit and Beliefs

Kent, G. (2007) opined that the cultural habits and beliefs of the community are vital to the success of the programs. He therefore advises that information on preferred time of day for meals, food preferences, and taboos (food, serving and preparation) should be collected and considered. In addition, gathering information on nutrition and food beliefs and practices will help determine any potential barriers and gaps in knowledge.

USAID (2006) report further noted that other cultural habits, practices and beliefs that may need to be examined include beliefs around the inclusion of females in school (especially if trying to increase female attendance) – use of children as labour during specific times of the year (such as harvest time); health practices (such as feeding a child less when they have

worms); and the value of education. The report acknowledged that if the program attempts to incorporate practices that are not culturally accepted, a great amount of sensitization and awareness raising may be required.

Available Resources

Both the USAID report (2006) and Kent (2007) indicated that the availability of resources is linked directly to the costs of operating the programs as well as influencing the design of the program. Information on local produce, meat and other food sources should be collected to assist with meal planning and program implementation. In addition, the report submitted that seasonal variations in food availability may impact the functioning of the program. Transportation of food may also need to be considered. Other resources to consider according to the report include storage and preparation facilities, water quality and quantity and sanitation. Information on available human resources should be gathered as well. The report intimated that a number of people will be required for food acquisition (or growing/harvesting), meal planning, food preparation, and clean up, as well as project management and operation. Involvement of school staff, parents, students and community members will be required for a successful program. In many instances, parents volunteers operate school feeding programs, (World Food Programme, 2001). While keeping costs down, such a spirit of cooperation, the report indicated has the added bonus of increasing community participation and creating a sense of ownership of the project.

Educational Resources and School Infrastructure

Kent (2007) submitted one final area of information relates to school infrastructure and the availability of educational resources. He opined if the main objective of a SFP is to decrease short-term hunger and thereby increase learning capacity, this will mean nothing if the school does not have adequate facilities and teaching resources. This implies that without text books and teaching materials, the children will have nothing to learn. If the teachers are inadequately trained, the quality of education received will be limited. Miller therefore advised that examining possible mitigating factors is necessary to implementing a successful school feeding program.

School Feeding– Kenyan context

MOE and WFP (2000) report indicated that a joint WFP/Ministry of Education school feeding program has been providing food assistance to pre-primary and primary schools in food insecure areas of Kenya since 1980. The report further shows that the program targets socio-economically disadvantaged and nutritionally vulnerable children, especially girls, in pre-primary and primary schools. The two parties undertake periodic reviews to assess the scope of the program and make recommendations on the level of operation based on the overall food security in the target areas. This is mainly in the semi arid areas where the program expands during the drought periods to cover the most vulnerable pockets, which are severely affected by the drought. This is commonly referred to as Expanded School Feeding Programme. Vulnerability assessments are carried out after the onset of the rains in

the targeted districts to find out the status of household food security. If the results are positive, the report indicated, the districts/divisions/schools are phased out of the program gradually in consultation with the government.

Students' attendance and Performance

One of the most common areas where classrooms practices of individual faculty members differ is the relationship between attendance and performance. Some faculty count attendance positively in grade determination, while others count the lack of attendance against the student's grade. Inherently most faculty probably believe that attendance is important in student success but most of us can provide only anecdotal evidence to support our belief.

Mehrotra (2000) carried out survey that measured the impact of time commitment by students to various course activities on the students' performance in the given class. The results were revealing. By far, the most valuable and important time commitment in a course was the time actually spent in the classroom. That time, the report indicated, was the most important determinant of student success and each unit of time (attendance) in the class itself provided, among all the class related activities, the greatest improvement in student performance. Thus the study concludes that the most productive time in any course (performance) is the time actually spent in the classroom (attendance).

Kang and Peter (1990) also carried out a research on attendance and performance. In this research (conducted with classes where attendance did not enter directly into student grade determination), the role of class attendance was statistically significant in explaining student grades in those classes. Specifically, this research demonstrated that the lack of attendance was statistically significant in explaining why a student received a D rather than an A, a B, or a C grade in a specific class. The statistical tests employed in this research found that regular class attendance was a significant determinant in minimizing a student's chance of receiving a D or an F. This study strongly suggests that regular class attendance can aid significantly by acting as an insurance policy in avoiding a D or an F grade in a given class. Another part of the discussion about attendance is the exploration of why students (choose to) miss classes in spite of the class benefits of attendance. Wyatt (1992) explored some of this territory. By using correlations and regression analysis, he was able to classify some of the issues. Wyatt opined that when he looked at the reasons students gave for missing classes that they liked, the three strongest correlations were parent's income (the lower the income, the more they missed class) time studying and their GPA.

