

**THE IMPACT OF LACK OF MIDDAY MEALS ON PUPILS ACADEMIC
PERFORMANCE IN NAGONGERA SUB COUNTY,
TORORO DISTRICT.**

BY:

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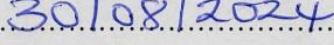
**A RESEARCH DISSERTATION SUBMITTED TO DEPARTMENT OF
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF A BACHELOR'S DEGREE OF EDUCATION
PRIMARY OF BUSITEMA UNIVERSITY**

AUGUST, 2024.

DECLARATION

I, Ochieng Moses BU/UP/2022/1760 hereby declare that this research dissertation is my work and has never been submitted to any university or higher institution for any academic award.

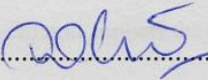
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APPROVAL

This is to certify that this research dissertation has been done under my close guidance and supervision.

Signature.......... Date: 30/08/2024.....

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SUPERVISOR

DEDICATION

I dedicate this report to my beloved mother Faith Oketcho, Siblings Ochieng Isacc, Mbabazi Faith Kisangala, Jasilwanyi Monica Anita, Oketcho Moses, my friends; mr. Obbo Steven, Pr. Moses Owor, Pr. Moses Opero, Pr. Michael Owere and beloved lecturers for this sefless encouragement and support they rendered to me throughout the course.

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My heartfelt gratitude goes out to my mother Faith Oketcho, brother James Wanok, John Steven Ochieng, teachers and above all to My family members who stood with me financially and helped me along the course of production of this research paper.

Thank you.

ABSTRACT

The study's main goal was to evaluate the impact of lack of midday meals on the academic performance of pupils in Nagongera Sub- County, Tororo District. The sample size was 60 people, with pupils having the largest number (50), and the sampling approaches were both purposeful and simple random. The tools included an Interview Guide, a Questionnaire, and a Focus Group Discussion Guide. The information was examined both qualitatively and quantitatively. The study found out that pupils in selected schools can hardly read and write, can hardly interpret text. However, many can read, write, speak English, count and understand. Many teachers reported that they see progress in pupils' literacy and numeracy skills, as well as a general low state of performance. But on a positive note, many primary teachers identified that a pupil can find a main point in a mess of disorganized writing. The study also demonstrated that school-feeding is intended to keep pupils awake and focused in class. It was also clear that absenteeism was prevalent. It was also reported that in most cases where feeding occurs, they typically feed on oatmeal with few escorts, with the exception of pupils who bring food from home. The study revealed that most primary schools in Nagongera Sub-Academic County's performance is far from satisfactory, and that both teacher competency and attention may be lacking. Furthermore, while establishing a strict link between school eating and academic achievement may be difficult, it is clear that not feeding reduces focus, makes courses uninteresting, and causes absence and dislike for studying, among other things. Furthermore, despite poverty, there is widespread and harmful misinformation among parents about the subject of school meals.

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CHAPTER ONE

1.0. INTRODUCTION

1.1. Background

Globally the problem in academic performance is reported to be increasing in United States, and some European countries. Feeding has been shown to directly increase. Globally, the problem in academic performance is reported to be increasing in the United States, and some European countries. The latest Program for International Students results from 2012 show that 22.1 % of European students had low achievement in mathematics, 17.8% in reading, and 16.6 % in science (Hertler, 2016). The common attributes for global poor academic performance relate to school factors, i.e. peer group influence, learners' socio-economic background, educational level of parents and language barrier (Hertler, 2016). However, reports keep differing among countries and regions. Whereas African American Children are academic under- achievers in the United States of America due to: self-sabotage, family influences, low socio-economic status, failing schools, cultural gaps, crime and drug abuse, lack of African American teachers, lack of parental involvement, resistance in middle-class school norms, low teacher expectations, low effort syndrome, anti-intellectualism, lack of priorities, tag line and social services European countries such as Germany reflect academic underachievement at 46% of all learners who sit for examinations per session in a range of subjects due to teacher and home-related challenges (Basque and Dare, 2008).

