

**IMPACT OF FEEDING PROGRAMS ON STUDENTS' LEARNING IN GOVERNMENT AIDED
SECONDARY SCHOOLS IN KAPYANGA SUB COUNTY, BUGIRI DISTRICT**

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DECLARATION

I **BALIKOWA HUSSEIN** hereby declares that this research report has been written out of my own efforts. It has never been submitted to any institution of higher learning for any award.

SIGNATURE.....

DATE.....

BALIKOWA HUSSEIN

APPROVAL

This is to certify that this research report has been completed under my supervision and submitted for approval and further examination for the award of a Bachelor's degree of public administration and management of Uganda Christian University

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LIST OF ABBREVIATIONS

MoH	Ministry of Health
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Science
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic Health Survey
UNFPA	United Nation Population Fund
UNICEF	United Nation Children Fund
WHO	World Health Organization
USE	Universal Secondary Education

ABSTRACT

The research was guided by the topic impact of feeding programs on students learning in Government aided secondary schools in Kapyanga Sub County Bugiri District. The study was guided by the following research objectives: to assess the various forms of feeding programs in government aided secondary schools in Kapyanga Sub-County Bugiri district, to ascertain the relationship between feeding programs and students learning in government secondary schools in Kapyanga sub-county Bugiri District, to examine strategies for improving feeding programs and enhance student's learning in government secondary schools in Kapyanga sub-county Bugiri District. The study used both a quantitative and qualitative research design and it considered a sample size of 131 respondents. Study findings revealed that: there are a number of feeding programs in schools in Kapyanga Sub County, findings indicated that school feeding programs for attendance and enrollment lead to increase in enrollment, findings indicated that school feeding program is a developmental intervention that aids recovery that works as a form of feeding. Findings revealed that there is a relationship between school feeding programs and students learning, that absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves, findings indicated that building of consensus policy objectives that focus on feeding may contribute to improving education. Findings concluded that there are a number of feeding programs in schools in Kapyanga Sub County, findings also concluded that school feeding program is an intervention to combat food shortages. The study recommended that: There should be more policies designed by the Government to ensure students have meals in schools to ensure better performance, that there is need for schools to design better feeding programs that can help students in order to ensure better performance and lastly that parents should always support school feeding programs such that their children can benefit.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes the background of the study, the statement of the problem, the general objectives, specific objectives, research questions, research hypothesis, scope and significance of the study.

1.1 Background to the study

School feeding has its origins in the 1930s, when school feeding schemes were introduced in the United Kingdom (UK) and the United States (US) with the explicit aim of improving the growth of children (Richter, Griesel and Rose, 2000). In the United Kingdom, a programme that subsidized milk for school children was initiated in 1934 and milk was provided free from 1944 onwards (Baker, Elwood, Hughes, Jones and Sweetnam, 1978). In the late 1960s and early 1970s this benefit was withdrawn from all, except for those children considered to be particularly needy (an early example of the targeting approach in school feeding). School feeding was soon introduced to South Africa, which started a programme to supply free milk to white and coloured schools in the early 1940s.

Globally, every day, more than 66 million school children attend classes hungry, while 23 million hungry children reside in Africa. The Food and Agriculture Organization (FAO) reported hungry children started school lately, drop out sooner, learn less, and are more likely to have higher school absenteeism. Attending classes hungry severely impacts children's and adolescents' abilities to learn, thrive, and realize their full potential. Improving children's diets and nutrition can have positive effects on their academic performance and behaviors at school as well as their long-term productivity as adults. On the other hand, malnutrition led to delayed entry to school, less overall schooling, and 14% lower earnings as adults

In low-income countries, poor health in the form of chronic protein-energy malnutrition, iron-deficiency anemia, iodine deficiency or helminthes infections, contribute significantly to poor educational outcomes. Traditionally, health and education have been seen as separate domains (Child Health Unit, 1997), with a consequent separation of responsibilities between government departments. Increasingly, however, the inextricable link between health and education is being acknowledged, and there is compelling evidence that shows how children's

education can benefit from broad health and nutrition interventions (Del Rosso and Marek, 2022). Though the number of children receiving school meals globally has increased statistics indicate that only 27% of children in sub-Saharan Africa access a school meal and this affects learning outcomes.

School feeding programs defined here as the provision of food to school children, can increase school enrolment and attendance especially for girls. When combined with quality education, school feeding programs can increase cognition 31 and educational success. With appropriately designed rations, school feeding programs can improve the nutrition status of preschool and primary school aged children by addressing micronutrient deficiencies. School feeding programs can provide short term benefits after crises, helping communities recover and build resilience, in addition to long term benefits by developing human capital. School feeding programs can be classified into two main groups: In school feeding (when children are fed in school) and take home rations (when families are given food if their children attend school regularly). A major advantage of school feeding programs is that they offer the greatest benefit to the poorest children. Several studies have indicated that missing breakfast impairs educational performance.

Underachievement in schools is a global problem and is especially prevalent in developing countries. Indicators of educational performance show that Uganda has done remarkably well on education access-related targets since the introduction of universal primary education in 1997. However, educational outcomes remain disappointing (Clifford & Abbot, 2020). The absence of school feeding schemes, one of the leading causes of scholastic underachievement, has not been given attention by the Ugandan authorities. Instead, as a national policy, parents are expected to provide meals even though many, especially in the rural areas, cannot afford to provide even the minimal daily bowl of maize porridge

Although data on the nutrition status of school-aged children in Uganda is limited, the available evidence indicates that micronutrient deficiencies are common with anemia rates reaching 46% in girls 11-14 years of age (Barugahara et al, 2022). The prevalence of under nutrition in children aged 5-19 years is 31% among boys and 17% among girls alongside rising burdens of overweight, 16% in girls and 5% in boys (Global Nutrition Report, 2022). The Ugandan government recognizes the importance of school feeding in the national development and learning outcomes for children and has ensured that the policy and

legislative environments are supportive of its implementation at scale (National Planning Authority, 2022).

The Education Act of 2008 (ULII, 2008) puts the responsibility on parents and communities to support school feeding either in cash or in kind (i.e., food brought to school). When this system is in place, school administrators, together with parents and communities, determine an appropriate amount of either money or food to be provided per child with a preference towards cash when this is not a prohibitive option for the household.

In 2020, the Ministry of Education and Sports (MoES) issued guidelines on school feeding and nutrition interventions that provided instructions about how to increase access to parent-led school feeding and improve dietary diversity in schools. The guidelines also recommend school-based implementation of complementary interventions such as deworming and improved access to water, sanitation and hygiene (WASH). Deworming and vitamin A supplementation are jointly funded by the government of Uganda and the Ministry of Health and primarily implemented via bi-annual Integrated Child Health Days in April and October of each year. In the context of the COVID-19 pandemic, bimonthly community outreach was also introduced to ensure that children who were vulnerable and not attending school were reached. As such, the proposed Uganda School Health Policy 2018-2023 recommends a minimum school health package that includes health promotion and education, the prevention of diseases, safe water and sanitation provision, a healthy and safe school environment and other health/nutrition interventions. Surprisingly however, this this policy only remains in draft format.

