

**FEEDING PROGRAMS ON STUDENTS' LEARNING IN GOVERNMENT AIDED PRIMARY  
SCHOOLS IN BUNGOKHO SUB COUNTY MBALE DISTRICT**

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**UGANDA CHRISTIAN  
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## DECLARATION

**I Watesmba Norah** hereby declare that this research report is my original work except for citations made in other people's work and has never been presented to any University or any other Institution of higher learning for any academic award.

Signature: .....

Date: .....

## **APPROVAL**

I certify that this research report on the topic “Effect of Feeding programs on student’s learning in Bungokho Sub County” has been written under my supervision and is ready for submission to the faculty of social sciences as a partial requirement for the award of Bachelors of public administration and management of Uganda Christian University.

Signed ..... Date .....

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## **LIST OF ABBREVIATIONS**

MoH	Ministry of Health
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Science
STI	Sexually Transmitted Infections
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic Health Survey
UNFPA	United Nation Population Fund
UNICEF	United Nation Children Fund
WHO	World Health Organization

## **ABSTRACT**

This study was carried out Bungokho Sub County on the effect of feeding programs on students learning in Government Primary Schools in Bungokho Sub County. It was guided by the following research objectives: To determine whether food is provided to students in Government aided Primary Schools in Bungokho Sub County, to examine the relationship between provision of lunch and students' learning in Government aided Primary Schools in Bungokho Sub County and lastly to examine the relationship between provision of lunch and students' learning in Government aided Primary Schools in Bungokho Sub County. The study used both a qualitative and quantitative research design methodology where it considered a sample size of 80 respondents. The study findings revealed that: provision of food to students has an impact on students' performance of Bungokho Sub-County Mbale District, that provision of food to students helps parents who can't afford to secure children's meals which improve their grades, that there is a positive relationship between provision of lunch and students learning in primary schools, that motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs and lastly that addressing specific micronutrient deficiencies in school-age children is another strategy that helps in implementing school feeding programs. Study findings concluded that: provision of food to students has an impact on students' performance, that provision of food to students helps parents who can't afford to secure children's meals which improve their grades and lastly that motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs. The study recommends that: There should be more investments by different Governments in a number of strategies to reduce on challenges of feeding programs in Schools and lastly that there is need for the community and societies to begin being part of the group that try solve the challenges of feeding programs in schools through provision of food items.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter presents the Background to the Study, Statement of the Problem, Objectives of the study, Research Questions, Scope of Study Significance of the Study and lastly Definition of Operational Terms.

### **1.1 Background to the Study**

Quality of learning and generally education is an issue of global concern most especially in developing countries. Whereas there are numerous hindrances to effective learning and achievement among secondary school students, lack of school feeding program has of recent been recognized as one of the major factors responsible for this situation. Its contribution therefore cannot be under looked. Indicators of educational performance show that Uganda has done remarkably well in as far as access to primary school education is concerned, such as free Education in Primary Schools, provision scholastic materials among others. However, the quality of learning still remains a challenge.

World Bank (2018) considers adequate and quality education as a basic human right regardless of one's background and orientation. Meanwhile, according to universal declaration of the rights of children and other protocols and concessions to which Uganda is a signatory, education is a fundamental right that every child must access to. Thus, in pursuit of this, the Government of Uganda committed itself towards providing quality Education and training to prepare its Nationals for the 21<sup>st</sup> challenges. UPE was introduced targeting UPE graduates joining secondary school (MoES Report, 2017). There are currently over 10 million children attending Primary Schools.

Since then, the government has also shown commitment in allocating enormous resources and making enabling policies directed towards providing favorable conditions for effective and quality learning. For instance under section 4 of Education Act (2008) the policy on provision of Education and training is that it is a joint responsibility of the state, parents and other stake holders. Under section 5 of the same act, provision of food, clothing, shelter, medical care and transport to the child is the responsibility of parents.

In 2013, the Government of Uganda through the Ministry of Education and Sports, passed the policy guidelines on feeding and nutrition of children in schools. According to the policy, parents were supposed to contribute towards students meals in; cash, in kind by contributing food items, or provide packed lunch and breakfast.

Whereas the Government requires that the parents and caretakers of these children take responsibility for feeding their children while at school. Many parents, however, especially in the rural areas, cannot afford to pay even the minimal cost of a daily meal nor contribute food items in kind. According to Hedwig et al (2011), several factors including food insecurity, poverty, distance between home and school and lack of commitment make the parents unable to provide meals for their children. They observe that this has caused irregularity in school attendance, particularly in rural areas.

According to SABER country report by World Bank (2017), the level of absenteeism among students in Uganda is high and the report attributes this to low support from parents and lack of basic requirements and mid-day meals at school remain a major challenge that need to be addressed in order to promote effectiveness in learning at school. It was pointed out that school feeding program increases enrollment especially for girls, increases cognition and Educational success and offers great opportunity to poorest children to excel.

Meanwhile, according to report by the ministry of finance, planning and economic development, (2018), though many children attend school, the largest proportion go without having meals in school and thus affecting the learning potentialities. The report points out that only 33% of the children in Uganda get meals at school, with the situation is getting worse when it comes to rural children. This has negative implications on cognitive development, school performance and achievement of learners (National Planning Authority Report, 2017)

The importance of providing meals to secondary school students in effective learning cannot be over emphasized. Realization of effective learning and intended learning outcomes can therefore not be attained without addressing challenges related to students feeding in schools. In the context of this study, school feeding program has been conceptualized to mean provision of breakfast and lunch to students while they are at school. Despite Government effort, the aspect of effective learning in schools still raises great questions as reflected in high rate of absenteeism/ dropout, and performance both in internal and National examinations. This aspect has been highlighted in several reports and studies

For instance, in the study carried out by Nyandwi (2018) in Sumbawanga District in Tanzania, it was found out that academic performance of students was dropping every year. He attributed this to low parents' incomes, shortage of science laboratories, long distance walked by student to schools, incompetence in English language and shortage of learning materials.

Uganda has not been an exception. In the study conducted by Agwot and Osuu (2017), it found out that the average rate of absenteeism in the eastern districts of Kumi, Soroti, Ngora, Serere and Kumi was 23.18%, attributed to lack of scholastic materials, domestic work, lack of interest in education, illness, sexual harassment and lack of midday meals.