Mwiria, (2005) intimated that in Kenya, attendance and performance of students is linked to the crucial role of nutrition in education. In his appraisal of the school feeding program in Kenya, Mwiria (2005) admits that school feeding acts as a catalyst for education for all. Attendance rates and student performance can increase significantly when food is available at home and in school. His research also showed that when a school meal is provided, (Kenyan experience) enrolments can be double

within a year and, in just two years time, produce up to 40% improvement in academic performance.

Parents and Teachers Association (PTA) involvement in the school feeding

Traditionally, parental involvement in education included contribution to their children's home-based activities (helping with home-work, encouraging children to read, and promoting school attendance) and school-based activities (attending Parent-Teachers' Association meetings, parent-teacher conferences, and participating in fun raising activities). WFP, (2000) explained that involvement of parents and families in decision making is often cited as one of the most important ways to improve school performance. Parental involvement makes an enormous impact on the student's attitude, attendance, and academic achievement and promotes better cooperation between parents and school. It also allows parents and teachers to combine efforts to help the children succeed in school.

Mwiria, (1995) identified seven areas of parental involvement in their children's school activities: parenting, communicating, volunteering, learning at home, providing food, decision-making, and collaborating with the community. We perceive that if parents are actively involved in these areas, there is likelihood that it will stimulate children's interest in school and positively influence academic achievement. Families and schools have worked together since the beginning of formalized schooling. However,

the nature and magnitude of the collaboration has evolved over the years (Epstein and Sanders, 2002). Initially, families maintained a high degree of control over schooling by controlling, hiring of teachers and apprenticeships in family businesses. By the middle of the 20th century, there was strict role separation between families and schools. Schools were responsible for academic topics, and families were responsible for moral, cultural, and religious education.

In addition, family and school responsibilities for education were sequential. That is, families were responsible for preparing their children with the necessary skills in the early years, and schools took over from there with little input from families. However, today, in the context of greater accountability and demands for children's achievement, schools and families have formed partnerships and share the responsibilities for children's education particularly through the association of parents and teachers. We believe that parental school involvement could be largely defined as consisting of the following activities: volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home, and attending school events, meetings of parent-teacher associations (PTAs), and parent-teacher conferences.

It is well established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional (Grolnick and Slowiaczek, 1994) and longitudinal (Miedel and Reynolds, 1999) studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children and adolescents. This is where the present study becomes

more imperative in the sense that for the Ghanaian school child to achieve a meaningful academic success parental involvement in pupils' home work becomes very crucial or key in pupils academic performance. It is therefore interesting to note that Parental school involvement is thought to decrease as children move to Junior and Senior high school, in part because parents might believe that they cannot assist with more challenging high school subjects. (Eccles and Harold, 1996). In spite of this challenge, few parents stop caring about or monitoring the academic progress of their children within the high school age and parental involvement continues to be an important predictor of school outcomes through adolescence.

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. Ministries and departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement.

Summary

The foregoing review has shown that education and learning depend on good nutrition. School feeding can serve as the key component in helping poor children get an educated start in life: one child, one meal, and one lesson at a time. Using food to attract poor children to school and to keep them there may seem like a surprisingly simple way to make an impact. But the various review studied have shown that a nutritious meal to a poor student today is key to helping him or her become a literate, self reliant adult tomorrow. The various reviews studied have also shown that student attendance in schools have significant impact on their performance and that school feeding program acts as a catalyst for regular attendance and satisfactory performance. It has also shown that parental involvement in school activities and programmes leads to success.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter sets out the methodology that was used to carry out this research. It discusses the research design that was used, the research population, sample and sampling procedure, research instruments, validity and reliability of instruments, data analysis, ethical consideration and limitations.

Research Design

The study followed a quantitative approach and employed descriptive correlation research design. The study was quantitative in that variables were measured and analyzed numerically (Amin, 2005). Correlation design was used because the study was interested in relating school feeding with attendance and performance of students. Data were collected on student attendance, student performance and PTA involvement in School Feeding.

Research Population

The target population of this study was all head teachers and parents of selected primary schools in Ijara District Kenya. The schools involved were government owned. There are a number of primary schools in Ijara district where the attendance and performance of students is unsatisfactory to all the stake holders.