In secondary schools in Kapyanga Sub County, Bugiri District, school feeding programs emphasizes the importance of good nutrition to improve the learning potential of children and to maximize returns on educational investments. The Bugiri District, Education office in collaboration with other stakeholders started a school feeding program in 10 sub-cities and 209 government elementary schools (out of 217) in 2015 (District education report, 2022). Under this package, each child is entitled to approximately 650 kcal (kilo calorie) per day in the form of porridge. The food is prepared with ingredients often used are Corn Soya Blend (CSB) mixed with a small amount of vegetable oil and salt, fortified with selected micronutrients. Although the school feeding program is aimed at improving nutritional and educational gains, it has failed to address the learning needs of students and the relationship between feeding programs and student learning in government secondary schools in

Kapyanga Sub County has not yet been explored by past researchers. Hence, this study is aimed at investigating the relationship between feeding programs and student learning in government secondary schools in Kapyanga Sub County.

1.2 Statement of the problem

Student learning in government secondary schools has continued to go down in Kapyanga sub county of Bugiri district. Students are known of coming to school late and leaving early and student absenteeism is common phenomenon. Additionally, students are also known of delaying to complete class assignment and they exhibit a lot of laxity in lessons (District report, 2023).

And yet students should attend classes every day, complete academic assignment in time and in all school activities. The public has with great concern observed that lack of feeding program in secondary schools limits student learning in Kapyanga Sub County, Bugiri District (District report, 2023). Despite the interventions in Kapyanga Sub County, Bugiri District through educational programmes such as USE, student learning has continued to go down and if nothing is done, there is a likelihood of high illiteracy, school dropouts of students and poor academic performance, Therefore, strong and focused strategies are needed to improve student learning in Government Secondary Schools in Kapyanga Sub County. There is also lack of information regarding the relationship between feeding programs and student learning, thus, this study aims to assess the relationship between feeding programs and student learning in Kapyanga Sub County in Bugiri District. Similar studies have been done but have not assessed the relationship between feeding programs and students learning in Kapyanga Sub County of Bugiri District. For example, Livingstone et al., (2022) study broadly assessed feeding programs and school dropout. While other studies considered feeding programs and students discipline, Enrollment and academic performance (Batte et al., (2023).

It is for the above reason that the researcher intends to establish the effect of feeding programme on student's learning in government aided secondary schools in Kapyanga sub County in Bugiri district.

1.3 Purpose of the study

1.3.1 General Objective

The purpose of this study was to investigate the impact of feeding programs and student learning in government secondary schools in Kapyanga Sub County Bugiri District.

1.3.2 Specific Objectives

This study was guided by the following objectives;

- 1) To assess the various forms of feeding programs in government secondary schools in Kapyanga sub-county Bugiri District.
- 2) To ascertain the relationship between feeding programs and students learning in government secondary schools in Kapyanga sub-county Bugiri District.
- 3) To examine strategies for improving feeding programs and enhance student's learning in government secondary schools in Kapyanga sub-county Bugiri District.

1.4 Research Questions

- 1) What are the various forms of feeding programs in government secondary schools in Kapyanga sub-county Bugiri District?
- 2) What is the relationship between feeding programs and students learning in government secondary schools in Kapyanga sub-county Bugiri District?
- 3) In which ways can feeding programs in government secondary schools be improved so as to enhance student's learning in Kapyanga sub-county Bugiri District?

1.5 Scope of the study

The study scope was categorized into geographical, content and time as follows:

1.5.1 Content scope

The study contained information about the impact of feeding programme on student's learning in government aided secondary schools in Kapyanga sub-county Bugiri District.

1.5.2 Geographical Scope

The study was conducted in secondary schools in Kapyanga Sub-county Bugiri District.

1.5.3 Time Scope

The research study considered the period between 2021-2024. This period was considered because it is during this time that student learning in government secondary schools deteriorated (Bugiri district report, 2023)

1.6 Significance of the study

The study may have the following significance upon completion.

The results of the study are expected to go a long way to help strengthen the capability of schools to provide and support feeding programs

The results of the study are expected to help stakeholders in gaining insight into the relationship between school feeding programs and student learning

The results of the study are expected to contribute to the existing body of knowledge on the relationship between school feeding programs and students learning

The study is expected to provide information for policy makers in formulating policies that addresses feeding programs for schools

The study is expected to act as a reference material for future researchers who intends to carry out similar study in future

1.7 Justification for the study

Similar studies have been done but have not assessed the relationship between school feeding programs and student learning in Kapyanga Sub County Bugiri District, thus creating a research opportunity for this study. For example, Livingstone et al., (2022) study broadly assessed school feeding and academic performance. While other studies were considering school feeding and student discipline, school dropout and classroom attendance (Batte et al., (2023), thus causing limitation in literature. Thus study will assess the relationship between school feeding programs and student learning in Kapyanga Sub-County Bugiri District.

1.8 Conceptual Frame work

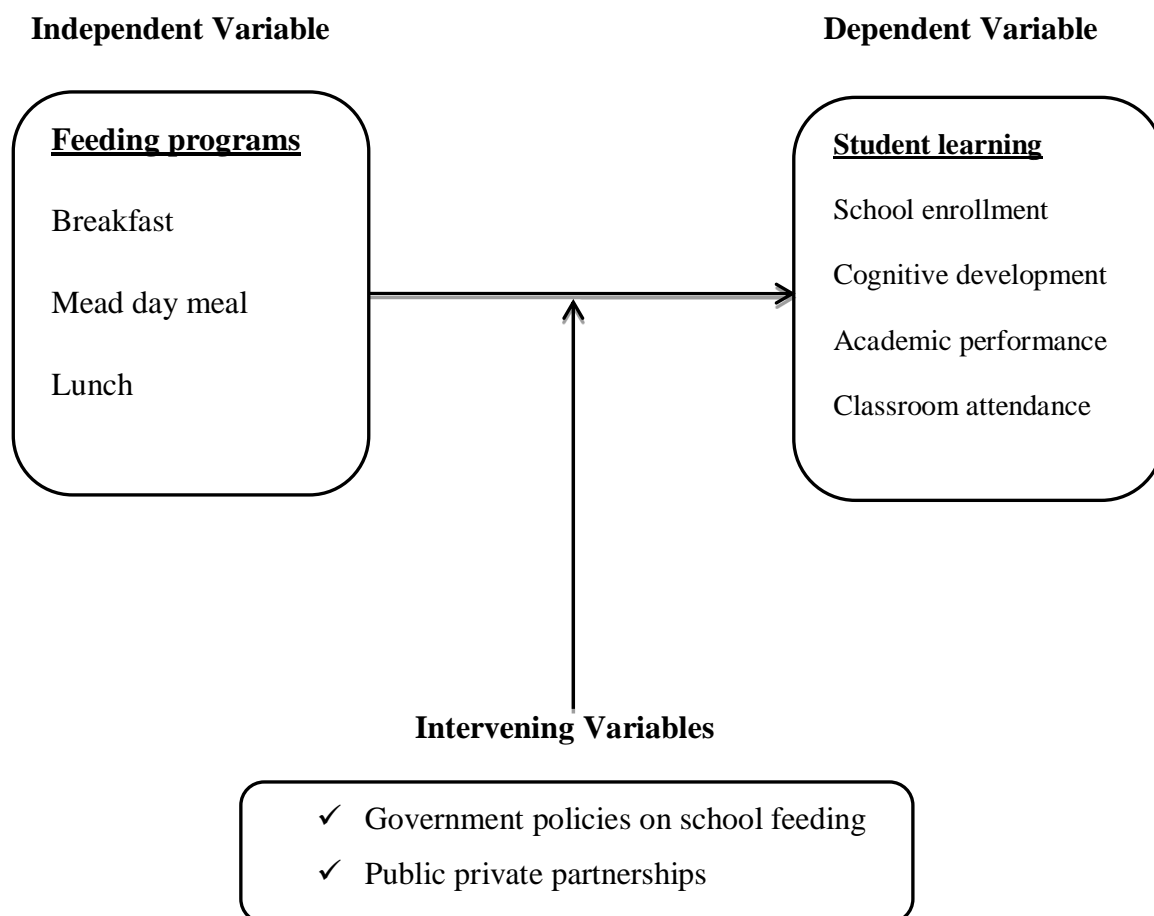


Figure 1.1 Conceptual Framework showing relationship between variables

Source: primary data (2024)