Meanwhile, the study by Ngware, Njora, Benta, Mhura (2017), reported a low students' attendance rate in public Secondary Schools in Iganga and Mayuge Districts. They also pointed that the attendance rate in public was far below that in private secondary schools in the same district. Long distances to schools, inadequate parental involvement, lack of follow up of children in schools and lack of mid-day meals were sighted to be among the major causes of the poor state of students' performance in terms of school attendance. This state of affairs therefore caused questions as to whether Bungokho Sub County is adequately prepared to assist students through provision of meals for effective learning thus indicating reasons for the researcher to carry out this research in this particular Sub County. Student's performance is conceptualized to mean regularity in school, punctuality for school activities, concentration in class, and academic grades

## **1.2 Statement of the Problem**

Ideally, all students in school are expected to be punctual for all school programs, regularly attend classes, and participate in all school activities that promote student learning but many schools in Bunghoko sub county do not have feeding programs for learners and yet government policy on school feeding clearly stipulates the responsibility of parents to meet the feeding needs of for their school going children in UPE schools. In view that many parts of Bungokho Sub County experience food insecurity situations, the ability for all households to provide food to school going children is still doubtful.

Under given circumstances, the effect of feeding programmes among UPE pupils is inevitable. The effect in relation to enrollment and school dropout among UPE pupils is and schools have been contentious issues related to challenges of school feeding in Bunghoko sub county of Mbale district. However, despite government effort in providing necessary infrastructure,

staffing, providing library resources like books, computers and grants, no policy frame work related to school feeding program has ever been put in place to support learners in UPE schools in Bungokho Sub County and if nothing is done, there will be likelihoods of low enrollment, irregular classroom attendances and school dropouts and poor.

There is also lack of information regarding the effect of feeding programs on students learning in UPE schools in Bungokho Sub County and thus this study investigated the effect of feeding programs on students learning in UPE schools in Bungokho Sub County. Studies (eg., Ojangole et al., 2021 and Davis, 2022) concentrated on parental income and school environments on student's learning in Masaka and Gulu respectively and no study regarding effect of feeding programs on students learning in UPE schools in Bungokho Sub County leading to distortions and limitations in literature a gap that this study intends to fill.

### **1.3 Purpose of the study**

The purpose of the study is to examine the effect of feeding programs on students learning in Government Primary Schools in Bungokho Sub County

#### **1.3.1 Specific Objectives**

The study was guided by the following specific objectives:-

1. To determine whether food is provided to student's in Government aided Primary Schools in Bungokho Sub County
2. To examine the relationship between provision of lunch and students' learning in Government aided Primary Schools in Bungokho Sub County.
3. To find Solutions to challenges faced by schools in implementing school feeding programs in Government aided primary schools in Bungokho Sub County and how to address them.

### **1.4 Research Questions**

The study was guided by the following research questions:

1. Is food provided to students in Government aided primary schools in Bungokho Sub County?
2. What is the relationship between provision of lunch and students learning in Government aided primary schools in Bungokho Sub County?

3. What are the possible solutions to challenges faced by schools in implementing school feeding programs in Government aided primary schools in Bungokho Sub County.

## **1.5 Scope of Study**

### **1.5.1 Content Scope**

The study was limited to the effect of feeding programs on students 'learning in Government Primary schools in Bungokho sub county Mbale district.

### **1.5.2. Geographical Scope**

The study was conducted in Government aided Primary Schools within Bungokho Sub County Mbale District. Which is boarded by Bukasakya, to the East, Bumbobi, Busoba in the west and lastly Nyondo in the East.

### **1.5.3 Time Scope**

The study was limited to the period between 2019-2023 because this is the period within which there was more concern over unsatisfactory students' performance in UPE schools in Bungokho Sub County in particular and Mbale District in general and this brought up many reasons for non-performance which included feeding programs.

## **1.6 Significance of the Study**

The study is expected to be useful to various individuals in the following ways:-

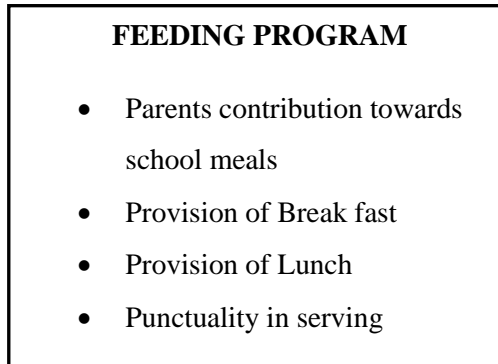
To the Head teachers in Primary schools, it is expected that recommendations based on the study findings may assist them to come up with appropriate strategies of improving students 'learning.

It is also expected that the study findings and recommendations may help parents in realizing the value of providing meals to their children in schools

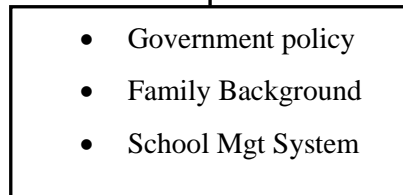
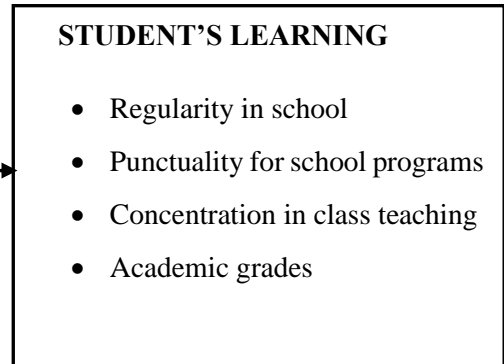
It is expected that the study may enrich the existing body of knowledge and be a basis for further research in line with its recommendations.

**Figure 1: Conceptual frame work**

**INDEPENDENT VARIABLE**



**DEPENDENT VARIABLE**



**Source: research (2024).**

**Figure 1: Conceptual Framework**

The Conceptual framework in figure 1 illustrates hypothetical relationship between the dependent, independent and moderating variables. It is assumed that students learning are influenced by feeding program in schools. It is also hypothesized that apart from independent variable, students learning is also influenced by the intervening variables indicated in the conceptual framework. Feeding in this case is conceptualized to mean provision of breakfast, and lunch to students; while students' learning is conceptualized to mean: regularity in school, punctuality for school programs, and concentration in class, academic performance or assessment scores. Family background, school management system and government policy.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

In this chapter, related literature from previous empirical studies and other sources will be reviewed and the literature gaps were identified to provide the justification for the study. Literature was reviewed following the major themes in relation to the research objectives.

#### 2.1. Provision of food to students and academic performance

To address historical primary school absenteeism among Kenya's learners in primary schools, free breakfast is used as an incentive to attract school-aged children to class. Within rural communities in which food is scarce, this daily meal provision relieves much of the burden of childrearing. The beneficiaries of the program are extremely poor families that are largely unable to provide the minimum recommended daily allowances (RDA) of calories, protein, and essential micronutrients to their children for breakfast. These poor conditions may irreversibly stunt the mental and physical development of young children, resulting in wasted potentials and lifelong difficulties (Galal, 2019). The nutritional importance of the school breakfast (usually around 700kcal) is immense, representing more than half of the consumed RDA values for 40 percent of the participating students (Finan, 2021). The researcher therefore intends to establish whether parents and teachers in UPE schools in Bunghoko sub country are aware of the above nutritional value.