Sample size

Table 1: Education zones and schools in Ijara district

Education Zones	Total number of schools
Masalani	15
Ijara	13
Sangailu	07
Hulugho	09

In ijara district, there are 4 Education zones with a total of 44 primary schools (Table 1). Masalani and Ijara Education zones with the highest number of schools were purposively selected. All the schools in the two zones were sampled. However eight of the twenty three schools in the two sampled zones registered very low response and thus were excluded from the study. A total of 20 head teachers were involved in the study. Fifty parents were also purposively sampled. The focus was on literate parents who were also members of school management and parents who were opinion leaders in the locality. Thus the total sample of the respondents was 70 including parents and head teachers.

Table 2: Description of data by respondent category

Categories of respondents	Number	Percentage
Head teachers	20	28.6
Parents	50	71.4
Total	70	100

Twenty head teachers and forty one parents returned the questionnaire. This made the total number of active respondents sixty one and which were used in the analysis.

Sampling procedure

In this study purposive sampling techniques were employed to select the sample. Out of the four education zones, two were purposively selected and all the primary schools in the zones considered for study. Head teachers of the selected schools automatically qualified to participate in the study, since each of the selected schools had one head and a total of twenty eight was required. Still, purposive sampling was used to select the fifty parents that took part in the study.

Research Instruments

Data was collected by use of researcher made questionnaire for both head teachers and parents in Ijara district. The questionnaire was made up of the main title, questions on the independent variable (school feeding program), conceptualised and operationalised in terms of food availability, quality of food, regular and adequate meals, health status of the students, among other components as well as items or questions on the level of parents' involvement in school feeding program. There were also questions on the two dependent variables (i.e. students' attendance and performance) which were also conceptualised and operationalised into different concepts as presented in appendix III.

Validity and reliability of instruments

Content validity of the researcher made Questionnaire was ensured through use of valid concepts and/or words measured by variables as cited in the literature and as indicated in the conceptual framework (Figure 1). The research supervisor also evaluated the relevance, wording and clarity of questions or items in the Instruments and a pilot study was also conducted in order to assess the clarity of the items in the instruments with a view to modify them and thus improve on quality. An index of at least 0.7 (70%) was used to determine content validity, (Amin 2005). Cronbach alpha was used to ensure reliability of the instrument, using SPSS.

Data Gathering Procedure

Questionnaires were distributed to the respondents in one to four days and followed for collection after one week. On their return, the researcher edited and entered them into the Special Package for Social Scientists (SPSS), for further processing and analysis.

Data Analysis

Data on completed researcher made questionnaire was edited, categorized, and entered into the computer (SPSS package) to summarize them, using simple and complex frequency Tables or cross-tabulations. The same package was used to analyze data further, by computing relative frequencies, means, standard deviations and other relevant

statistics at the univariate level. Finally, students' attendance and performance were correlated with the respective aspects of school feeding programme using t-test, Analysis of Variance (ANOVA) and Pearson's Linear Correlation Coefficient, as was deemed appropriate.

Ethical consideration

An attempt was made to seek permission from the Ministry of Education– Kenya (District Education Office, Ijara), to carry out the research. The researcher also got the consent of the respondents in the target population.

Limitations of the study

Eight of the sampled schools registered low response rate and were thus excluded from the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter presents data and analysis. The data was interpreted in line with study objectives and hypotheses. The chapter correlates the variables and tests hypotheses.

Measuring the dependent variables

The dependent variables in this study were attendance and performance of students in Ijara. Each was measured qualitatively using several items or questions in the questionnaire, as described below;

Students' attendance in Ijara

The first dependent variable in this study was students' attendance, measured by 16 questions or items in the question, with each question Likert scaled between one to five, where 1 was for Strongly disagree; 2 for disagree; 3 for neutral; 4 for agree and 5 for strongly agree. Their responses were analyzed using SPSS's version 13.0 summary statistics showing the mean and standard deviations (SD), as shown in Table 3;

Table 3: Mean and standard deviations for students' attendance in selected primary schools in Ijara

Indicators of attendance	Mean	SD
Attendance of students in your school is average	3.85	1.352
The general enrolment at your school is improving	3.59	1.430
The attendance pattern at your school is normal	2.44	1.373
Students drop-out from school due to lack of food	2.95	1.564
School registers minimal drop-out rate when it offers school meals to children	3.05	1.499
There is consistency of attendance by pupils in school when meals are provided	3.21	1.450
School attracts children due to school meal that is provided	2.90	1.338
The school has good transition rate	2.95	1.564
Many parents do not send their children to school due to lack of food both at school and home	3.85	1.352
School occasionally closes down due to non-attendance of large number of children	3.92	1.201
School meals act as a safety net for poor families and also help keep children in school.	3.61	1.417
Attendance rates increases significantly when food is available at school	3.85	1.364
School feeding can serve as the key component in helping poor children get an educated start in life	3.77	1.296
School feeding ensures that learning is not interrupted even in emergencies such as drought	3.48	1.246