Form the above conceptual framework, feeding programs as an independent variable (IV) involves breakfast, mid-day meals and take home food rations. The dependent variable in this case is student learning which includes the parameters of school enrollment, cognitive development, academic performance and classroom attendance. The framework assumes that when feeding programs is implemented, it is likely to transform student learning. Nevertheless, this may not be automatic as other factors may come into play. These may include government policies on school feeding, undertaking public private partnerships. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the past literature related to area under investigation. The review has been conducted according to objectives of the research study as seen below:

2.1 The various forms of feeding programs in schools

School feeding programs as an emergency intervention

In East and Southern Africa, school feeding has been a major strategy to combat food shortages during crises such as drought or war. In the acute stages of a crisis, for example where schools are not even running, school feeding programs are not a priority and are rather a supplement to the food aid that is provided at household level (Bennett, 2020). In a crisis situation children are often withdrawn from school in order to assist with income generation, and in this context a school feeding programs can be useful as an incentive to encourage the re-enrolment of children. In addition, where schools are operational, a school feeding programs can operate both as an indirect transfer (a school meal) and a direct transfer (a take-home ration). The researcher therefore found out whether the above phenomenon applies to Kapyanga Sub-County in Bugiri District.

Bennett (2020) argues that the HIV/AIDS pandemic should be seen as a ‘permanent emergency’ (particularly in sub-Saharan African) because of the huge increase in the number of orphans and the withdrawal of children from school to assist in sibling care and income generation in households where a parent is sick or has died. In East and Southern Africa, one of the effects of HIV/AIDS is increasing number of orphaned and vulnerable children and child-headed households. This has implications for food security, levels of childhood malnutrition and, in turn, the types of nutritional interventions that governments should implement in response. Therefore, this study investigated whether this type of nutritional intervention existed in government aided secondary schools in Kapyanga Sub-County Bugiri District.

Pieterse and van Wyk (2021) describe the relationship between HIV/AIDS, food security and African agriculture as a synergistic one. On the one hand, malnutrition increases the susceptibility to HIV infection, while on the other hand, HIV aggravates the cycle of inadequate nutritional intake and malnutrition. Pieterse and van Wyk point out that, while HIV has not led to a sizeable famine on its own, it undoubtedly exacerbates chronic food security. In this regard, Chopra (2004) has shown how the effects of recent droughts in southern Africa have been exacerbated by HIV/AIDS. It is clear that the ability of communities to cope with the challenges of poverty brings has been undermined by HIV/AIDS (Chopra, 2022). In addition, as HIV+ family members become ill, health care expenses increase. And income declines as family members become too ill to work, or because they are vulnerable to the demand for seasonal labour in the agricultural sector. Based on the above, the researcher intends to find out whether providing school meals in secondary schools in Kapyanga Sub-County is an intervention measure to mitigate the challenges of food insecurity.

School feeding programs for attendance and enrolment

In conditions of extreme poverty, seasonal difficulties (drought), or events such as HIV/AIDS, families generally consider it a low priority to get their children to attend school. So it's promising to see that a number of studies have found that school feeding programs lead to an increase in enrolment, attendance and even retention (Ahmed and del Ninno, 2022). With regard to enrolment, much of the focus of school feeding programs is on increasing the enrolment of girls, who in times of economic crisis or food emergency are usually the first to be withdrawn from school in order to assist with sibling care and to generate income. It is upon this background that the researcher intends to examine whether school feeding programs lead to an increase in enrolment, attendance and even retention of students in secondary schools in Kapyanga Sub-County of Bugiri district.

The benefits of increasing the enrolment and retention of girls are enormous. It has been shown how girls who go to school are likely to marry later, and have on average 2.9 children, as opposed to 6.5 for uneducated girls (Bennett, 2020). For every year of additional schooling for a girl, there is a resulting 5–10% decrease in mortality among her children (World Food Programme, 2021). In fact, the best evidence for the effectiveness of school feeding programs is in terms of increasing enrolment (Bundy, 2005; Jamison and Leslie, 2019). While school meals are an incentive for school attendance, it should be borne in mind that some of the

difficulties of access to school are, in fact infrastructural. Porter and Blaufuss (2016) have shown for example how bad roads, inadequate or expensive transport, and the chores that many children have to perform each day before they go to school commonly prevent children from attending school, particularly in rural areas an issue that this study intends to investigate in Kapyanga Sub-County of Bugiri district.

School feeding program as a developmental intervention to aid recovery

While there is little difference between using school feeding programs as an emergency measure versus using them as a form of developmental intervention, there is some heuristic value in distinguishing them. Many of the same principles that govern school feeding as an emergency measure govern school feeding as a form of developmental intervention. The main difference is that, in aiding recovery, the targeting becomes more refined (Bennett, 2003). Developmental school feeding programmes have, as their focus, improving the livelihoods of particular groups that are vulnerable to food insecurity, and not simply (for example) improving school enrolment. The argument here is that, if increased enrolment is the aim, then using government funds to reduce or waive school fees would be a more cost-effective way of ensuring this than a school feeding programs (Bennett, 2023). The school feeding programs here might also include take-home rations, with the explicit focus being on income transfer within the community and not solely on school feeding. The focus here is on wider food security within the community and increasing the availability of, and their access to, food. In relation to the above, the researcher found out whether school feeding programs are undertaken as an emergency measure or as a form of developmental intervention and whether schools provide take home rations for students.

School feeding program as a nutritional intervention

To those unfamiliar with the concept of school feeding, it may seem like a form of nutritional intervention. School feeding has also been used a short-term intervention to increase the enrolment of girls and the retention of learners in schools. So, evidence for the nutritional benefits of school feeding is mixed, for the following reasons: School feeding is an ideologically sensitive and highly politicized arena, which makes the conducting of robust trials, very difficult (Grantham-McGregor, 2017). Poor nutrition and health complaints that contribute to poor school performance are also associated with a variety of socio-economic conditions, which, in turn, impact on school attendance. In times of crisis, controlling for all the possible covariates is almost impossible. The found out whether the

above phenomenon applies to secondary schools in Kapyanga Sub-County of Bugiri district.

School feeding program to improve child cognitive development

While early studies Jamison and Leslie (2017) and Levinger, (2020) were equivocal about the link between nutritional deficiency and cognitive performance, subsequent evidence has shown how even a short -term lack of food (such as a lack of breakfast) can lead to a reduction in concentration, difficulties with the recalling of new information, and verbal fluency (Bennett, 2003) . Akivis and Vakil (2018) have illustrated the benefits of a good breakfast on child performance on a variety of cognitive tests and how performance is significantly better shortly after a meal. Temporary hunger has been shown to decrease attentiveness through decreased mental and physical activity (Levinger, 2020). Nutritional supplementation will help with helminthes infections and iodine and iron deficiencies, which are also implicated in poor cognitive performance. Hence during this study, the researcher intends to find out whether improvements in cognitive performance and development (particularly in girls) are linked to the micronutrient supplementation of iodine and iron among students in secondary schools in Kapyanga Sub-County of Bugiri district.