In Africa, the initiative of school feeding starts in 2000 following the United Nations meeting in Dakar to commit itself to the eradication of hunger and attainment of universal primary education. A study by Gasperini (2016) indicates that in conditions of extreme poverty, seasonal difficulties such as drought, or events such as HIV/AIDS, families generally consider it a low priority to get their children to attend school. In such situations Ocha (2018) states that school feedings lead to an increase in enrolment, attendance and retention most especially on the side 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. Educational hints in African countries also reflect increasing cases of poor academic performance indicated by reduction in levels of school grades at an average of 43% for learners who sit for national examinations in a single year in different countries (Binet and Simon, 2013) and this is attributed to financial constraints, school environment factors, home environment, and peer-group influence (Adeyemi, Moradeyo, and Semiu, 2014). However, there are also differences manifested in examples from different African countries. South Africa's example indicates a high level of reduction in academic performance estimated at 4 out of every 6 learners who attempt academic tasks and attributes are: reliance on second language for learning and reading, and ignoring Language 1 in the education process, discriminatory acts in distributing educational materials which shares poor academic performance of 3 out of the 4 underachievers, and failure to believe in one's self ability to achieve high grades (Basque and Dare, 2008; Amiena, Wynand, and Ravinder, 2014).

In East Africa, the rate of poor academic performance too is estimated at an average of approximately 60% poor performers for each single examination sitting in the different subjects. A low level of academic performance is registered per examination session in Kenya (46%), Tanzania (62%), and Uganda at 71% with learners attaining very low grades year after year with hardly any hope of significant improvements (Ahmed, 2015). Studie which have tried to harmonize this kind of situation (Amiena, Wynand, and Ravinder, 2014; Clerks, 2013) have always left unchanging situations thus continuing to call for new investigations into what exactly explains the persistent poor academic performance in primary schools.

Uganda operates a primary school education system which is structured into seven years of primary school and pupils are supposed to graduate with the Primary Leaving Examination (PLE) Certificate (Education Act 2008). Excellence in PLE is determined by the achievement levels pupils subscribe to, in their preliminary classes most especially right from primary four, the transitional class to primary

seven. The body responsible for assessing pupils' primary academic grades in Uganda is the Uganda National Examinations Board (UNEB). To award primary school academic grades, UNEB uses a grading scale of 1 for division one, 2 for division two, 3 for division three, 4 for division four, U for ungraded results, and X for missed papers of registered candidates. Divisions 1 and 2 indicate candidates who perform above average, while division 3 is performance at average and division 4 is below average, and all marks below division 4 are labeled ungraded (U).

Ideally, all pupils ought to be able to read and write, speak English fluently, count and understand concepts. They should be able to reason a bit, learn skills of life, and perform well at PLE for their supporting continuation of education to the next level. School feeding has been proposed by many as the silver bullet to the improvement of pupils' academic performance. However, low academic performance of pupils is a great problem in selected schools in Nagongera Sub- County. For many years, there have been reports of declining academic performance of pupils in Nagongera District as a whole. The performance of pupils is so bad that pupils can hardly read, write and count and understand concepts. Regarding practical empowerment, about 70% of the parents decry the lack of skills for innovation among pupils after school, when it comes to performance in Primary Leaving Examinations, the situation is alarming.

THEORETICAL FRAMEWORK

One theoretical framework will be used to explain the impact of lack of midday meals on academic performance of pupils is Maslow's Hierarchy of Needs.

According to Maslow's theory, individuals have a hierarchy of needs that must be met in order for them to reach their full potential. At the most basic level are physiological needs such as food, water, and shelter. If these needs are not met, it can have a negative impact on a person's ability to focus, learn, and perform well academically.

In the case of lack of midday meals for pupils, the absence of a nutritious meal can lead to hunger, weakness, and difficulty concentrating in class. This can result in poor academic performance, decreased motivation, and overall lower achievement levels. Without proper nutrition, students may struggle to stay alert, engaged, and actively participate in their lessons, leading to a negative impact on their academic success.

By applying Maslow's Hierarchy of Needs, educators and policymakers can better understand the importance of providing midday meals to pupils in order to meet their physiological needs and support their academic performance. This framework emphasizes the significance of addressing basic needs in order to facilitate learning and promote student success.

1.2 Problem statement

For instance, in 2016, in the whole of Nagongera Sub County, just one out of the 357 (0.3%) pupils who sat for PLE, passed in division 1 and 80 (22.4%) in division 2. Similarly, in 2017, only one pupil out of 286 (0.35%) passed in division 1, and 99 (34.6%) passed in division 2. In 2018, still only one out of 191 (0.5%) passed in division 1. The result of this phenomenon are very low levels of literacy, low thinking capacity, lack of people who can have confidence to take up leadership and civil service to spearhead service delivery in the Sub-county. Obviously, in most schools without feeding, there are performance issues, there are also schools with feeding but with performance issues. There is need, therefore, to assess the effect of school feeding on the academic performance of pupils in selected primary schools in Nagongera Sub-county. Lack of midday meals can lead to increased absenteeism, make pupils struggle to focus in class and also cause irritability and mood swings which can affect a child's schooling. However teachers and other communities including government have come up with different measures for example government programs, working with Non Governmental organisations and individuals for food provision among others.