In traditional cultures where girls are expected to stay home, school feeding often convinces parents to send their daughters to school	3.69	1.205
Provision of a school meal is an effective way of educating children	3.36	1.379

Mean school attendance ranged between 2.44 ± 1.373 and 3.92 ± 1.201 , (Table 3). Respondents rated high some aspects of attendance and others low as indicated in Table 3. Most of the respondents observed that students school attendance in their respective schools was at 3.85 ± 1.352 ; improvement in the general school attendance at 3.59 ± 1.430 ; lack of food both at home and at school was rated at 3.85 ± 1.352 and attendance rate increase significantly when food is available was rated at 3.85 ± 1.364 . while those rated low include attendance pattern at school being normal at 2.44 ± 1.373 and students dropout from school due to lack of food stood at 2.95 ± 1.564 .

Students' performance in Ijara

The second dependent variable in this study was performance of students, measured by seven items or questions in the questionnaire. Each question was Likert-scaled between one to five, where 1 was for strongly disagree; 2 for disagree; 3 for neutral; 4 for agree and 5 for strongly agree. Their responses were analyzed using SPSS version 13.0 summary statistics showing the means and standard deviations (SD), as indicated in Table 4;

Table 4: Mean and standard deviations for students' performance in selected primary schools in Ijara

Indicator of performance	Mean	SD
The performance trend of students in your school is normal	2.97	1.125
Nutrition plays a key role in learning	3.72	1.267
Food at school improves literacy rates	3.80	1.195
When school meal is provided, performance rates significantly increase	4.10	1.150
On a full stomach, a student is able to concentrate and learn	4.03	1.329
On an empty stomach, kids easily become distracted and have low concentration span	4.03	1.197
School feeding programme affects positively school mean-score	3.41	1.667

The mean students' performance in Ijara ranged between 2.97 \pm 1.125 and 4.10 \pm 1.150, (Table 4). Respondents rated high some aspects of students' performance and others low as indicated in Table 4. Most of the respondents observed that students' performance rates significantly increase when school meal is provided (4.10 \pm 1.150); students are able to concentrate and learn on a full stomach (4.03 \pm 1.329). While those rated low include whether performance trends of students in the school is normal (2.97 \pm 1.125) and that school feeding program affects positively school mean-score (3.41 \pm 1.667).

Description of the Independent variables

The independent variable in this study was school feeding program (SFP) and it was divided into two components; that is feeding and involvement of Parents Teachers Associations (PTA involvement). Each aspect of the independent variable was measured qualitatively using several items or questions in the questionnaire, as described below.

School Feeding in schools in Ijara

The first (and major) independent variable in this study was SFP, measured qualitatively using five items in the questionnaire. Each question was Likert-scaled between one to five, where 1 was for strongly disagree; 2 for disagree; 3 for neutral; 4 for agree and 5 for strongly agree. Their responses were analyzed using SPSS version 13.0 summary statistics showing the means and standard deviations (SD), as indicated in Table 5;

Table 5: Mean and standard deviations for respondents' ratings of the School Feeding Program in selected primary schools in Ijara

Indicator of school feeding programs	Mean	SD
School is covered under the school feeding programme	4.84	.583
School offers regular and adequate meals to students throughout the year	3.54	1.324
Your school give quality food to the student	4.21	1.380
The health status of the students is good and progressing	4.05	.956
PTA is adequately involved in the school feeding program	4.00	1.304

The mean provision of SFP in Ijara ranged between 3.54 ± 1.324 and 4.84 ± 0.583 , (Table 5). Respondents rated most of the aspects of school feeding program as high. These include on whether the school is covered under the school feeding program (4.84 ± 0.583), schools giving quality food to students (4.21 ± 1.380) and on the health status of the student being good and progressing (4.05 ± 0.956). However, on whether the schools offer regular and adequate meals throughout the year, respondents rated it relatively low at 3.54 ± 1.324 .