School feeding program counter short and long term food security

The link between school feeding and food security has usually been conceptualized in terms of how school feeding programs improve educational outcomes, which, in turn, help to improve literacy, enhance education (particularly among girls), ensure smaller families and improve household management. All of these improvements are linked to short- and long-term food security. In his study of the impact of school feeding programs on short- and long-term food security, Hicks (2021) distinguishes between three variables of food security: the availability of food (such as crop yields and a diversity of food production); access to food (which depend on household income, the control of resources by women and safety nets); and the utilization of food (referring to the nutritional status - protein, energy and micronutrient levels of schoolchildren). It is upon this back ground that the researcher intends to find out whether there is school feeding and food security can improve educational outcomes, which, in turn help to improve literacy and enhance education of students in secondary schools.

Hicks (2022) argues that, with regard to availability, the short-term impact of school feeding

programs on crop yields, diversity of food production and natural resource management are nil. However, if school feeding programs are targeted properly, they may have an impact on short-term food security by providing take-home rations as an income transfer to the household. With regard to utilization, short-term food security may be enhanced by improving the protein energy and micronutrient status of children, if the school feeding programs is targeted properly and if the meal that is provided is appropriately fortified and has the necessary energy content. The benefits of long-term food security (with regard to availability, access and utilization) are all linked to improvements in literacy, numeracy and other educational variables an issue that the researcher intends to find out in secondary schools in Kapyanga Sub-County of Bugiri district.

2.2. Relationship between school feeding programs and student learning

Absenteeism was seen as the main factor affecting boys' performance in project schools. In families where there are only boys and no take-home rations are received at school, household food insecurity is an important factor in determining boys' school attendance. Roka (2019) argues that during certain months of the year, parents call upon boys to participate in piecework, which earns them food, or cash to buy food. Roka's (2018) report makes few recommendations, unfortunately. Perhaps the most important is his recommendation that take-home rations should be given to boys during critical food-shortage months in order to partially improve household food security and thereby increase levels of school attendance something that the researcher intends in secondary schools in secondary schools in Kapyanga Sub-County of Bugiri district.

While school feeding interventions fall squarely within the scope of school health initiatives, Mwititi et al., (2021) opined that programs addressing school health are much wider in scope than school feeding and may include de-worming, HIV prevention and education, life and health skills education, and interventions aimed at reducing alcohol or drug consumption. Having said this, many school feeding programs have significant health intervention components and are often an important platform from which to deliver health interventions such as de-worming and iodine supplementation. Under this study therefore, the research found out whether school feeding interventions fall squarely within the scope of school health initiatives and whether such initiatives have any impact on student's learning in secondary schools in Kapyanga Sub-County of Bugiri district.

Proponents of school feeding programmes point such as Okedele et al., (2019) to a

variety of logistical, empirical and moral factors that suggest the need for school feeding. The following examples indicate the need for school feeding programs. Despite the fact that there are huge numbers of children not attending school, there are in fact many more children attending school in the developing world today than two decades ago. The school is, in principle, an important setting where health and education interventions can be implemented. Because of their existing infrastructure, schools have the potential to become important sites for the implementation of cost-effective health and education interventions. The researcher found out whether schools have the potential to implement cost-effective health and education interventions in secondary schools in Kapyanga Sub-County of Bugiri district.

Even a study by Grantham-McGregor, (2017) found that school feeding programs in principle improve educational outcomes such as increasing the number of years a learner will spend in school. This has important implications for other health issues because, the longer children stay in school, the less susceptible they are to certain problems, for example, contracting HIV or becoming pregnant teens and that even temporary hunger is associated with poor cognitive development can affect student learning a phenomena that the study investigated in Kapyanga Sub-County of Bugiri district.

Chao and Vanderkooy (2022) have shown how in many developed countries up to a third of children do not eat breakfast regularly. Del Rosso and Marek (2018) quote studies that have found an association between ‘low-achieving’ children and less regular breakfast meals. In many developing countries, children's hunger is exacerbated by the fact that many of them will not have had a nutritious meal the evening before, so they are in fact attending school with hypoglycemia. These low blood sugar levels affect their concentration and school performance (Levinger, 2019). Micronutrient deficiencies, such as iodine deficiency, have been associated with poor performance on various achievement tests. Extreme vitamin A deficiency can result in permanent blindness, with significant negative implications for schooling in low-income countries. The researcher found out whether the above is a common facet of the relationship between school feeding and student’s learning in secondary schools in Kapyanga Sub-County of Bugiri district.

In light of the political sensitivity of school feeding programs and the vulnerability of the target population (children), a great deal has been written about school feeding programs,

both negative and positive. The main arguments are as follows. As a result of significant methodological shortcomings, Grantham-McGregor (2017) argues that caution must be expressed with regard to the findings of many of the studies that purport to have found an association between hunger and school performance (Grantham-McGregor, 2017). The World Bank (2017a) has argued that the jury is still out on the effectiveness and sustainability of school feeding programs, and that there is little evidence that school feeding programmes have a positive impact on nutrition for participating children. There is the added problem of parents in some circumstance providing less food for children in school feeding programs (the school meal simply replaces a home meal) and these issues formed a core investigation by this study in secondary schools in Kapyanga Sub-County of Bugiri district.

2.3. Strategies for improving school feeding programs to enhance student learning

Del Rosso (2021) gives the following steps to help design a successful school feeding programme. Consensus must first be built around a policy and objectives that focus on how school feeding can contribute to improving education and help to meet the nutrition and health needs of children. In this step, all players agree on what problems the programme is intended to address, who the programme will serve, and which models are feasible for implementation. Thereafter, targeting criteria that focus on high-risk children and communities should be developed. Del Rosso (2021) argues that there is a built-in tendency towards universal coverage but that, in light of the fact that for most countries funding is finite, targeting should be an important component. Del Rosso (2021) is not referring to the targeting of individual children within a school but to economic (for example, household income) and geographic (for example, a poverty map) targeting, as well as targeting nutritional status (for example, linked to malnutrition status for example), and gender (for example, girls). Therefore, the researcher found out whether in secondary schools in Kapyanga Sub-County of Bugiri district, school feeding programs can have proper targeting criteria.

Alternative financing and cost options for school feeding programs need to be identified. Del Rosso (2021) argues for attempts to ensure that the cost effectiveness of school feeding programs is calculated and not simply the *cost*, which alone says little about the actual value of school feeding programs. The programme should be explicit about guidelines for the composition of rations, as well as the timing of school meals. These issues should be

calculated according to conditions in the education sector and the health and nutrition needs of school-aged children in that country. The researcher found out whether in secondary schools in Kapyanga Sub-County of Bugiri district, alternative financing and cost options for school feeding programs can be identified.