Kenya's public primary schools have over the years had feeding programs that have continuously been experiencing expansion and refinement to ensure quality education is provided. With the introduction of free compulsory primary education for all Kenyan children in 2003, the WFP-assisted breakfast feeding program has developed alongside National policies of increased student health, attendance, and performance (MoE, 2019). From its inception, it has targeted food inequality in the most vulnerable areas of Kenya, including school districts in the ASAL and the informal urban slums of large cities such as Nairobi and Mombasa (Espejo, 2019). On the other hand, private schools incorporate provision of breakfast in the school fees structure to ensure that breakfast provision is catered for in the schools. This research will thus investigate whether UPE schools in Bunghoko Sub County are implementing school feeding programs and whether private primary school incorporate feeding charges in their school fees structures.

According to Langer (2020), in Kenya, school breakfast programs to cater for food provision in schools has been in existence since early 1980's with degrees of varying success. These programs have been used primarily as incentive for pupils' enrolment and retention in rural and marginalized areas. Free or subsidized breakfast programs have over the years played an integral part in realizing the universal primary education goals. Consequently, involvement of significant foreign players has greatly elevated the Kenyan government's role in the success, direction and stewardship of these programs. Therefore, heavy reliance on foreign aid and management has been subjected to fluctuations. In 2009, the Kenyan government introduced a feeding program, homegrown school breakfast program (HSFP) in the bid to transition toward a more national, sustainable and integrated school meal provision alternative. Nevertheless, numerous financial and infrastructural strains have challenged the ability to successfully sustain to breakfast fund to effectively operate school breakfast program and the researcher will find out whether this phenomena is experienced in UPE schools in Bungokho Sub County and whether free or subsidized breakfast programs are in place.

Additionally, many rural parents have been able to utilize schooling as a form of subsidized childcare, which gives them more time to engage in household chores, farming, or other income-generating activities. The short and long-term benefits to the child are even more pronounced. Studies tracking the impact of school breakfast have shown improvements in IQ, immunity to illness, height, and weight among participating children (Galal, 2019). Micronutrient fortification, malaria treatment, and annual de-worming initiatives have been implemented alongside school breakfast programs and have had considerable effect on increasing overall student health (Galloway, 2019). Pupils are no longer distracted by hunger and the crippling effects of extreme malnutrition. This study will thus investigate whether in Bungokho Sub county, parents give their children food items like flour, beans sugar to help schools enable their feeding programs so as to improve their learning.

## **2.2 Relationship between provision of lunch and student's learning in primary schools**

According to field studies, the "magnet increased school attendance rates especially among young children. Rural schools that provide school mid-day lunch show higher attendance rates and lower initial dropout rates than schools that do not (Espejo, 2019). The immediate financial and nutritional benefits provided by schooling attract parents struggling to support their children on low-yielding subsistence farming. On average, participating families save between four and nine percent of their annual income by taking advantage of school meals and avoiding

added food expenditures (Finan, 2021). It is upon this background that the researcher intends to find out whether learners who are benefiting from school feeding programmes have experienced improved learning outcomes in Bungokho sub County.

According to firsthand teacher accounts, children who received school lunch are generally healthier, more receptive, energetic, and easier to teach (Galal, 2019). Following WFP recommendations, some ASAL school districts have begun providing fortified morning biscuits to get a jumpstart on the cognitive and nutritional benefits of feeding (Galal, 2018). Consequently, pupils from poor households are enrolled in public primary schools where they do not attend during drought seasons. They are engaged in family support chores to source livelihood whereas pupils enrolled in private primary schools are provided for with food throughout an issue that will form the basis of investigation by this study in Bungokho Sub County.

Class participation is the act of active participation in learning activities by pupils. This may require that a child be in sound health and mind (physical, psychological and emotional). The WFP (2020) noted that a hungry learner will struggle to concentrate on his/her studies but is easily distracted. The school meal may therefore be the solution to these children who come from poor and conflict areas as were able to receive meals from school thereby solving the problem of hunger and concentrate in the learning process. The researcher therefore established whether learners in Bungokho have their lunch at schools and on time to ensure effective participation in learning.

Though school-feeding programs have increased student enrolment rates, attendance, and exam scores, rural districts have exhibited only modest gains in completion rates and advancement to secondary school (Finan, 2018). With average completion rates hovering at around 34 percent in arid and 57 percent in semi-arid districts, it was clear that even with the presence of school meals, regional disparities in education persisted. Especially among poor children and girls, these numbers are far below the standards Kenya must meet in order to achieve sustainable development goals 1-3 (poverty reduction, universal primary education, gender equality) by 2015 (MoE, 2016). Therefore in relation to the above view the researcher found out whether in UPE schools of Bunghoko Sub County, school-feeding programs can increase student enrolment rates, attendance, and exam scores.

Unfortunately, the lunch program's positive impact on school attendance appears to weaken with age. Within traditional rural communities, as children get older they become valuable economic resources to their families, and the pressure to contribute to household chores and earnings steadily mounts. Between seventh and eighth grade, the appeal of a school meal is suddenly much less significant and dropout rates increase with the rising opportunity costs of staying in school (Finan, 2017). As they reach adolescence, boys are expected to start work as farmhands or manual laborers and girls are groomed for early marriage in order to fetch a higher bride price (Finan, 2020). Furthermore, due to a general scarcity of secondary schools in the many areas, many bright and otherwise willing rural children are forced to prematurely end their schooling after standard 7. The researcher investigated whether this phenomena is applied in Bunghoko sub county of Mbale district

### **2.3. Solutions to challenges faced by schools in implementing school feeding programs in primary schools**

#### **Motivate parents to enroll their children in school and have them attend regularly**

School feeding programs are one of several interventions that can address some of the nutrition and health problems of school-age children. School feeding programs and other school-based nutrition and health programs, can also motivate parents to enroll their children in school and to see that they attend regularly (Simeon and Grantham-McGregor, 2020). Experience shows that properly designed and effectively implemented School feeding programs can: Alleviate short-term hunger in malnourished or otherwise well-nourished school children. This helps to increase the attention and concentration of students producing gains in cognitive function and learning. Mande (2020) argued that there is need to motivate parents to enroll their children in school and have them attend regularly. When programs effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve and this was the basis of investigation by this study. The researcher investigated if motivating parents to enroll their children in school and help them attend regularly in UPE schools in Bunghoko Sub County.