PTA involvement in the School Feeding Program in Ijara schools

The second component of the independent variable in this study was PTA involvement in SFP. This component was operationalised through five qualitative items or questions in the questionnaire, with each item Likert-scaled between one to five, where 1 was for strongly disagree; 2 for disagree; 3 for neutral; 4 for agree and 5 for strongly agree. Their responses were analyzed using SPSS version 13.0 summary statistics showing the means and standard deviations (SD), as indicated in Table 6;

Table 6: Mean and standard deviations for respondents' ratings of the PTA involvement in School Feeding Program in selected schools in Ijara

Indicators of PTA contribution	Mean	SD
Parents recognize the benefits of school feeding programme	4.03	1.197
Parents are involved in the design and plan of SFP in the school	3.67	1.423
Parents provide resources for the school feeding programme	2.77	1.488
Parents mobilize resources for school feeding programme	2.46	1.397
Parents have the capacity to initiate a school based feeding program	2.56	1.489

The mean ratings of the PTA involvement in school feeding in schools in Ijara is shown in Table 6. The mean of PTA involvement in school feeding in Ijara ranged between 2.46 ± 1.397 and 4.03 ± 1.197 . Respondents rated the aspect of parents recognition of the benefits of school feeding very high (4.03 ± 1.197), Whereas other aspects were rated low. These included; parents mobilise resources for the school feeding program (2.46 ± 1.397), capacity of parents to initiate a school-based feeding program (2.56 ± 1.489) and whether parents provide resources for the school feeding program (2.77 ± 1.488).

The relation ship between SFP and attendance in Ijara District

The first objective in this study was to describe the relationship between SFP and students' attendance in Ijara District. To establish this relationship, the researcher correlated the two numerical indices (feeding and attendance). To achieve this, the researcher tested the first research hypothesis in the study that; School feeding programmes significantly influence students Attendance in Ijara District. To test this hypothesis, the Pearson's Linear Correlation Coefficient (r) was computed and results of this test are indicated in Table 7;

Table 7: Pearson's Correlation Coefficient (r) values of school feeding and students' attendance in selected primary schools in Ijara (n=61)

Variable	Mean	SD	r value	p
FEEDING	4.1	0.69	0.355	0.005
ATTENDANCE	3.4	1.15		

The r value (0.355 at $p < 0.05$) in Table 7 indicated a positive correlation between School feeding programmes and students attendance in Ijara District, implying that school feeding has an effect on students' attendance and so it should be promoted if school attendance is to improve. However, though positive this r value (0.355) is slightly small indicating that there are other factors that contribute to students attendance in Ijara District more than school feeding and so parents and head teachers should take care of them as well. Considering that $p < 0.05$, the null hypothesis that the two variables are not significantly correlated is thus rejected, hence leading to acceptance of the stated research hypothesis that the two variables (feeding and attendance; Table 7) are significantly correlated, since the $p = 0.005$ which is less than 0.05 and which is the required maximum p value for us to reject a null hypothesis and accept the alternative, at five percent level of significance.

The relationship between School Feeding and students' performance in Ijara District

The second objective of this study was to describe the relationship between SFP and students' performance in Ijara District. To establish this relationship, the researcher correlated the two variables (feeding and performance). To achieve this, the researcher tested the second research hypothesis in the study that; School feeding programmes significantly influence students' performance in Ijara District. To test this hypothesis, the Pearson's Linear Correlation Coefficient (r) for the two variables (feeding and performance) was computed, results of which are shown in Table 8;

Table 8: Pearson's Correlation Coefficient (r) values of school feeding and students' performance in selected primary schools in Ijara (n=61)

Variable	Mean	SD	r value	p
FEEDING	4.1	0.69	0.217	0.093
PERFORMANCE	3.7	0.44		

The r value in Table 8 indicates a positive correlation between School feeding programmes and students performance in Ijara District, implying that SFP has a positive effect on students' performance and so it is should promoted if school performance is to improve. However, though positive this r value (0.217) is small, indicating that there are other factors that contribute to students' performance in Ijara District more than school feeding hence parents and head teachers should take note of this.. The r value in Table 8 was computed to test the second research hypothesis (that school feeding and students performance in Ijara are significantly correlated). Since $p > 0.05$, we accept the null hypothesis that the two variables are not significantly correlated, hence leading to rejection of the stated research hypothesis that the two variables (feeding and performance; Table 8) are significantly correlated.