Potential bottlenecks in implementation need to be identified and resolved. This is particularly relevant to a School feeding programs that is already in operation, and covers factors such as cooking practices and the management of private sector inputs. The development and implementation of monitoring and evaluation systems are crucial to the success of school feeding programs. Del Rosso points out that, even though school feeding programs have been used for decades, there is a singular lack of data regarding their functioning and effectiveness. Finally, school feeding programs should be integrated with other interventions that address the primary nutrition and health problems of school children. The researcher investigated whether the above issues related to school feeding programmes are applied to secondary schools in Kapyanga Sub-County of Bugiri district.

School feeding programs (which are often sold as nutrition programmes) may have benefits in terms of school enrolment, particularly for girls (Jamison and Leslie, 1990), and may help to keep children at school, but they have no impact on the root causes of malnutrition and hunger. The World Bank (2016b) has argued that one of the main reasons for the relatively weak commitment of many governments to nutrition programmes is that many governments claim that they are investing in nutrition because of their financing of school feeding programmes. Resources are then not allocated to other nutrition programmes even though there is limited evidence that school feeding programmes work as a nutritional intervention something that this study found out in secondary schools in Kapyanga Sub-County of Bugiri district.

School feeding is seen as less effective and less strategic in that there are tested technologies which, when implemented at scale, result in significant reductions in malnutrition and micro-nutrient deficiency (World Bank, 2017). Perhaps the most common criticism of school feeding programs has to do with the timing of intervention. The best window of opportunity to address malnutrition and under-nutrition is in the first two years and the pre-school years, where the principal damage occurs. According to the World Bank (2016) school feeding programs are likely to have little effect on reversing the damage to brain development (caused by early malnutrition and

micronutrient deficiency), or on long-term productivity and human capital formation. Bundy (2017) states that, in countries where food aid can be safely assured for the entire community (antenatally for mothers, and from birth and onwards for children) then the question of whether school children should be targeted for food aid is not an issue. However, where food aid is finite (in most cases) then the appropriate target of food aid should be children under three years of age, to ensure an appropriate developmental trajectory throughout their lives. Therefore the researcher found out whether in secondary schools in Kapyanga Sub-County of Bugiri district, school feeding is seen as less effective and less strategic in that there are tested technologies which, when implemented at scale, result in significant reductions in malnutrition and micro-nutrient deficiency

The clearest evidence of the benefit of feeding programs is increased school enrolment, particularly of girls (Bundy, 2018). Cost effectiveness is a complex issue with regard to feeding programs. Generally, feeding programs (including feeding programs) are the most expensive nutritional interventions. Interestingly, there are no evaluations that assess the cost effectiveness of school feeding, and no analyses that compare feeding programs with other targeted food -based interventions (Bennett, 2019). When thinking about cost effectiveness it is useful to consider aspects such as whether food is cooked on site at the school or elsewhere (this is usually cheaper, as it does not involve a kitchen at the school and the necessary equipment). One should also consider whether the food is local or imported. However, WHO (2022) found that nutrition education, de-worming and iron supplements are widely seen as better school based nutrition interventions than school feeding. In addition, there is good evidence that iron supplements and de-worming improve schooling outcomes. It has also been argued that school feeding only improves learning when the food is accompanied by other inputs related to teaching quality. This study found out whether nutrition education, de-worming and iron supplements in secondary schools in Kapyanga Sub-County of Bugiri district are widely seen as better school based nutrition interventions than school feeding and whether there is any evidence (good or bad) that iron supplements and de-worming improve schooling outcomes.

In the case of school feeding being undertaken by an external agency, food aid in the form of a take-home ration is often seen as being essentially without cost and therefore clearly advantageous (for the national government) over a cash transfer. However, this does not take

into account the long-term sustainability of food aid. More crucially, it does not take into account the effects of external food aid on local food markets and local farmers (who, in many instances, would be the potential beneficiaries of the food aid). This is particularly relevant with regard to issues of food sovereignty and the extent to which feeding programs have an adverse effect on the global economy. Subsidies on food products are likely to distort prices in the local economy, which, in turn, may have negative implications for food production (Bundy, 2020) in the very same communities that feeding programs are intended to assist. Under this study, the researcher will find out whether school feeding being undertaken by an external agency and whether such food aid in the form of a take-home ration is often seen as being essentially without cost and therefore clearly advantageous over a cash transfer. Lastly, the researcher investigated whether school feeding programmes take into account the long-term sustainability of food aid.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology that were used in the study and some of the areas that were covered include research design, area and population of the study, sample size, sampling techniques, research instruments, data quality control, data analysis and ethical issues under the study.

3.1 Research Design

The research study used a cross-sectional design using both qualitative and quantitative research approaches in assessing the impact program students learning in Government aided secondary schools in Kapyanga Sub County, Bugiri District. This design helped the researcher to generate more sufficient data and relevant information that supported the research topic and research objectives.

3.2 Sample size

This study population comprised of Teachers (30), Local leaders (20), Students (60), parents (20) and lastly residents of Kapyanga Sub County (65) and the total population was 195 respondents.

The sample size was arrived at using Krejcie and Morgan table for determining a sample size which gave a sample of 131 respondents.

Table 1: showing sampling techniques

Category	Population	Sample Size	Sampling technique
Teachers	30	21	Purposive
Local leaders	20	13	Purposive
Students	60	40	Simple random
Parents	20	13	Simple random
Residents of Kapyanga	65	44	Simple random
Total	195	131	

Source: Primary Data, 2024

3.3 Sampling Techniques

The researcher used a number of sampling techniques as illustrated below:

3.3.1 Simple random sampling

The researcher used simple random sampling to select students, parents and residents of Kapyanga Sub County. This technique involved giving a number to every subject or member of the accessible population. The subject corresponding to the numbers was then included in the sample. Simple random sampling was used because it enabled the researcher to get a representative sample for the research study.

3.3.2. Purposive sampling

Purposive sampling was used on teachers and local leaders because the researcher was able to move from teacher to teacher and local leader to local leader till the required sample number was reached.

3.4 Research instruments

The researcher used both questionnaires and interview guide.

3.4.1 Questionnaire

The researcher used a self-administered questionnaire as a research tool to collect data from the teachers and local leaders' category. The questionnaire had three sections: Section A included respondents' demographic information, Section B, C and D focused on general and

closed ended statements which were in accordance with the impact of feeding programs on students learning in Government aided secondary schools in Kapyanga Sub County, Bugiri district. The questionnaire used a 5 Likert scale of measurement which was on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). Questionnaires were used by the researcher because they allowed respondents to provide firsthand information which was free of bias.

3.4.2 Interviews

Data was also collected using interviews with the help of an interview guide. The interview guide contained mostly open-ended questions. The interview guide was used on parents and residents of Kapyanga because this category of respondents had more knowledge that could not fully be captured by use of questionnaires.

3.5 Data Processing and Analysis

3.5.1 Quantitative data analysis

Data processing was done through editing of the data which was coded for further examination and analysis. After data processing, quantitative data analysis was carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS).

3.5.2 Qualitative data analysis

Qualitative data was gathered from open-ended questions in the interview guide were summarized to ensure validity and authenticity data was then categorized according to the sub-themes.

3.6 Research procedure

The researcher selected a research topic which he submitted to the department of social sciences which was later approved. After approval of the researcher topic, the researcher developed a research proposal which was also approved. The researcher then obtained an introductory letter from the Head of department which was presented to the relevant authorities Kapyanga Sub County in Bugiri For data collection. Thereafter the researcher wrote a research report which was presented to the department.

3.7 Ethical considerations

3.7.1 Consent

The researcher got an approved consent from the respondents who willingly decided to participate in the study after being explaining to them the purpose of the study. The researcher prepared instruments which helped the researcher to collect objective information hence fears of personal views were reduced.