#### **Address specific micronutrient deficiencies in school-age children.**

While Simeon and Grantham-McGregor, 2020) argued that Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance. Increase community involvement in

schools, particularly where programs depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement. This study found out whether in UPE schools in Bunghoko Sub County, school administrators in partnership with parents have the ability to address specific micronutrient deficiencies in school-age children in a bid to improve learning.

### **Alleviate short-term hunger and improve cognition**

The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in schoolchildren : the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in school going children help them to perform better in school. In Jamaica providing breakfast to primary school students significantly increased attendance and arithmetic scores where children who benefited most were those who were wasted, stunted, or previously malnourished (Simeon and Grantham-McGregor, 2020). On the basis of the above phenomena, the researcher investigated whether there are policies and programs in UPE schools in Bunghoko Sub County that are directed at alleviating short-term hunger and improve cognition.

A US study Meyers (2018) showed the benefits of providing breakfast to disadvantaged primary school students. Before the start of a school breakfast program, eligible (low-income) children scored significantly lower on achievement testes than those not eligible. Once in the program, however, the test scores of the children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved an issue that the researcher investigated in Bunghoko Sub County.

Pollitt, Jacoby and Cueto, (2017) conducted a study in Peru. 23 malnourished and 29 well-nourished 9 to 11 year old boys were studied to assess the effects of breakfast on cognitive performance. Each boy served as his own control in a manner comparable to the Jamaica study cited above. Breakfast was a nutritionally fortified beverage and a baked grain product fortified with iron, similar to the meal provided in the government-sponsored school breakfast program. A series of cognitive tests were administered in an experimental setting. Speed in performing a short-term memory test and discrimination of geometric patterns were improved under the breakfast condition in both groups. The effect was more pronounced in

the nutritionally disadvantaged children. In UPE schools in Bunghoko Sub County, the researcher found out whether improvements in nutritional status of school going children through school feeding have the potential to improve cognition and learning outcomes.

### **Increase enrollments and improve attendance**

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 2019). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 2018). The number of days that a child attends school is related to cognition and performance (Jacoby, 2020). School feeding programs can have a positive effect on rates of enrollment and attendance. A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Moore, 2018). Since the above studies were not conducted in Bunghoko Sub County, the researcher found out whether enrollment and attendance rates can substantially increase when school feeding programs are implemented.

According to WFP (2020), Niger has one of the five lowest school enrollment rates in the world; the school feeding program is intended to enhance attendance of nomad and transhumant families, particularly of girls. Beneficiaries receive the equivalent of the total daily recommended food intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' participation in schools, some families receive an additional take-home ration. Evidence from past experience with the school feeding programs shows that it contributes to its objectives: whenever canteens have been closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. The researcher found out whether this phenomenon was applied to Bunghoko Sub County and whether it is was of any significance to student enrollment and attendance.

### **Promote community participation**

WFP (2020) further argued that schools that depend on the community to organize and implement school feeding programs offer certain advantages. These advantages include: increasing the contact, and hence communication, between parents and teachers, officials and

others; giving parents the opportunity to become more aware of what goes on at schools; and serving to raise the value of education/the school for parents and the whole community. For example, school canteens are viewed as an important feature of education policy in Morocco. Since 1978 WFP and the government have supported school feeding. The programs have strong government and community support and are viewed as part of a necessary package of inputs for improving education. The feeding program is credited with helping to maintain high enrollment and attendance and encouraging community participation in education. School cooperatives support the school canteens and parents associations assist with the transportation of food aid. Therefore basing on this, the researcher found out whether UPE schools in Bunghoko Sub County of Mbale district are able to promote community participation in supporting school feeding.

**Build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to improving education and to meeting the nutrition and health needs of school-age children.**

Program managers and policy-makers need to agree on what ‘problems’ or ‘situations’ the school feeding program to address, who the program will serve, and which program models are feasible for implementation. School feeding programs according to UNESCO (2018) are highly visible and as a result often have a significant political dimension, particularly since they can represent a considerable income transfer. This reality should not inhibit establishing a policy and objectives that will take advantage of the substantial potential for improving the impact of SFPs on education. Therefore the researcher found out whether it is possible in UPE schools to build a consensus on a policy and objectives that focuses on how school feeding can effectively contribute to improving education and to meeting the nutrition and health needs of school-age children.

**Develop targeting criteria and mechanisms that concentrate program resources on high risk children and communities.**

Mwiyra et al., (2019) argued that there is a built-in tendency toward universal coverage - providing meals for all school going children since all children in school throughout the day will require food. Furthermore, program coverage and targeting is always subject to a series of political, logistical, technical and informational constraints. In view of the fact that resources are finite, particularly in the poorest countries, and that providing food is

expensive, targeting is a critical element of any effort to improve the impact of a school feeding programs on education. Targeting is essential if the program is to reach families and communities that lack the resources to adequately provide for their school-age children or those that need to be motivated to enroll their children in school and to have them attend more regularly. Although Mwiya et al. recommendations are good, the researcher found out whether it is possible to develop targeting criteria and mechanisms that concentrate program resources on high risk children in UPE schools in Bunghoko Sub County

### **Analyze and identify alternative financing and cost options for school feeding programs**

UNESCO (2021) argued that the cost of school feeding programs is a major issue for both governments and donors. Feeding programs of any kind are expensive. Financing may include international assistance, but in all cases available public resources, or the potential to draw on them, are required. Cost alone can indicate little about the value of a school feeding programs but, unfortunately, cost-effectiveness analyses, which assess costs relative to impact on nutrition and education outcomes, are for the most part unavailable and the researcher will find out whether this is true in Bunghoko Sub County. Nonetheless, implementing the UNESCO recommendations should help to ensure that the benefit-side of the program is enhanced while controlling the cost side an issue that the study investigated if in Bunghoko Sub County of Mbale district.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

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

#### **3.1 Research Design**

The research study used a cross-sectional design using both qualitative and quantitative research approaches to analyze the relationship between feeding programs and students' learning in Government secondary schools. This design helped the researcher to generate more sufficient data and relevant information that supported the variables and objectives of the research study.

#### **3.2 Sample size**

The total population (N) is 100 people and therefore the sample population was 80 persons using Krejcie and Morgan (1973) methods of determining sample size from the population.

**Table 3.1: Summary of the Sample Size and Sampling Technique**

**Summary of the Sample Size and Sampling Technique**

<b>Participants</b>	<b>Study Population (N)</b>	<b>Sample Size (n)</b>	<b>Sampling Technique</b>
School administrators	10	7	Purposive sampling
Teachers	20	18	Simple random sampling
Local leaders	20	15	Simple random sampling
Students	25	20	Simple random sampling
Parents	25	20	Simple random sampling
<b>Total</b>	<b>100</b>	<b>80</b>	

*Source: CDO's office for population, Krejcie and Morgan (1970) for sample size and Researcher for Sampling Techniques*

### **3.3 Sampling Techniques**

The researcher used the following sampling techniques:

#### **3.3.1 Simple random sampling**

The researcher used simple random sampling to select students, teachers and local leaders. This technique involved giving a number to every subject or member of the accessible population, placing the numbers in the container and then picking any number at random. The subject corresponding to the numbers included in the sample. Simple random sampling was used on students which enabled the researcher to get a representative sample for the research study and allowed generalizability to a larger population with a margin of error that is statistically determinable.