However the question is with all the research done on the topic, why does the

1.3 General objectives;

The general objective of this study was to assess the impact of lack of midday meals on academic performance of children.

1.4 Specific objectives

This study was guided by the following specific objectives;

- i. To establish the impact of lack of midday meals on the internal grades of pupils.
- ii. To examine effects of lack of midday meals on external grades of pupils.
- iii. To establish the possible strategies of reducing the impact of lack of midday meals on academic performance of pupils.

1.5 Research questions

The study was guided by the following research questions;

- i. What is the impact of lack of midday meals on the internal grades of pupils?
- ii. What is the impact of lack of midday meals on the external grades of pupils?
- iii. What are the possible strategies of reducing the impact of lack of midday meals on academic performance?

1.6 Scope of the study

This was in three forms as follows;

1.6.1 Geographical scope

The research Study was carried out in four schools in Nagongera Sub-County, Tororo district.

1.6.2 Time scope;

The study was conducted for a period of March to May 2024.

1.6.3 Content scope

The study concentrated on the impact of lack of midday meals on the academic performance of pupils within Nagongera sub county.

1.7 Significance of the study •

The study enabled parents, teachers and other stake holders understand the relevance of providing midday meals to pupils as to improve their academic performance.

The study also attempted to extract the differences in academic between pupils that are given midday meals and those that dont so as to improve their academic performance.

It was used as a source of reference to the stake holders in the education sector.

1.8 The significance of the study

This study benefited the following: This study was useful to Nagongera sub county administrators in helping learners who are undergoing domestic problems and how best they can be helped so as to encourage them compete favorably like others as they will be protected by law. This study enabled teachers to obtain strategies and techniques in helping learners to have good academic environment hence improving their performance. This study also enabled educational stakeholders to encourage, provide appropriate support to domestically hindered learners in primary schools. The study enabled parents to understand that when a child is learnt he/she earns more value to the family as they chance good jobs. The study also motivated the parents to fulfill the domestic responsibility of providing family support to the children in order for them to accomplish the studies well. It also eased the academic /learning process of the pupils thus quality output of the learners.

1.9 Limitation of the study

Finances were a problem the researcher anticipates since research study might be costly during travel time, typing and production of a good report. Unfavorable weather conditions characterized by sunshine during data collection process in the field.

Limited time for data collection is also expected as participants may get busy with their work.

1.10 Delimitation

The researcher applied the following in order to ensure that the exercise is successful.

The researcher notified the respondents that she was a student and therefore she had no money for them after participation. The researcher used home property such as the bicycle to reduce transport costs, and will request the supervisor to go through the work before it is printed out in order to reduce typing and printing costs. The researcher provided herself with an umbrella while going to the field earlier for safety purposes.

CONCEPTUAL FRAMEWORK

INDEPENDENT VARIABLE

Lack Of Midday meals

- Frequency of missing meals
- Meals quality
- Meal quantity

DEPENDENT VARIABLE

Academic Performance of pupils

- Internal grades
- External grades

INTERVENING VARIABLES

- Government
- NGOs
- Private sponsor
- Parents
- Church

Source: Primary data

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION.

This chapter was to study already written literature on the topic basing on specific objectives.

2.2. Effects of Lack of Midday meals on internal grades

One research finds that children who are suffering from disease, infection, or poor nutrition have significantly lower school participation rates than children who are healthy (Miguel and Kremer 2004, Bobonis et al 2006). Even if a child is able to attend school, they are unlikely to be focused and productive if they are undernourished and weak. By providing free and nutritious food during the school day, India's mid-day meal program has been shown to significantly increase daily caloric intake as well as levels of protein and iron for recipient children (Afridi 2007). Therefore, provision of an in-class meal has the added benefits of keeping children in school who would otherwise be too sick or weak to attend, and improving academic achievement for those enrolled in school. As the results of these studies cannot be extrapolated outside of the area of study, it is useful to analyze similar programs in different regions. Several scholars have conducted research on the effects of lack of midday meals on internal grades in primary schools. Some of the key findings and perspectives include: Nutrition and Academic Performance: Numerous studies have shown a direct link between nutrition and academic achievement. Lack of midday meals can result in nutrient deficiencies, which may impact cognitive function, memory, concentration, and overall academic performance. Cognitive Development: Scholars have emphasized the importance of adequate nutrition in supporting cognitive development in children. A well-balanced midday meal can provide the necessary nutrients and energy for optimal brain function, leading to better learning outcomes and higher internal grades. Attendance