3.7.2 Confidentiality

Respondents were assured of confidentiality by keeping information given confidential. Respondents' identity was kept anonymous where pseudo names were used which in return increased on the desire of participants to participate in the study.

3.7.3 Fraud and plagiarism

Mugenda and Mugenda (2007) argued that fraud involves faking data. To avoid fraud and plagiarism, the researcher personally collected, analyzed and presented data and endeavored to present exactly what the study subject revealed. Where information was picked from another source, the author was acknowledged.

3.8 Validity and reliability

3.8.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. To establish the validity of the instruments, the researcher used expert judgement. The researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using content validity test (CVI). To arrive at the relevancy of the questionnaire, the researcher designed the instrument that yielded content valid data by first specifying the domain of indicators that were relevant to the concept.

$$CVI = \frac{R}{R + N + 1R}$$

Where, Relevant (R), Neutral (N), to Irrelevant (IR).

3.8.2 Reliability

Reliability of the instruments was tested using test re-test method of reliability and Cron-bach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 10 residents among those in the sample. The principle of reliability as far as research instruments are concerned is clearly put forward by Amin (2005) that an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter contains the findings of the study which the researcher collected from the field by use of questionnaires, focused group discussion and interview guides. The techniques helped the researcher and were effective because they helped him in gathering of valid data and information. The findings were also in relation to the research objectives of the study.

4.1 Response rate

The targeted sample for the study was 131 respondents and all of them provided data as shown below in table 4.1 below.

Table 4.1. Response rate

Sample population	Actual participants	Percentage
131	131	100%

Source: Primary data (2024)

4.2 Demographic Data of Respondents

The study solicited and involved the participation of 131 respondents of Kapyanga Sub County who provided responses to the key research questions aligned to the research objectives. This section consists of sex of respondents, age of respondents, marital status, Category of respondents and lastly education of respondents.

4.2.1 Sex of Respondents

The study assessed and described the gender details of respondents to ensure fair representation of both males and females as presented in the table 4.2 below;

Table 4.2: Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	81	70	70	70
	Male	50	30	70	100.0
	Total	131	100.0	100.0	

Source: Primary Data (2024)

Table 4.2 above shows that 70% of the respondents were females and 30% of the respondents were males in assessing the impact of feeding programs in Kapyanga Sub County Bugiri District. Although the females formed majority composition of the respondents with a percentage of 70, the results show that the findings of the study were concluded in respect to views of both sexes.

4.2.2 Age of Respondents

Respondents were asked not to reveal their actual age but the category where they fall this was done to ensure that information was received from fully understanding persons. Findings about the respondent's age are shown in table 4.3:

Table 4.3: Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 Years	15	11.6	11.6	11.6
	26-30Years	60	45	45	56.6
	31-37 Years	30	22.7	22.7	79.3
	38-43 Years	20	12.5	12.5	91.8
	44-49 Years	6	8.2	8.2	100
	Total	131	100.0	100.0	

Source: Primary Data (2024)

Outcomes in the table above show that all the participants were in the age of 18 years and most were in the category of 26-30 years followed by those who are 31-37 years, followed by 38-43 years, followed by 44-49 years and lastly 50 years and above. This shows that data in relation to social economic factors and early marriages were collected from fully understanding persons.

4.2.3 Experience of respondents

Respondents were asked to reveal their working experience to ensure data was gathered from persons with enough experience in line with impact of feeding programs on students learning in Government aided secondary schools in Kapyanga sub County.

Table 4.4: working experience of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	5	3.4	3.4	3.4
	6-10 years	80	83.0	83.0	86.4
	11-15 years	30	8.0	8.0	92.1
	16 years above	16	5.6	5.6	100.0
	Total	131	100.0	100.0	

Source: Primary Data (2024)

Table 4.4. Above shows that 83% of the respondents had a working experience of 6-10 years making it with the majority, followed by 8%, with a working experience of 11-15 years, followed by 5.6% with a working experience of 16 years above and lastly 1-5 years constituting of 3.4%. The majority of the respondents being with a working experience of 6-10 years showed that data was gathered from persons with enough working.

4.2.4 Level of Education of Respondents

The Researcher wanted to ensure that views regarding impact of feeding programs on students learning in Government aided secondary schools in Kapyanga Sub County Bugiri District were gathered from people who had attained some level of education. Findings in relation to this are shown in table 4.5 below.

Table 4.5: Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelors	20	16	16	16
Diploma	31	24	24	40
Certificate	80	60	60	100
Total	131	100	100	

Source: Primary Data (2024)

The results above show that majority of the respondents had attained certificates (60%) followed by diploma qualification (24%) and lastly bachelors (16%) This implied that respondents had attained some level of education and they easily understood the questions in the questionnaires and interview guides.

4.3 Various forms of feeding programs in schools

Table 4.6: Descriptive Statistics

	N	SD	D	NS	A	SA	Mean	Std. D	Comments
There are a number of feeding programs in schools in Kapyanga Sub County	131	0 (0%)	2 (1%)	8 (3%)	48 (36%)	73 (60%)	4.46	0.694	<i>very High</i>
School feeding programs as an intervention to combat food shortages in schools	131	3 (5%)	5 (7%)	14 (10%)	66 (50%)	43 (28%)	4.12	0.731	<i>very High</i>
School feeding programs for attendance and enrollment lead to increase in enrollment	131	4 (2%)	9 (5%)	11 (10.2%)	69 (60%)	38 (22.8%)	4.01	0.875	<i>High</i>
School feeding program is a developmental intervention that aids recovery that works as a form of feeding.	131	2 (2%)	4 (3%)	7 (6.8%)	48 (30%)	70 (58.2%)	4.47	0.647	<i>very High</i>
School feeding programs act as a nutritional intervention form which increases enrollment and retention.	131	3 (3%)	2 (1%)	2 (4%)	44 (24%)	80 (69%)	4.56	0.562	<i>very High</i>
Valid N (list wise)	131								
Overall Mean & Standard Deviation							4.34	0.677	<i>very High</i>

0.00-1.00 Very Low, 1.10-2.00 Low, 2.10-3.00 Moderate, 3.10-4.00 High, 4.10-5.00 Very High

Responses from table 4.6 above show that 36% of the respondents agreed that there are a number of feeding programs in schools in Kapyanga Sub County Sub County, 60% of the respondents strongly agreed, 3% of the respondents were not sure, 1% of the respondents disagreed and lastly none of the respondents strongly disagreed. A very high mean of 4.46 indicated that there are a number of feeding programs in schools in Kapyanga Sub County. This was affirmed by respondent's rk2k and r3k2.

In addition to this 50% of the respondents agreed that School feeding program is an intervention to combat food shortages in schools, 28% of the respondents strongly agreed, 10% of the respondents were not sure, 7% of the respondents disagreed and lastly 5% of the respondents strongly disagreed a very mean of 4.12 indicated that school feeding program is an intervention to combat food shortages in schools

Furthermore, responses on whether school feeding programs for attendance and enrollment lead to increase in enrollment showed 60% of the respondents were in agreement with this item, 22.8% of the respondents strongly agreed, 10.2% of the respondents were not sure, 5% of the respondents disagreed and lastly 2% of the respondents strongly disagreed. A high mean of 4.01 indicated that school feeding programs for attendance and enrollment lead to increase in enrollment. Respondent's dd2 and dd3 explained detail in support of this item.