#### **3.3.2. Purposive sampling**

Purposive sampling was used on school administrators because the researcher was able to move from head teacher to head teacher until the required sample 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 which focused on general and closed ended statements which were in accordance with the objectives of the study. The researcher got a list of local leaders and selected through purposive sampling to which the questionnaires were administered.

According to Fisher (2004), a questionnaire is used because it is easy to administer, not so expensive, and helps to collect unbiased data. The nature of the questions were in form of structured and close ended questions where by a 5 Liket scale of measurement were on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). Questionnaires were used because they allowed respondents to provide firsthand information which was free of bias and it was easy to be used.

### **3.4.2 Interviews**

Other data was collected using interviews with the help of an interview guide. An interview guide is a research instrument that contains a set of questions on defined issues under study that are put to respondents on face to face basis (Saunders, et al, 2007). These instruments contained mostly open-ended questions. The interview guide was used on students as respondents because this category of study the respondents had more knowledge that could not fully be captured using 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 data analysis. After data processing, quantitative data analysis was carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS). Data was then presented using different methods such as simple frequency tables which ultimately helped to measure the effect of feeding programs on students' academic performance in Government aided secondary schools. This was because data presentation required clear portrayal of the findings presented, and the listed method above clearly fulfilled that purpose.

### **3.5.2 Pearson Correlations and Regression Analysis**

Pearson Correlations and regression analysis was used to establish the effect of feeding programs on academic performance of students in Government aided secondary schools. This type of inferential statistics was easy to compute and interpret and it helped in making conclusions. Descriptive statistical techniques (frequencies and percentages) were used to analyze field data from questionnaires which assisted in the interpretation of data.

### **3.5.3 Qualitative data analysis**

On the other hand, qualitative data gathered from open-ended questions in the interview guide was summarized. A style called content analysis was used to test the validity and authenticity. Then, data was categorized according to the sub-themes identified earlier.

### **3.6 Research procedure**

The researcher selected and presented a research topic to the department of social sciences which was approved. Thereafter the researcher developed a research proposal. After approval of the research proposal, the researcher obtained an introductory letter from the Head of department which was presented to the relevant authorities in the study area for data collection. Thereafter the researcher wrote a report which was presented to the department for further examination.

### **3.7 Ethical considerations**

#### **3.7.1 Consent**

The researcher got approved consent from the respondents. Respondents willingly decided to participate in the study after the researcher explaining to them. The purpose of the study was purely academic. It was possible that the researcher's views could influence the way the study findings would be documented thus creating an ethical dilemma of failure to present exactly what the study subjects would reveal in the course of data collection. However, the prepared instruments 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 or pseudo names were used. This increased on disclosure of information as well as increasing respondents' willingness to participate in the study.

### **3.7.3 Fraud and plagiarism**

Mugenda and Mugenda (2007) argued that fraud involves faking data. It also includes false presentation of research methodologies. On the other hand, plagiarism refers to owning another person's work by the researcher without acknowledging the author. According to copy rights law, in many countries including Uganda, both fraud and plagiarism are crime punishable by panel code. 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 (copy right owner) 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 as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the 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 being measured. A content-valid data measure which contained all possible items that were used in measuring the effect feeding programs and students' academic performance.

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

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

### **3.8.2 Reliability**

The reliability of the instruments was tested using the 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 20 students not 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. According to Nunnally (1978) the reliability coefficient Alpha was above 0.7 which showed that there is reliability.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis and interpretation based on the study objectives identified earlier. It begins with the analysis of the demographic data as seen below;

#### 4.2 Demographic characteristics of the respondents

The first part of this chapter is a presentation and analysis of the preliminary data obtained from the study. It involves the background information of the respondents. The variables involved are age (years), gender of respondents, educational level and marital status. Data obtained has been presented in tables that are presented below.

##### 4.2.1 Age of Respondents

Table 4.1 contains the age distribution of respondents who participated in the study. The purpose was to find out the average age of respondents in the study area.

**Table 4.1: Age in years**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	21-29	3	3.8	3.8	3.8
	30-39	34	42.5	42.5	46.3
	40-49	40	50.0	50.0	96.3
	50 above	3	3.8	3.8	100
	<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	

*Source: Primary Data (2024)*

A close look at the Table 4.1 shows that 3.8% of the respondents were 21-29 years of age, 42.5% were between 30-39 years of age, 50% who constituted the majority were 40-49 years and 3.8% of the respondents were 50 years and above.

The findings of the study imply that since majority of the respondents were 40 years above, this meant that they were mature enough and information acquired from them was reliable. The above view is in line with Amin (2005) who argued that the majority age of above 18 years adds value to the responses given that mature persons are more trustable as they take time to think about a particular aspect of life.

#### 4.2.2 Gender of Respondents

The respondents were asked to indicate their gender by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study.

**Table 4.2: Gender of Respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	29	36.3	36.3	36.3
	Male	51	63.8	63.8	100.0
	<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>	

*Source: Primary Data (2024)*

Table 4.2 shows that out of the 80 respondents who participated in the study, majority 63.8% were males, while the remaining 36.3% were females. The finding means that there are more male than females who participated in the study, naturally, males and females have different attitudes and views toward events and since females are home makers, they tend to remain at home and this explains their lower turn up rate (Singer, 2004)

#### 4.1.3 Marital status of the respondents

Table 4.3 depicts the marital status of respondents who participated in the study. The purpose was to find out the status persons who participated in the study in relation to feeding programs on students learning in Government aided primary schools in Bungokho Sub County Mbale District.

**Table 2.3: Marital status of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	62	77.5	77.5	77.5
	Single	11	13.8	13.8	91.3
	Widower/ Widow	7	8.7	8.7	100
	<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	

*Source: Primary Data (2024)*

Table 4.3 show that 13.8% of the respondents were single, 77.5% of the respondents were married, 8.7% were widows/widower .The data shows that majority of respondents were married (mature adults) and therefore their responses should be trusted because they have experience in solving various gender based violence problems.

#### 4.1.4 Educational level of the respondents

The level of education was used to demonstrate the knowledge of respondents on feeding programs on students learning in Government aided primary schools in Bungokho Sub County Mbale District.