The relation ship between PTA involvement in School Feeding and students' performance in Ijara District

The third (and last) objective of this study was to describe the relationship between PTA involvement and success of SFP in Ijara District. To establish this relationship, the researcher correlated the two numerical

indices (feeding and PTA). To achieve this, the researcher tested the third (and last) research hypothesis in the study that; PTA involvement significantly influences success of school feeding in Ijara District. To test this hypothesis, the Pearson's Linear Correlation Coefficient (r) for the two variables (feeding and PTA) was computed, results of which are indicated in Table 9;

Table 9: Pearson's Correlation Coefficient (r) values of PTA involvement and school feeding success in selected schools in Ijara (n=61)

Variable	Mean	SD	r value	p
FEEDING	4.1	0.69	0.249	0.053
PTA	3.1	0.69		

The r value in Table 9 indicates a positive correlation between PTA involvement and success of School Feeding Program in Ijara District, implying that PTA involvement has a positive effect on success of School Feeding Program and so PTA involvement should be promoted if School Feeding Programs are to succeed. However, though positive this r value (0.249) is very small, indicating that there are other factors that contribute to the success of School Feeding in Ijara District more than PTA involvement and so parents and head teachers should take note of this. The r value in Table 9 was computed to help us test the third research hypothesis that PTA involvement and success of School Feeding Program in Ijara are significantly correlated. Since $p=0.05$ in Table 9 we reject the null hypothesis that the two variables are not significantly correlated.

Hence leading to acceptance of the stated research hypothesis that the two variables (PTA and feeding; Table 9) are significantly correlated. The sig. value (0.053) is greater than 0.05 which is the required maximum p value for us to reject a null hypothesis and accept the alternative, at five percent level of significance.

The relation of school feeding on students' attendance and performance in selected schools in Ijara District

The overall objective of this study was to describe the relation of school feeding on students' attendance and performance in Ijara District. To find out this relationship, the researcher tested the overall research hypothesis that school feeding significantly correlates with students' attendance and performance in Ijara. To test this hypothesis, the researcher used regression analysis, in which school feeding was the predicting variable while students' attendance and performance were the predicted variables. The purpose of this was to establish the overall effect of school feeding, after individual analyses in previous sections. Table 10 shows regression analysis results and it is divided into three portions; a) Model summary b) ANOVA and c) coefficients.

Table 10: Regression analysis results of respondents on the impact of students' attendance on performance in selected primary schools in Ijara.

a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.472	0.223	0.196	0.62300

b) ANOVA

Model	Sum of Squares	df	Mean Square	F	p
Regression	6.451	2	3.226	8.311	0.001
Residual	22.511	58	0.388		
Total	28.963	60			

c) Coefficients

Model		Unstandardized coefficients		Standardized coefficients	t	p
		B	std. Error	Beta		
	(constant)	1.371	0.795		1.726	0.09
1	ATTENDANCE	0.261	0.072	0.432	3.622	0.001
	PERFORMANCE	0.501	0.187	0.32	2.687	0.009

Table 10 suggests that students' attendance affect significantly performance in selected schools in Ijara ($F = 8.311$, $p = 0.001$), accounting for over 22% of variation in school feeding ($R \text{ square} = 0.223$). The coefficients section of this table show that the variables

correlate with school feeding, thus it is indicated that students' attendance ($\beta = 0.432$, $p = 0.001$) is most significantly correlated with school feeding at 0.05 level of significance followed by performance ($\beta = 0.320$, $p = 0.009$). Therefore the study research hypothesis are accepted and their corresponding null rejected, leading to a conclusion that i) school feeding significantly enhance students' attendance in Ijara district ii) school feeding significantly enhances students performance in Ijara district.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of major findings, a discussion of these findings, then conclusion on each finding and recommendations. The suggestions for further research are also indicated here.

Findings

This study set out to find out the influence of school feeding on students' attendance and performance in Ijara District. It was guided by three specific objectives, that included describing the influence of school feeding on i) students' attendance ii) students' performance and iii) PTA contributions on success of school feeding in Ijara District.

Data analysis using SPSS's descriptive statistics like means, standard deviations, Pearson's Linear Correlation Coefficient (r) and Regression analysis revealed that mean student attendance in selected schools in Ijara ranged between 2.44 ± 1.373 and 3.92 ± 1.201 . Results also indicated that the mean students' performance in selected schools in Ijara ranged between 2.97 ± 1.125 and 4.10 ± 1.150 .