and Engagement: Lack of midday meals may contribute to absenteeism and disengagement in school. When students are hungry, they are more likely to miss classes or have difficulty concentrating, which can ultimately affect their internal grades. Providing nutritious meals can help improve attendance and active participation in learning activities. Socioeconomic Factors: Some scholars have highlighted the role of socioeconomic factors in access to midday meals. Children from disadvantaged backgrounds may be more likely to experience food insecurity and lack of adequate nutrition, which can impact their academic performance and internal grades. Long-Term Impact: Research suggests that the effects of inadequate nutrition in childhood can have long-term consequences on academic achievement and future success. Addressing the issue of lack of midday meals in primary schools is crucial for promoting positive educational outcomes and overall well-being. In conclusion, scholars agree that lack of midday meals can have a significant impact on internal grades in primary schools. Providing nutritious meals to students is essential for supporting their academic performance, cognitive development, and overall educational success.

2.3. Impact of midday meals on external grades

On external grades like UNEB, District mocks, Numerous research studies support this correlation between poverty and low educational attainment, and find that entrenched, household characteristics are highly predictive of children's 5 academic success. Based on a study in north India Dreze and Kingdon (2001) reported that the probability of school participation increases with higher levels of parental education, and that this relationship is particularly strong between parents and children of the same gender. Additionally, the effects of caste status, household wealth, and level of parental motivation are highly significant. Research conducted in Brazil supports a positive relationship between parent and child education levels, and suggests that higher levels of maternal education reduce intra household gender biases that may prevent females from attending school (Emerson and Souza 2007), Finally, in their

study of child labor and schooling decisions in China, Canagarajah and Coulombe (1997) find that education decreases and child labor increases as household wealth declines, supporting the theory that schooling can be a financial burden for poorer families. An important policy response to this issue has been to target the cost of education itself, providing subsidies and in-kind or conditional cash transfers when a household would otherwise be unable to afford education. For example, the PROGRESA program, initiated by Mexico in 1997, provided cash transfers to rural households conditional on satisfactory school attendance by their children, and it has been estimated to increase school attendance of treatment children by 0.66 years on a baseline of 6.80 years (Schultz 2004). Furthermore, PROGRESA increased enrollment even for children who were ineligible for the program, but benefitted from the influence of peers, particularly those from the poorest households (Bobonis et al. 2006). In Bangladesh, a targeted school stipend administered through Bangladesh's Food-for-Education program had strong effects on school participation, leading to an average of a 17.3 percentage point increase in attendance rate for boys and a 16 percentage point increase for girls (Ravallion and Wodon 2000).

2.4. Mitigating measures

Adelman et al. (2008) reveal that school meals affect the age at entry in different ways. First, the provision of food offsets the cost of educating children by making available additional income for households, and consequently raising the benefits of attending school. When this income effect is large, it can cause households to send their children to school at a relatively younger age thereby minimizing the possibility of late entry. Secondly, the 'neighborhood effect' resulting from School Feeding may also influence the age at entry. That means the act of households to send their children to school earlier with the commencement of School Feeding would create a social pressure and prompt similar action on the part of those who haven't enrolled their children yet (Adelman, et al., 2009). Another study on 32 Sub-Saharan African countries shows that providing food in school under the Food for Education (FFE)

scheme contributed to increasing absolute enrollment in WFP assisted schools by 28% for girls and 22% for boys in just one year (Gelli et al., 2007). After the first year, however, enrollment pattern showed variation depending on the type of program; that is whether the provision of food in school was combined with take home rations or was served alone. In those places where on-site feeding and take-home rations were offered together, girls' absolute enrollment kept on increasing by 30% subsequent to the first year. Meanwhile, schools that provided only on-site feeding has just recorded increase in an absolute enrollment that was same as before the feeding was implemented. School feeding has been found to effectively increase class attendance because children receive the meal only when they attend school (Dheressa, 2011). The opportunity cost of allowing a child to attend school varies across school days and seasons and this cost could even be higher than the expected benefit. For instance, in places where child labor forms the integral part of agricultural work during a particular day/season of a year, class attendance could be low. In such cases, school meals may or may not encourage attendance depending on how the beneficiaries value them. Thus, the value of the school feeding relative to the difference between the cost and expected benefit of schooling also determines attendance (Adelman, et al., 2009). Bundy, Burbano, Grosh, Gelli and Jukes (2009)'s study in Ghana established that take-home rations also have the potential to increase attendance levels. Comparing average attendance of girls in ration and non-ration schools, it emerged that attendance was overall higher in ration than in non-ration schools between 2004 and 2006 but dropped in 2007. According to Bundy et al. (2009), the respondents the team interacted with in the field were of the view that takes home rations for girls served as food relief to parents and as a result, parents encouraged their enrolled girls not to default. Similar findings have been reported elsewhere including in Jamaica and Burkina Faso were providing school meals significantly increased attendance and arithmetic scores especially among children who were malnourished. Adelman et al. (2009) show three aspects of nutrition can influence class attendance. First school