**Table 4.3: Levels of Education**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
University	29	20.0	20.0	20.0
Tertiary	35	36.3	36.3	56.3
Secondary	16	43.8	43.8	100
<b>Total</b>	<b>80</b>	<b>100</b>	<b>100</b>	

*Source: Primary Data (2024)*

From the research findings, 20% of the respondents had ended at University level of education, 43.8% had ended at secondary level and 36.3% had ended at tertiary level of education.

The data shows that majority of the respondents had attained some level of education whose opinions and views regarding feeding programs on students learning in Government aided primary schools in Bungokho Sub County Mbale District. This is in line with Uma (2000) who argued that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret content in the questionnaire.

## 4.2. Provision of food to students and academic performance

**Table 4.4: Descriptive Statistics**

	N	1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)	Mean	Std. D	Comments
Provision of food to students has an impact on students' performance	80	5 (3.6%)	5 (3.6%)	10 (15.8%)	40 (50%)	20 (27%)	3.82	1.022	<b>High</b>
Provision of food reduces on absenteeism levels improving students' performance due to regular attendance	80	0 (0%)	2 (3.5%)	3 (7%)	60 (63.4%)	15 (26.1%)	3.96	0.815	<b>High</b>
Provision of food to students helps poor parents who can't afford to secure children's meals improving on their grades.	80	5 (5%)	5 (5%)	0 (0%)	50 (67.0%)	20 (23%)	4.14	0.600	<b>Very High</b>
Private schools incorporate provision of breakfast in the schools fees structure improving their academic performance as compared to Government aided schools.	80	10 (12.5%)	5 (4%)	5 (4%)	48 (51.1%)	32 (28.4%)	4.01	0.905	<b>High</b>
UPE schools are implanting feed programs and this has seen improvement in academic performance.	80	0 (0%)	0 (0%)	18 (10%)	64 (70.3%)	22 (18.2%)	3.93	0.745	<b>High</b>
Valid N (list wise)	80								
<b>Overall Mean &amp; Standard Deviation</b>							<b>4.00</b>	<b>0.824</b>	<b>High</b>

*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**

The first objective of the study was about the provision of food to students and academic performance. Below are responses in line with the first objective.

Respondents were asked to reveal if provision of food to students has an impact on students' performance. Among the respondents in line with this item, 27% of the respondents strongly agreed that provision of food to students has an impact on students' performance, 50% of the respondents agreed, 15.8% of the respondents were undecided, 3.6% of the respondents disagreed and lastly 3.6% of the respondents strongly disagreed. A high mean of 3.82 indicated that provision of food to students has an impact on students' performance of Bungokho Sub-County Mbale District. Respondents ADR assured that providing meals helps students to concentrate on studies because they are not studying when hungry.

Responses on if provision of food reduces on absenteeism levels improving students' performance due to regular attendance showed that 26.1% of the respondents strongly agreed, 63.4% of the respondents agreed, 7% of the respondents were undecided, 3.5% of the respondents disagreed, and lastly none of the respondents strongly disagreed. A high mean of 3.96 indicated that provision of food reduces on absenteeism levels improving students' performance due to regular attendance. Participants ADD2 and ADD3 proved that there is nothing as difficult as studying with empty stomachs, therefore provision of food motivates students and this motivates their performance. This study finding was in line with Galal (2019) who found that provision of food reduces 90% of the absenteeism levels and this is associated with 15% improvement in academic performance of students.

Responses on if provision of food to students helps poor parents who can't afford to secure children's meals improving on their grades showed that 23% of the respondents strongly agreed, 67% of the respondents agreed, none of the respondents were un decided, 5% of the respondents disagreed and strongly disagreed. A very high mean of 4.01 indicated that provision of food to students helps parents who can't afford to secure children's meals which improves their grades. Respondents QQQT and RRRCT said that provision of meals has helped the parents who can't afford the daily expenses of feeding children which is sometimes to costly and expensive yet their incomes are low. This study finding was in line with Finan (2021) who conducted a research study in Kenya poverty and academic performance and found out that the economic status of parents who couldn't afford provision of daily meals to their Kids contributed 70% to poor academic grades.

Responses on if private schools incorporate provision of breakfast in the school fees structure improving their academic performance as compared to government aided schools showed that 28.4% of the respondents strongly agreed, 51.1% of the respondents agreed, 4% of the respondents were undecided and disagreed, and lastly 12.5% of the respondents strongly disagreed. A high mean of 4.01 indicated that private schools incorporate provision of breakfast in the school fees structure improving their academic performance as compared to government aided schools. Respondents KRC noted that that many private schools as of today are performing better because all their students have meals at schools as compared to those in government aided schools. Respondents DDQ assured that private schools don't waste any time in looking for where children have to get meals as compared to government aided schools where sometimes students are left to look of their own sources of meals. This finding was in line with the study conducted by Espejo (2019) from Tanzania and found out that in Government schools much time is wasted on meals and sometimes students move out and don't come back greatly contributing to their poor academic performance.

Responses on if UPE schools are implementing food programs and this has seen improvement in their academic performance, showed that 18.% of the respondents strongly agreed, 70.3% of the respondents agreed, 10% of the respondents were undecided, none of the respondents disagreed nor strongly disagreed. A high mean of 3.93 indicated that UPE schools are implementing feeding programs and this has seen improvement in their academic performance. Respondent QNN1 said that as of today UPE schools have copied their competitors the private sector and they are also implanting feeding programs though sometimes they ask for beans, maize, and sugar from parents but at least this pushing for provision of meals with in schools which in turn has seen improved academic performance.

A high overall mean of 4.00 indicated that provision of food to students and academic performance has a relationship which is either positive or negative.

### 4.3. Relationship between provision of lunch and students learning

**Table 4.5:** Descriptive Statistics

	N	1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)	Mean	Std. D	Comments
There is a positive relationship between provision of lunch and students learning in primary schools	80	1 (2%)	0 (0%)	4 (6%)	25 (30%)	50 (62%)	4.46	1.072	<i>Very High</i>
Provision lunch is an incentive for pupils enrolment and has good impact on learning	80	0 (0%)	5 (3%)	10 (7%)	45 (54%)	20 (36%)	4.22	0.668	<i>Very High</i>
Parents utilize schooling as a form of subsidized childcare	80	0 (0%)	0 (0%)	5 (10.2%)	55 (67.0%)	20 (22.7%)	4.14	0.600	<i>Very High</i>
School feeding programs have greatly improved students health due provision of meals with all food values improving students learning	80	2 (1%)	3 (3%)	0 (0%)	25 (38%)	50 (58%)	4.50	0.684	<i>Very High</i>
Provision of lunch prevents children from studying when hungry and this has a relationship with better students learning in primary schools	80	0 (0%)	0 (0%)	0 (0%)	25 (37%)	55 (63%)	4.58	0.509	<i>Very High</i>
Valid N (list wise)	80								
<b>Overall Mean &amp; Standard Deviation</b>							<b>4.34</b>	<b>0.732</b>	<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*

The second objective of the study was the relationship between provision of Lunch and students learning and responses in line with this objective are illustrated below.