Results using Pearson's Linear Correlation Coefficient and Regression analysis found that; i) school feeding (first and major independent variable component, measured by an index, feeding) significantly enhance students' attendance (measured by an index

attendance) in Ijara district ($p = 0.005$, $r = 0.355$); ii) school feeding does not significantly enhance students' performance (measured by an index' PERFORM) in Ijara District according to PLCC results ($p = 0.093$, $r = 0.217$); iii) similarly PTA involvement (second component of independent variable) measured by an index (PTA) was found to significantly enhance success of school feeding in Ijara District ($p = 0.053$; $r = 0.249$). And on the overall school feeding (using regression analysis results) was found to significantly enhance students attendance and performance (ANOVA, $p = 0.001$ and $f = 8.311$).

Conclusions

In this section, the researcher gives conclusion to the study findings in relation to the study objectives.

School feeding and student attendance in Ijara District

The first objective of this study was to describe the influence of school feeding on students' attendance in Ijara District, for which it was hypothesized that school feeding significantly influence students Attendance in Ijara District. Using PLCC, this hypothesis was accepted. Based on the study findings, the researcher generated the following conclusion;

- a) Provision of meals to students at school, significantly increases their attendance. Schools which provide meals are likely to have a higher level of attendance than those without.

- b) Provision of regular and adequate meals to students throughout the year, significantly improves their attendance. If students are confident or sure that there is adequate food at school that satisfies their hunger, they are likely to attend regularly and vice versa.
- c) The better the quality of food provided at school and the more it is perceived to be adequate, the higher the level of attendance will be and vice versa.

School feeding and student performance in Ijara District

The second objective of this study was to describe the influence of school feeding on students' performance in Ijara District, for which it was hypothesized that school feeding significantly influence students' performance in Ijara District. Using PLCC, this hypothesis was rejected and its corresponding null accepted. Based on the study findings, the following conclusions were generated;

- a) Feeding and/or nutrition plays a key role in students' learning. Students who are fed adequately are likely to perform better than those who are not, Mwiria,(2005). However even if a student is fed well, without regular attendance, his or her performance may not improve.
- b) Food provision at school does not improve literacy rates, but attendance does so. But since feeding improves attendance, then it

is also true that food provision improves performance through enhanced attendance.

The role of PTA in success of the school feeding in Ijara District

The third (and last) objective of this study was to describe the role of PTA contribution to the success of school feeding in Ijara District, for which it was hypothesized that PTA contributions significantly influence school feeding success in Ijara District. Using PLCC, this hypothesis was accepted and its corresponding null rejected. Basing the study findings, the following conclusions were generated;

- a) Participation of parents in school feeding may lead to its success.
- b) In Ijara district, parents do provide resources for the school feeding programme and so do contribute significantly to the success of school feeding. Therefore to enhance success of school feeding, parents need to increase on their contribution through provision of resources, as the supporting organizations may reach a time when they no longer put in.

Recommendations

This section deals with recommendations arising from the pertinent findings and conclusions of this study, hypothesis by hypothesis.

Hypothesis one

Basing on the findings of the first hypothesis, the researcher recommends that if students' attendance is to improve in Ijara district, the following should be noted;

- a) Provision of meals to students at school, improves students' attendance and performance. All schools in Ijara should be included in the school feeding program to encourage students' attendance.
- b) Meals should be provided regularly and in adequate quantities to students, as this will encourage them to attend schools.

Hypothesis two

Basing on the findings of the second hypothesis, the researcher recommends that if students' performance is to be improved in Ijara district, the following should be noted;

- a) Provision of meals to students at school, should be increased in order to improve students performance. All schools in Ijara should be included in the school feeding program so that students' performance can be improved.
- b) The communities should look for other ways of improving literacy other than food provision, since it was not found significant to influence students' performance.
- c) Teachers should look for other ways of improving students' concentration in class. Students' concentration may be low with or

without food programs in school that is why other methods have to be applied.

Hypothesis three

Basing on the findings of the third hypothesis, the researcher recommends that if school feeding is to succeed in Ijara district, the following should be noted;

- a) PTAs should be involved and participate in school feeding.
- b) Parents in Ijara district should be encouraged to participate more in school feeding by providing resources to the programme if they want to contribute to the success of school feeding.
- c) It is also important for funders of school feeding to know that most parents in Ijara do not have enough capacity to mobilize resources for school feeding, and so their contribution in terms of resource provision is likely to be low. Therefore the government and support organizations should enhance the capacity and skills of PTA in initiating school-based feeding program and resource mobilization for sustainability.