meals alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one, or replacing a meal that would have been received after school with one during school hours (Ahmed, 2014). Thus, this aspect of nutrition targets for short term impact and enables a child concentrate and learn more. A study of the effects of school breakfast in rural Jamaica show that overcoming school hours' hunger leads to better concentration and learning (Powell and Walker, 1998). Second, school meals may also generate nutritional improvements for a child over long run. The improved nutritional status because of school meals will in turn enhance a child's physiological capacity for learning thereby increasing the benefits of schooling and the child's desire to attend school. Third, school meals can also reduce morbidity through improved nutrition and consequently enhance attendance (Powell and Walker, 1998).

2.5 Emerging gaps

Most of the literature reviewed focused on the impact of lack of midday meals on the academic performance in both developed and developing countries. It was also evident that most studies had employed a quantitative approach,. Therefore, the impact of midday meals were given late attention in existing literature, thus a great opportunity for such a study to be carried out so as to point out the impact of midday meals in schools. Thus this research study seeks to bridge these gaps by considering the perceptions, views and options of the head teachers and the children in respect to the factors that constrain midday meals.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological aspects. It describes the research design sampling design, study area and sample size, research procedure, data collection instruments, data analysis and limitations of the study.

3.1 Study design

The researcher used an analytical design. This was necessitated by the fact that the researcher will conduct an assessment of the contributions of culture on girl child education in Nagongera sub county, Tororo District in order to carry out this investigation, therefore, an analytical research design is found to be a suitable design to be used to collect data. The study therefore among others included the use of qualitative and quantitative research approaches.

3.2 Study population

A study population refers to a complete collection of all elements (units) that are of interest to the researcher. It is the aggregate or totality of objects or individual having one or more characteristics in common that are of interest to the researcher and where interfaces are to be made, an estimated population of 3450 local people from Nagongera sub county, Tororo District. who may include 2050 men and 1200 women from Nagongera sub county, Tororo District were the population the researcher will interface with for this study. The study population therefore constituted 60 people chosen from the schools. Using the formula $n = \frac{N}{1 + N(e)^2}$ where: n =sample size, N =population, e =is a constant $(0.05)^2$

3.3 Sample Population

This is a fraction of the total population got from the research population for providing data where generalization can be made to the study population. The sample determination arises from the time and scarce resources which call for selection of a manageable population. Therefore, an estimated number of 60 respondents were selected from the study population. The total sample population were engaged through interview and questionnaire.

3.31 Sampling procedures

The researcher employed both probability and non-probability sampling techniques. That included simple random and purposive techniques. The simple random sampling technique was used to select respondents from the various schools . This is basically because the population has an equal chance of being selected. Significantly, the purposive sampling technique, which is a non-probability sampling technique, was used to select respondents who deal directly with service delivery (administrators); this is because the researcher wants to deal with only typical cases based on the objectives of the study.

3.4 Data collection instruments

The researcher used questionnaires to collect the required data. The questionnaires contained questions on personal information, knowledge and understanding of the study variables.

3.4.1 Questionnaires

The researcher used questionnaire. The researcher prepared the questionnaires to be responded by the sampled population. The questions were designed to make the purpose of the study successful after the results have been ascertained.

3.3.2 Interview

Here the researcher conducted face-to-face interactions make conversations between the interviewee and himself with the sole aim of soliciting data. The researcher used both formal and informal interviews with the respondents. This enabled the researcher to get more information in greater depth, reduce resistance and also obtain personal information from the respondents.

3.5 Sources of data

Both primary and secondary data were used in this research. In this research two types of data was used by the researcher, in this study the secondary and primary data was adopted.

3.5.1 Primary source

Primary data was collected directly from the respondents of Nagongera sub county, Tororo District by the use of questionnaires which will include open-ended questions in order to obtain detailed information from the respondents.