Respondents were asked to reveal if there is a positive relationship between provision of lunch and students learning in primary schools and 62% of the respondents strongly agreed with this item, 30% agreed, 6% were undecided, none of the respondents disagreed and lastly 2% of the respondents strongly disagree. A very high mean of 4.46 indicated that there is a positive relationship between provision of lunch and students learning in primary schools. This study finding was in line with Galloway (2019) who conducted a research study in Namibia and found out that that 70 percent of students who passed in first grade were provided for lunch by school feeding programs as compared to 30 percent who passed in 3<sup>rd</sup> grade who were not certain of having lunch or not.

Participants were also asked to reveal Provision lunch is an incentive for pupil's enrolment and have good impact on their learning and under this item, 36% of the participants strongly agreed, 54% of the respondents agreed, 7% of the respondents were undecided and lastly none of the respondents strongly disagreed. A very high mean of 4.22 suggested that Provision lunch is an incentive for pupil's enrolment and has good impact on their learning. This study finding was similar to that of WFP (2020) who note that the hungry learners will always struggle to concentrate on his/her studies as compared to the ones. There for provision of lunch motivates learners to study hard as they easily concentrate on their studies.

Responses on if Parents utilize schooling as a form of subsidized childcare showed that 22.7% of the respondents strongly agreed, 67% of the respondents agreed, none of the respondents were undecided, 3% of the respondents disagreed, and lastly 1% of the respondents strongly disagreed. A high mean of 4.14 indicated that Parents utilize schooling as a form of subsidized childcare. This was in line with a study conducted in Uganda by Opio et al, (2017) who found that many parents as of today are busy and have left the burden of the care of their young kinds in the hands of school management

Responses in line with if School feeding programs have greatly improved students health due provision of meals with all food values improving students learning showed that 58% of the respondents strongly agreed, 38% of the respondents agreed, none of the respondents were undecided, 3% of the respondents disagreed and lastly 1% of the respondents strongly disagreed. Respondents ZZZ2 assured that school feeding programs have experts who provide

meals that are rich in every nutrient which nutrients are very good to the health of children and due to good health, such students contribute on their studies without getting sick thus their improving their learning.

Responses on if provision of lunch prevents children from studying when hungry and this has a relationship with better students learning in primary schools showed that 63% of the respondents strongly agreed, 37% of the respondents agreed, none of the respondents were undecided, disagreed nor strongly disagreed a very high mean of 4.58 indicated that provision of lunch prevents children from studying when hungry and this has a relationship with better students learning in primary schools.

A very high overall mean of 4.34 indicated that there is a relationship between provision of lunch and students learning

**Table 4.6. Solutions to challenges faced by schools in implementing school feeding programs**

Responses	N	SD	D	u	A	SA	Mean	Std. D	Comments
Motivating of parents to enroll their children to schools and also pay all the school requirements	80	0 (0%)	0 (0%)	7 (3%)	28 (36%)	45 (60%)	4.46	0.694	<i>Very High</i>
Addressing specific micronutrient deficiencies in school-age children is another strategy that can help in implementing school feeding programs time.	80	3 (5%)	5 (7%)	0 (0%)	40 (60%)	32 (28%)	4.12	0.731	<i>Very High</i>
Alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals on	80	0 (0%)	0 (0%)	9 (10.2%)	51 (67.0%)	20 (22.7%)	4.01	0.875	<i>High</i>
Improving enrollments can bring in a number of provisions which can enhance different school feeding programs.	80	0 (0%)	0 (0%)	8 (6.8%)	22 (35%)	50 (58.2%)	4.47	0.647	<i>Very High</i>
Promoting community participation can help schools receive different food items that can contribute to implanting feeding programs	80	0 (0%)	0 (0%)	2 (4%)	20 (27%)	58 (69%)	4.56	0.562	<i>Very High</i>
Valid N (list wise)	80								
<b>Overall Mean &amp; Standard Deviation</b>							<b>4.34</b>	<b>0.677</b>	<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*

The third objective to the study was solutions to challenges faced by schools in implementing schooling feeding programs.

Respondents were asked to reveal if, Motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs and 60% of the respondents strongly agreed, 36% of the respondents agreed, 3% of the respondents were undecided, none of the respondents neither disagreed nor strongly disagreed. A very high mean of 4.46 indicated that motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs. This finding was in line with a study conducted by Roberts (2020) from Zimbabwe who found out that motivating of parents to pay for their children meals and enroll them in schools makes it easy for implementation of school feeding programs.

Respondents were asked if addressing specific micronutrient deficiencies in school-age children is another strategy that can help in implementing school feeding programs and 28% of the respondents strongly agreed, 60% of the respondents agreed, none of the respondents were undecided, 7% of the respondents disagreed and lastly 5% of the respondents strongly disagreed a very high mean of 4.12 indicated that addressing specific micronutrient deficiencies in school-age children is another strategy that can help in implementing school feeding programs.

Respondents were asked to reveal if alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals and 22.7% of the respondents strongly agreed, 67% of the respondents agreed, 10.2% of the respondents were undecided, none of the respondents disagreed and lastly none of the respondents strongly disagreed a high mean of 4.01 indicated that alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals.

Respondents were asked d to reveal if improving enrollments can bring in a number of provisions which can enhance different school feeding programs and 58.2% of the respondents were in agreement with this, 35% of the respondents agreed, 6.85 of the respondents were undecided, none of the respondents strongly disagreed nor disagreed. A very high mean of 4.47 indicated that improving enrollments can bring in a number of provisions which can enhance different school feeding programs

Respondents were also asked to reveal if promoting community participation can help schools receive different food items that can contribute to implanting feeding programs and 69% of the respondents strongly agreed, 27% of the respondents agreed, 4% of the respondents were undecided, none of the respondents disagreed nor strongly disagreed a very high mean of 4.56 indicated that promoting community participation can help schools receive different food items that can contribute to implanting feeding programs.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of study findings' conclusions and recommendations revealed about the feeding programs on students learning in Government aided primary schools in Bungokho Sub County.

#### **5.1 Discussion of Findings**

##### **5.1.1 Provision of food to students and academic performance**

Findings indicated that provision of food to students has an impact on students' performance of Bungokho Sub-County Mbale District. This study finding was in line with Galal (2019) who found that provision of food reduces 90% of the absenteeism levels and this is associated with 15% improvement in academic performance of students and lastly findings indicated that provision of food to students helps parents who can't afford to secure children's meals which improve their grades. This study finding was in line with Finan (2021) who conducted a research study in Kenya on poverty and academic performance and found out that the economic status of parents who couldn't afford provision of daily meals to their Kids contributed 70% to poor academic grades.