Responses on whether School feeding program is a developmental intervention that aids recovery that works as a form of feeding revealed that 30% of the respondents agreed, 58.2% of the respondents strongly agreed, 6.8% of the respondents were not sure, 3% of the respondents disagreed and lastly 2% of the respondents strongly disagreed a very high mean of 4.01 indicated school feeding program is a developmental intervention that aids recovery that works as a form of feeding

Responses in line with if school feeding programs act as a nutritional intervention which increases enrollment and retention showed that, 28% of the respondents agreed, 57% of the respondents strongly agreed, 5% of the respondents were not sure, 8% of the respondents disagreed. A very high mean of 4.56 indicated that school feeding programs act as a nutritional intervention which increases enrollment and retention.

4.4. Relationship between school feeding programs and students learning

Table 4.7: Descriptive Statistics

	N	SD	D	NS	A	SA	Mean	Std. D	Comments
There is a relationship between school feeding programs and students learning.	131	0 (0%)	21 (12.8%)	10 (5.2%)	70 (60%)	30 (22%)	3.82	1.022	High
Absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves.	131	15 (%)	5 (3.5%)	22 (17%)	55 (48.4%)	34 (26.1%)	3.96	0.815	High
School feeding programs have significant health intervention that helps students to prevent sickness & attend daily.	131	10 (4%)	5 (3%)	15 (10.3%)	71 (60%)	30 (22.7%)	4.14	0.600	Very High
School feeding programs are health and contribute to educational attainment of children	131	1 (1.1%)	14 (12.5%)	9 (6.8%)	75 (51.1%)	32 (28.4%)	4.01	0.905	High
There is a relationship between female literacy levels and feeding programs.	131	3 (1%)	6 (2.3%)	28 (17%)	72 (62.5%)	22 (17.2%)	3.93	0.745	High
Valid N (list wise)	131								
Overall Mean & Standard Deviation							4.00	0.824	High

0.00-1.00 Very Low, 1.10-2.00 Low, 2.10-3.00 Moderate, 3.10-4.00 High, 4.10-5.00 Very High

Responses on if there is a relationship between school feeding programs and students learning showed that 60% of the respondents agreed, 22% of the respondents strongly agreed, 17% of the respondents were not sure, 12.8% of the respondents disagreed and lastly none of the respondents strongly disagreed. A high mean of 3.82 indicated that there is a relationship between school feeding programs and students learning. Participant's EEEW and MM2 that students who have meals in schools always don't waste time because they are given meals on time thus not missing any classes and a positive relationship between school feeding programs and students learning.

Responses on whether absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves showed that 48.4% of the respondents agreed, 26.1% of the respondents strongly agreed, 17% of the respondents were not sure, 3.5% of the respondents disagreed and lastly 4% of the respondents disagreed. A high mean of 3.96 indicated that absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves.

Responses on whether school feeding programs have significant health intervention that helps students to prevent sickness & attend daily revealed that 60% of the respondents agreed, 22.7% of the respondents strongly agreed, 10.3% of the respondents were not sure, 12.5% of the respondents disagreed and lastly 1.1% of the respondents strongly disagreed. A high mean of 4.01 indicated that School feeding programs have significant health intervention that helps students to prevent sickness & attend daily.

Responses in line with if school feeding programs are health and contribute to educational attainment of children, showed that 51.1% of the respondents agreed, 28.4% of the respondents strongly agreed, 6.8% of the respondents were not sure, 12.5% of the respondents disagreed and 1.1% of the respondents strongly disagreed a high mean of 4.01 indicated that school feeding programs are health and contribute to educational attainment of children. Respondents DDDK2 school feeding programs are designed with expert teachers who provide health meals to students.

Responses on if there is a relationship between female literacy levels and feeding programs. Showed that 62.5% of the respondents were in agreement with this, 17.2% of the respondents strongly disagreed, 17% of the respondents were not sure, 2.3% of the respondents disagreed and 1% of the respondents strongly disagreed a high mean of 3.93 showed that there is a relationship between female literacy levels and feeding programs.

4.5. Strategies for improving school feeding programs to enhance students learning

Table 4.8: Descriptive Statistics

	N	SD	D	NS	A	SA	Mean	Std. D	Comments
Building of consensus policy objectives that focus on feeding may contribute to improving education.	131	1 (2%)	5 (4%)	9 (6%)	50 (30%)	66 (58%)	4.46	1.072	<i>Very High</i>
Kapungu sub county has different strategies that enhance feeding and empowering of students.	131	0 (0%)	2 (3%)	11 (7%)	70 (54%)	48 (36%)	4.22	0.668	<i>Very High</i>
Alternative financing and cost options for school feeding programs can enhance students learning.	131	10 (5%)	3 (2%)	18 (10.3%)	70 (60.0%)	30 (22.7%)	4.14	0.600	<i>Very High</i>
Identifying of potential bottlenecks may help to resolve feeding problems and enhance students learning.	131	1 (1%)	9 (6%)	0 (0%)	49 (38%)	72 (55%)	4.50	0.684	<i>Very High</i>
Government should invest in nutritional programs such that they enhance student's learning.	131	4 (4%)	2 (1%)	2 (1%)	49 (34%)	74 (60%)	4.58	0.509	<i>Very High</i>
Valid N (list wise)	131								
Overall Mean & Standard Deviation							4.34	0.732	<i>Very High</i>

Responses on whether building of consensus policy objectives that focus on feeding may contribute to improving education showed that 30% of the respondents strongly agreed, 58% of the respondents strongly disagreed, 6% of the respondents were not sure, 4% of the respondents disagreed and lastly 2% of the respondents strongly disagreed. A high mean of 4.46 indicated that building of consensus policy objectives that focus on feeding may contribute to improving education.

Responses on if Kapyanga sub county has different strategies that enhance feeding and empowering of students showed that 54% of the respondents agreed, 36% of the respondents strongly disagreed, 7% of the respondents were not sure, 3% of the respondents disagreed and lastly none of the respondents strongly disagreed. A high mean of 4.22 indicated that Kapyanga Sub County has different strategies that enhance feeding and empowering of students.

In addition to this, responses on if alternative financing and cost options for school feeding programs can enhance students learning showed that 60% of the respondents agreed, 10.3% of the respondents were not sure, 22.7% of the respondents strongly agreed, 2% of the respondents disagreed, and lastly 5% of the respondents strongly disagreed. A very high mean of 4.14 showed that alternative financing and cost options for school feeding programs can enhance students learning.

Responses in line with if Identifying of potential bottlenecks may help to resolve feeding problems and enhance students learning showed that 38% of the respondents agreed, 55% of the respondents strongly agreed, none of the respondents were not sure, 6% of the respondents disagreed and lastly 1% of the respondents strongly disagreed indicated that Identifying of potential bottlenecks may help to resolve feeding problems and enhance students learning.

Responses in line with whether government should invest in nutritional programs such that they enhance student's learning revealed that 34% of the respondents agreed, 60% of the respondents were not sure and lastly 4% of the respondents strongly disagreed a very high overall mean of 4.58 revealed that the above strategies may help in improving school feeding programs to enhance students learning.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study findings' conclusions and recommendations about the impact of feeding programs on students learning in Government aided secondary schools in Kapyanga Sub County Bugiri District.