3.4.2 Secondary Source

Secondary data was obtained by going through submitted performance reports and documents possessed by the locals and selected district employs in the area of study.

3.6 Reliability and Validity of data

The reliability was ensured by testing the instruments for the reliability of values (Alpha values) as recommended by Cronbatch, (1946). Cronbatch recommends analysis for Alpha values for each variable under study. According to Sekaran 2001 Alpha values for each variable under study should not be less than 0.6 for the statements in the Instruments to be deemed reliable.

Consequently, all the statements under each variable was subjected to this test and were proven to be above 0.6. The validity of the data collection instruments was

done with the help of an Expert to edit the questionnaire and the Interview guide. The Researcher forwarded the structured Questionnaire to Supervisor who is an expert in the area covered by the research for editing and reviewing.

3.7 Data analysis

After data collection from the field, the researcher was analyzed, and interpret it in relation to the objectives of the study. The researcher presented the findings in form of tables. Data from field were tabulated to show the frequency of responses to the questionnaires and these were used to compute percentages in different attributes under the study. The similarities in the percentages were deduced to arrive at conclusions.

3.8 Ethical consideration

Maintaining honesty and avoiding exceptional and deceptive behavior such as creating false impression in the minds of participants through withholding information, establishing false intimacy or telling lies as this can potentially harm research participants, the researcher kept confidential all the information given to him to achieve this, the questionnaires were not bear names of respondents.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter interprets and presents the data collected from the research activity based on the specific objectives of the research activity.

4.1. Impact of lack of midday meals on internal grades

In an interview in one of the schools, one teacher said The school feeding is meant to keep pupils awake and to maintain a high degree of concentration in class. Pupils who always have meals at school register high levels of concentration while the reverse happens to pupils who do not have meals, either at home or at school. Below is a summary of pupils' responses concerning the presence of school feeding in schools. From the findings , it is clear that 55.5% of the pupils reported having meals at school. This was strengthened by 63.2% of the teachers who stressed that pupils feed at school. Pupils and teachers reported that the most predominant range from food carried from their homes in terms of left-over foods out of the supper meals. In all schools, porridge is served during breakfast and lunch time whereby lower primary classes reportedly receive porridge during break time and upper primary classes receive at lunch time. Other sources were food bought by fiends and sometimes food bought using pocket money given to pupils by their parents. Head teachers' responses indicate that school f are existing in schools when parents contribute, or mostly in form of porridge to children attending school with the aim of promoting child education and health. However, the 44.5% representing the non-existence of School Feeding remains the bother whereby the programme is not emphasized. Thus, children come to school and go back with hardly any chances of remembering what was taught. In relation to this study, Hertler (2016)documented that memory is key in making pupils excellent during examinations. Prior to steady

memories, pupils are in position to write down information without deviating from the truth.

Table 1: Percentage response for having school meals.