##### **5.1.2. Relationship between provision of lunch and students learning**

Findings showed that there is a positive relationship between provision of lunch and students learning in primary schools. This study finding was in line with Galloway (2019) who conducted a research study in Namibia and found out that that 70% of students who passed in first grade were provided for lunch by school feeding programs as compared to 30 percent who passed in 3<sup>rd</sup> grade who were not certain of having lunch or not in addition this, findings showed that Provision of lunch is an incentive for pupil's enrolment and has good impact on their learning. This study finding was similar to that of WFP (2020) which noted that the hungry learners always struggle to concentrate on his/her studies and lastly further findings showed that Parents utilize schooling as a form of subsidized childcare.

### **5.1.3 Solutions to challenges faced by schools in implementing school feeding programs**

Findings showed that motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs. This finding was in line with a study conducted by Roberts (2020) from Zimbabwe who found out that motivating of parents to pay for their children meals and enroll them in schools makes it easy for implementation of school feeding programs, further findings showed that addressing specific micronutrient deficiencies in school-age children is another strategy that helps in implementing school feeding programs and lastly findings showed that alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals.

## **5.2 Conclusions**

### **5.2.1. Provision of food to students and academic performance**

Findings concluded that provision of food to students has an impact on students' performance of Bungokho Sub-County Mbale District, findings concluded that provision of food to students helps parents who can't afford to secure children's meals which improve their grades and lastly study findings concluded that provision of food to students helps parents who can't afford to secure children's meals which improve their grades.

### **5.2.2. Relationship between provision of lunch and students learning**

Findings concluded that there is a positive relationship between provision of lunch and students learning in primary schools, the study also concluded that Provision of lunch is an incentive for pupil's enrolment and has good impact on their learning and lastly the study concluded that Parents utilize schooling as a form of subsidized childcare.

### **5.2.3. Solutions to challenges faced by schools in implementing school feeding programs**

The study concluded that motivating of parents to enroll their children to schools and also pay all the school requirements would help in implantation of school feeding programs findings also concluded that addressing specific micronutrient deficiencies in school-age children is another strategy that helps in implementing school feeding programs and lastly findings concluded that alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals.

### **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 investments by different Governments in a number of strategies to reduce on challenges of feeding programs in Schools.

There is need for the community and societies to begin being part of the group that try solve the challenges of feeding programs in schools through provision of food items.

### **5.4 Suggested areas for further research**

Role of Government in implementing school feeding programs

Impact of feeding programs on school drop out

Role of the community in implementing school feeding programs

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## Appendix 1: Questionnaire for respondents

I am, Watesemba Norah a student of Uganda Christian University, pursuing a Bachelor's degree public administration and management. I am carrying out a research on feeding programs on students learning in government aided primary schools in Bungokho Sub County.

You have been identified as one of the respondents whose input will be vital to the completion of this research. You are therefore kindly requested to respond to the following questions. The information provided will be treated as confidential and will only be used for the purpose of this study.

### SECTION A: BIO DATA

1. Sex

Male  Female

2. Working experience

1- 5 Years  6-10 years  11-15 years  16 years  Above

3. Level of education

Diploma  Bachelor's Degree  Master's Degree

4. Years of service in this Organization

1-2 years  2-5 years  6-10 years

## SECTION B TO C

For each of the sections B to C you are required to tick (√) on a response option ranging from the levels below.

Levels: 1 = strongly disagree (SD), 2 = disagree (D), 3 = Not sure (N S), 4 = agree (A) and 5 = strongly agree (SA)

	<b>Provision of food to students and academic performance</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	Provision of food to students has an impact on students' performance					
2	Provision of food reduces on absenteeism levels improving students' performance due to regular attendance					
3	Provision of food to students helps poor parents who can't afford to secure children's meals improving on their grades.					
4	Private schools incorporate provision of breakfast in the schools fees structure improving their academic performance as compared to Government aided schools.					
5	UPE schools are implanting feed programs and this has seen improvement in academic performance.					
<b>Relationship between provision of lunch and students learning in primary schools</b>						
1	There is a positive relationship between provision of lunch and students learning in primary schools					
2	Provision lunch is an incentive for pupils enrolment and has good impact on learning					
3	Parents utilize schooling as a form of subsidized childcare					
4	School feeding programs have greatly improved students health due provision of meals with all food values improving students learning					
5	Provision of lunch prevents children from studying when hungry and this has a relationship with better students learning in primary schools					

	<b>Solutions to challenges faced by schools in implanting school feeding programs</b>					
1	Motivating of parents to enroll their children to schools and also pay all the school requirements					
2	Addressing specific micronutrient deficiencies in school-age children is another strategy that can help n implementing school feeding programs time.					
3	Alleviating short-term hanger and improving cognition can reduce on the number of children who don't get meals on					
4	Improving enrollments can bring in a number of provisions which can enhance different school feeding programs.					
5	Promoting community participation can help schools receive different food items that can contribute to implanting feeding programs					

## **Appendix 2. Interview Guide**

Dear respondent, my name is Watesmba Norah a student of Uganda Christian University, pursuing a bachelor's degree of public administration and management. I am carrying out a study on 'feeding programs on students learning in government aided primary schools in Bungokho Sub County Mbale District 'The information you provide will only be used for the purpose of this study and will be treated with utmost confidentiality. Your participation in this study is highly valued and welcome

### **a). provision of food to students and academic performance**

1. Provision of food to students has an impact on students' academic performance
2. If yes how does provision of food impact students' academic performance

### **b). Relationship between provision of lunch and students learning**

1. There is a relationship between provision of lunch and students learning?
2. If yes what is the relationship between provision of lunch and students learning?

### **c). Solutions to challenges faced by schools in implementing school feeding programs.**

1. There are a number of solutions to challenges faced by schools in implementing school feeding programs?
2. If yes, what are the solutions to the challenges faced by schools in implanting school feeding programs?

**Thank you for your Participation**

APPENDIX 3

RESEARCH INTRODUCTORY LETTER



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

Office of the Academic Registrar

To THE SAS  
BUNIGOKHO SUB COUNTY



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs. /Miss WATSEMBA NORAH

Of Registration Number; 5221mucl8pam1059 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree PUBLIC ADMINISTRATION AND MGT

He/ she is required to carry out an academic research on the topic

EFFECT OF FEEDING PROGRAMS ON STUDENTS  
LEARNING IN GOVERNMENT AIDED PRIMARY SCHOOLS

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