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APPENDIX 1

TRANSMITTAL LETTER



KAMPALA
INTERNATIONAL
UNIVERSITY

Gipata Road, Kampala P.O. BOX 24907 Kampala, Uganda
Tel: +256(0)11 561111 Fax: +256(0)11 5611974
Email: admission@kui.ac.ug info@kui.ac.ug <http://www.kui.ac.ug>

Received
21/04/2010

INSTITUTE OF OPEN AND DISTANCE LEARNING
OFFICE OF THE DIRECTOR

21st April 2010

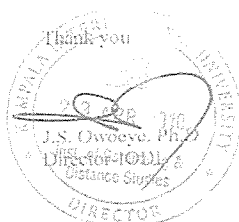
THE DISTRICT EDUCATION OFFICER
IJARA
P.O. BOX 4-7010, MASALANI DISTRICT

Dear Sir/Madam,

INTRODUCTION LETTER FOR RESEARCH

I have the pleasure to introduce Mohamed Abdi Haji Reg.No. MED/22113/81/DF to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on "School Feeding Programme Student Attendance and Performance in Selected Primary Schools in Ijara District". He is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.



"Exploring the Heights"

APPENDIX 1I

CLEARANCE FROM ETHICS COMMITTEE

MINISTRY OF EDUCATION

Telegrams: "ELIMU" Ijara
Telephone: 04662049
Fax No. 04662049
E-mail address: ijaraed@gmail.com
While replying please quote:



DISTRICT EDUCATION OFFICE,
IJARA DISTRICT,
P.O. BOX 4-70105,
MASALANI, IJARA.

Ref.: EDJ/2.21/VOL.I/35

DATE: 30th April, 2010

To


All Headteachers
Ijara District

RE: INTRODUCTION – MOHAMED ABDI HAJI
MED/22113/81

I have the pleasure to introduce Mohamed Abdi Haji to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University.

He is carrying out his research on School Feeding Programme, student attendance and performance.

Please accord him the required assistance.


P.K. KIGAYA
FOR: DISTRICT EDUCATION OFFICER
IJARA.

DISTRICT EDUCATION
IJARA DISTRICT
P. O. Box 4, MASALANI
Tel: 04662049

APPENDIX III

QUESTIONNAIRE FOR PARENTS AND HEADTEACHERS

SCHOOL FEEDING ON PUPIL ATTENDANCE AND ACADEMIC PERFORMANCE

Instructions

1. Please do not write your name on this questionnaire
2. The information you will supply will be treated as confidential between you and the researcher
3. Indicate your choice by ticks (✓) and where necessary write in the space provided
4. Tick from the choices below which best describes the statement

1. Strongly disagree (SD)- you disagree with no doubt at all
2. Disagree (D) - You disagree with some doubt
3. Neutral (N) - Undecided
4. Agree (A) - You agree with some doubt
5. Strongly agree (SA) - You agree with no doubt at all

Headteacher's opinion						Parent's opinion				
1	2	3	4	5	SECTION A: SCHOOL FEEDING PROGRAMME.	1	2	3	4	5
SD	D	N	A	SA		SD	D	N	A	SA
					1. School is covered under the school feeding programme					
					2. School offers regular and adequate meals to students					

					throughout the year					
					3. Your school gives quality food to the student					
					4. The health status of the students is good and progressing					
					5. PTA is adequately involved in the school feeding program					
					SECTION B: STUDENTS' ATTENDANCE					
					6. Attendance of students in your school is average					
					7. The general enrolment at your school is improving					
					8. The attendance pattern at your school is normal					
					9. Students drop-out from school due to lack of food					
					10. School registers minimal drop-out rate when it offers school meals to children					
					11. There is consistency of attendance by pupils in school when meals are provided					
					12. School attracts children due to school meal that is provided					
					13. The school has good transition rate					

					14. Many parents do not send their children to school due to lack of food both at school and home					
					15. School occasionally closes down due to non-attendance of large number of children					
					16. School meals act as a safety net for poor families and also help keep children in school.					
					17. Attendance rates increases significantly when food is available at school					
					18. School feeding can serve as the key component in helping poor children get an educated start in life					
					19. School feeding ensures that learning is not interrupted even in emergencies such as drought					
					20. In traditional cultures where girls are expected to stay home, school feeding often convinces parents to send their daughters to school					
					21. Provision of a school meal is an effective way of educating children					

					design and plan of SFP in the school					
					31. Parents provide resources for the school feeding programme					
					32. Parents mobilize resources for school feeding programme					
					33. Parents have the capacity to initiate a school based feeding programe.					

Thanks for your co-operation



LB 3479
 'A1358'
 2010