Category	Response (%)
Teachers	63.2
Pupils	55.5

Source: research data

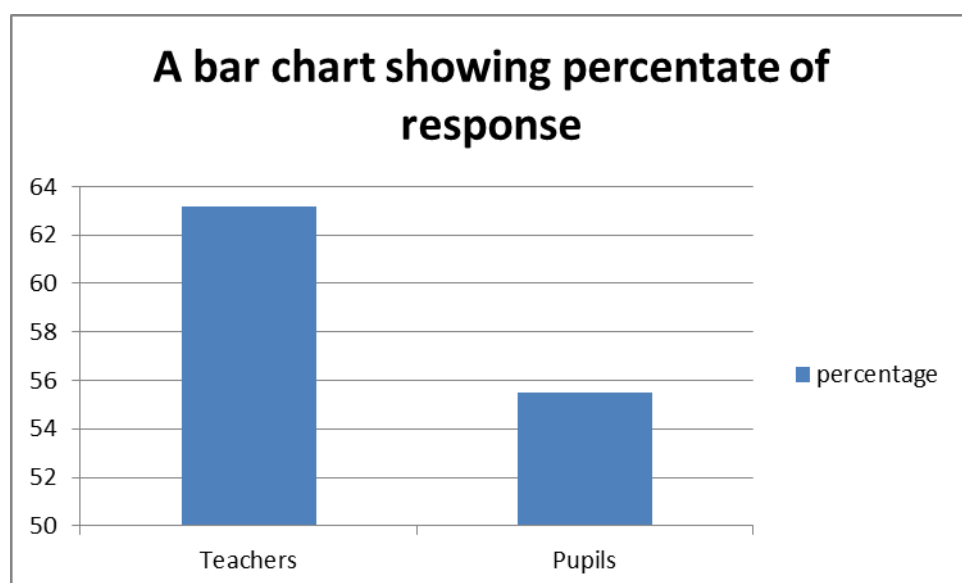


Figure 1: showing percentage response of having school meals

4.2. Impact of lack of midday meals on external grades.

Asked about the effect of school feeding on academic performance of pupils, different views were generated from respondents. The majority of the pupils (57.5%) agreed that SFP had benefits. They argued that if they come to school and have meals, they are tasked to concentrate without worrying about routine hunger, and that having a nutritious meal increases chances of understanding concepts and memorizing concepts taught which in turn directs understanding when revising work. This was in spite of the observation that sometimes it depends upon the type of food

served in schools whereby most schools feed on porridge, which they believe is not nutritious enough to sharpen one’s thinking capacity. Overall, school feeding has been shown to directly increase the educational and nutritional status of recipient children, and indirectly affect the economic and social lives of themselves and their family. However, the 42.5% who said ‘no’ is not a small bit. There is particularly an issue against porridge by the pupils, whereby some argued that it was better to stay without a meal other than eating porridge which leads to dozing and becoming impractical in class. So, while feeding has big benefits, it is another matter when it comes to ‘what is fed on

Table 2: Percentage response of children on impact of school meals

Response	Percentage
Yes	57.5%
No	42.5%
Total	100%

Source: research data

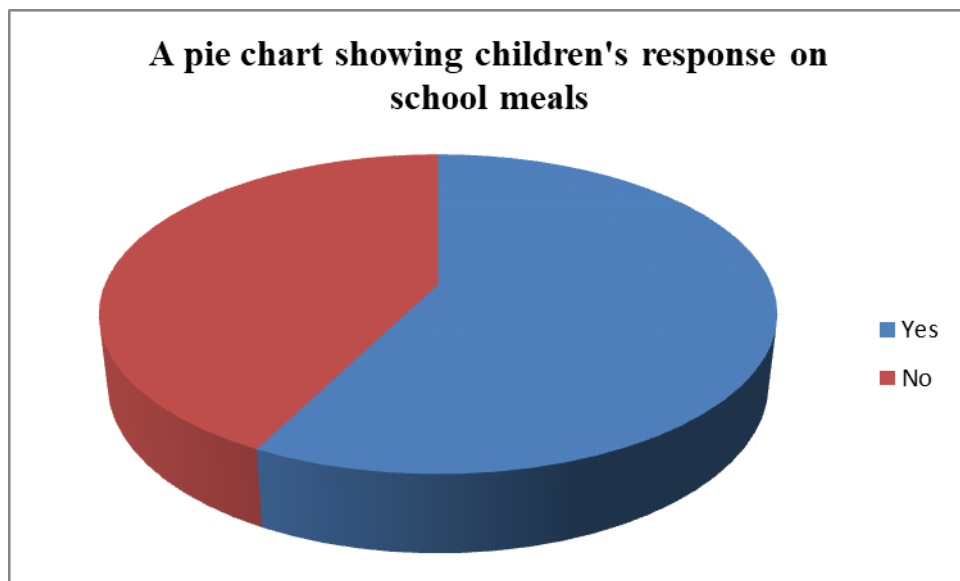


Figure 2: pie chart showing children’s response on the impact of school meals.

4.3. Mitigating measure

During an interview, the respondents said; Explanation: One effective way to address the problem of lack of midday meals impacting academic performance is to establish a school lunch program. This program would ensure that all students have access to a nutritious meal during the school day, which can help improve their concentration, memory, and overall cognitive function.

Another pupil said ; By providing students with a balanced meal at school, they are more likely to stay focused and engaged in their studies, leading to better academic performance. Additionally, a school lunch program can help alleviate hunger and food insecurity among students, creating a more positive and supportive learning environment.

A teacher also added, To implement a successful school lunch program, schools can work with local governments, community organizations, and businesses to secure funding and resources. It is important to offer a variety of healthy meal options that cater to different dietary needs and preferences to ensure that all students are adequately nourished.

By addressing the issue of lack of midday meals through a school lunch program, schools can help improve the academic performance and overall well-being of their students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter a summary of the findings, conclusion and recommendations of the findings were explained. Further research areas based on the study were also suggested.

5.1 Summary

It has always been alleged that in many primary schools, pupils tend not to come to school due to issues related to hunger. This is in two ways: first, it can imply that pupils fail to come to school because they are involved in garden work to make food available at school. On the other hand, some pupils walk long distances and sometimes become too hungry in that they lose morale to keep going to school daily. From the study, it is clear that the highest percentage of pupils (56.1%) reported that absenteeism was evident and they related it, among other reasons, to lack of feeding at school. In fact, the researcher observed a daily pupil absenteeism of 5 to 15 pupils in primary seven in the different schools.