5.1 Discussion of findings

5.1.1 Various forms of feeding programs in schools

Findings indicated that there are a number of feeding programs in schools in Kapyanga Sub County. This finding was in line with a study conducted by Bennet (2020) and found that there are various feeding programs in schools and they impact students learning and performance differently, findings also indicated that school feeding program is an intervention to combat food shortages in schools and this finding was similar to that of Van Wyk (2021) who conducted a study in South Africa and found out that feeding program is an intervention that combats food shortage.

In addition to this, findings indicated that school feeding programs for attendance and enrollment lead to increase in enrollment this was similar to a finding by Chopra (2004) who conducted a research study and found out that school feeding programs for attendance and enrollment lead to increased attendance.

Lastly the study findings indicated that school feeding program is a developmental intervention that aids recovery that works as a form of feeding.

5.1.2. Relationship between school feeding programs and students learning

Findings revealed that there is a relationship between school feeding programs and students learning. This finding was similar to that of Morris (2023) who asserted that feeding programs have a relationship with students learning.

Findings on whether absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves showed that absenteeism's in schools is as a

result of no school feeding programs which makes students to absentee themselves. This finding was similar to that Mendez (2020) who asserted that absenteeism is a feeding which leads to increased students absenteeism.

Findings also indicated that School feeding programs have significant health intervention that helps students to prevent sickness & attend daily this finding was similar to that of Akivis and Vakil (2018) who asserted that feeding programs have significant health intervention that helps students to prevent sickness.

5.1.3 Strategies for improving school feeding programs to enhance students learning

Findings indicated that building of consensus policy objectives that focus on feeding may contribute to improving education.

Responses on if Kapyanga sub county has different strategies that enhance feeding and empowering of students showed that 54% of the respondents agreed, 36% of the respondents strongly disagreed, 7% of the respondents were not sure, 3% of the respondents disagreed and lastly none of the respondents strongly disagreed. A high mean of 4.22 indicated that Kapyanga Sub County has different strategies that enhance feeding and empowering of students.

In addition to this, responses on if alternative financing and cost options for school feeding programs can enhance students learning showed that 60% of the respondents agreed, 10.3% of the respondents were not sure, 22.7% of the respondents strongly agreed, 2% of the respondents disagreed, and lastly 5% of the respondents strongly disagreed. A very high mean of 4.14 showed that alternative financing and cost options for school feeding programs can enhance students learning.

5.2 Conclusions

Findings concluded that there are a number of feeding programs in schools in Kapyanga Sub County, findings also concluded that school feeding program is an intervention to combat food shortages, findings also concluded that there is a relationship between school feeding programs and students learning, findings concluded that School feeding programs have significant health intervention that helps students to prevent sickness & attend daily and lastly findings concluded that alternative financing and cost options for school feeding programs can enhance students learning

5.3 Recommendations

Basing on the discussion of the study findings and conclusions of this report, the study recommends the following;

There should be more policies designed by the Government to ensure students have meals in schools to ensure better performance.

There is need for schools to design better feeding programs that can help students in order to ensure better performance.

I recommend parents to always support school feeding programs such that their children can benefit.

5.4. Suggested areas for further research

Role of Government in implanting school feeding programmes

Role of parenting in implementing school feeding programmes

Factors affecting school feeding programmes

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APPENDIXES

Appendix I: Consent Letter

Dear respondent I am Balikowa Hussein a student of Uganda Christian University, currently undertaking a research on a topic “*impact of feeding programs on students learning in government aided secondary schools in Kapyanga Sub County*” You are privileged to participate in this research and your selection has been based on random sampling. The information you provide will be kept confidential.

Thank you for your participation

SECTION A

BACKGROUND INFORMATION

(Please circle the appropriate response against your choice)

1. Gender of participants

- a. Male b. Female

2. Age group of participants

- a. 20-30years b. 31-40years c. 41-50years d. 50 and above

3. Marital status

- a. Married b. Single c. Divorced/separated d. Widowed

4. Educational level of respondent

- a. Certificate b. Diploma c. Degree d. Masters

e. Others (specify)

Appendix II: Questionnaire

For this section you are required to tick (✓) on a response option ranging from the levels below.

Levels: 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A) and 5 = strongly agree (SA)

	Various forms of feeding programs in schools	SD	D	N	A	SA
1	There are a number of feeding programs in schools in Kapyanga Sub County					
2	School feeding programs as an intervention to combat food shortages in schools					
3	School feeding programs for attendance and enrollment lead to increase in enrollment					
4	School feeding program is a developmental intervention that aids recovery that works as a form of feeding.					
5	School feeding programs act as a nutritional intervention form which increases enrollment and retention.					
	Relationship between school feeding programs and students learning					
1	There is a relationship between school feeding programs and students learning.					
2	Absenteeism's in schools is as a result of no school feeding programs which makes students to absentee themselves.					
3	School feeding programs have significant health intervention that helps students to prevent sickness & attend daily.					
4	School feeding programs are health and contribute to educational attainment of children					
5	There is a relationship between female literacy levels and feeding programs.					
	Strategies for improving school feeding programs to enhance students learning					
1	Building of consensus policy objectives that focus on feeding may contribute to improving education.					
2	Kapyanga sub county has different strategies that enhance feeding and empowering of students.					
3	Alternative financing and cost options for school feeding programs can					

	enhance students learning.					
4	Identifying of potential bottlenecks may help to resolve feeding problems and enhance students learning.					
5	Government should invest in nutritional programs such that they enhance student's learning.					

Thank you for your Participation

Appendix III: Interview Guide

SELF-ADMINISTERED INTERVIEW QUESTIONNAIRE

Dear respondent I am Balikowa Hussein a student of Uganda Christian University, currently undertaking a research on a topic “*impact of feeding programs on students learning in Government aided secondary schools in Kapyanga Sub County, Bugiri District*” You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes only.

SECTION (A)

Various forms of feeding programs in schools

(1) There are a number of feeding programs in schools in Kayanga Sub County?

(2) If yes what are the various forms of feeding programs

.....

(3) How have these feeding programs impacted students learning in government aided secondary schools

SECTION (B)

Relationship between school feeding programs and students learning

(4) There is a very big relationship between students learning and feeding programs?

(5) If yes what is the relationship between feeding programs and students learning

.....

.....

(6) Do you think feeding programs are impactful on students grade attainment? If yes give reason, if no why.....

SECTION (C)

Strategies for improving school feeding programs to enhance students learning

(7) There are a number of strategies for improving school feeding programs in order to enhance students learning?

(8) If yes, what are the strategies for improving school feeding programs that can enhance students learning?

Appendix IV: Approved research letter



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE SAS
KAPYANGA

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss BALIKO WIA HUSSEIN
Of Registration Number; S21/MUC/BPAM/001 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE.

He/ she is required to carry out an academic research on the topic
THE RELATIONSHIP BETWEEN FEEDING PROGRAM AND
STUDENT'S LEARNING IN GOVERNMENT SECONDARY SCHOOLS IN
KAPYANGA SUB-COUNTY BUGIRI DISTRICT
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he / she is
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar



SAS Kapyanga

Please accord the
best due diligence
to carry out his
Academic Research

OF STEPHEN'S
S.S.
HeadTeacher
Please accord the
best due diligence
to carry out his
Academic Research
SUB-COUNTY CHIEF
KAPYANGA
26 MAR 2024
P.O. BOX
BUGIRI DISTRICT



26/3/2024