This was noted most common in purely rural schools. The primary seven class teachers related the high absenteeism rate to the rain season, with views that some of the pupils are retained at home to help their parent keep up with the rains season in planting and weeding crops. Similarly, nearly 1 in 5 high school pupils is "chronically absent" from classes, and the percentage of pupils who miss at least 15 days in the course of an academic year rises among pupils with domestic problems. The rate of absenteeism is deeply rooted on lack of midday meals.

5.2 Conclusion

The academic performance of most primary schools in Nagongera Sub-County is indeed far from beingsatisfactory. Many people including teachers and head teachers

eye performance at PLE forgetting that it is only the culminating point of literacy and understanding. Some pupils fail mathematics because they do not understand English in the question. Both competence and focus of teachers might have gaps. While it may be difficult to establish a strict link between school feeding and academic performance, it remains obvious that not feeding affects everything a human being does. As far as school is concerned, at least it lessens concentration, makes lessons boring, and causes absence and disgust for studying, among others. Therefore, the absence of feeding is a big negative factor in the academic performance of pupils.

Given the above conclusion, it follows that the resistance of a parent to provide lunch for their children at school implies that they look at their children in a dichotomous manner, that is, children-at-school who are not their feeding responsibility and children-at-home who are their feeding responsibility. Poverty notwithstanding, this spells great and dangerous ignorance. If these children would remain home, they would eat lunch. The school administrators are in dilemma as to what to do to enforce school feeding. Yet we know that there are schools which have succeeded with the program. One cannot help to conclude that there is weakness as well as fact on the point of these administrators which have failed to make their parents see the obvious.

There is a problem of too much politics in our country in everything coupled with naivety and indifference. Politicians normally make weird pronouncements to please people and the naïve take them seriously. This one factor has put school feeding in problems and facilitated poor academic performance which already has other factors bogging it down. The factors affecting the effectiveness of school feeding on academic performance are categorized into administrative or managerial, economic and cultural especially in the case of girls. However, while not much can be done about the culture and poverty especially of parents, surely, something can be done about administrative issues. If there is a gross lack of necessary materials and so

many pupils hate their teachers, and nobody seems to realize, then there are administrative and supervisory gaps in the education system

5.3 Recommendations

Teachers need to be informed that like all other human activities, teaching is not just a mere routine, it requires the ability to adapt boldly, to invent, to create procedures and learning situation. It is therefore necessary to advocate for planning series of interrelated activities designed using materials/resources drawn from the pupil's experimental background in order to enable the pupil to concretize knowledge. Planning as a necessary task enables the teacher to predict the course of events during instruction. Boys and girls must feel welcome in a safe and secure learning environment. Governments, schools, teachers and pupils all have a part to play in ensuring that schools are free of violence and discrimination and provide a gender-sensitive, good-quality education.

While the vast majority of teachers are caring professionals who put the best interest of their pupils first, some abuse their position of power. Sexual abuse and exploitation by teachers, school staff and others in position of authority is a common practice. Therefore, there should be teacher education and codes of conduct to help change teacher attitudes and behaviours. Educators, school, district and systems leaders are tasked with the extraordinary responsibility of ensuring all of their pupils are equally provided a high-quality education. Annually engaging stakeholders to analyze data, assess needs and identify root causes, write and implement local plans, and monitor progress is a strong best practice to effectively improve schools. The number of pupils is increasing year after year due to UPE. Therefore, the government should help and finance the construction of classrooms in different schools as well as continue supporting the school feeding. In addition, teachers need to show interest and attend seminars with fellow teachers from other schools or even consult from friends who teach in schools where pupils perform well and improve teaching methods.

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Appendices

Appendix ii: Work Plan

Activity	March	March	May
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

Appendix iii: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	1	10,000=
Typing and printing		250000=
Binding of dissertation	3 copies	15,000=
Travels		100,000=
Grand total		385,000=

Appendix iv: QUESTIONNAIRE FOR HEADTEACHERS

How long have you been with the school?

1 -2 years

3 -4 years

5 years and above

Do you think there is any relationship between midday meals and academic performance of pupils?

Yes

No

If yes, specify, if no give reasons to defend

Which of the following can you consider an internal challenge to the provision of midday meals?

Low response by parents towards contributions

Lack of water and storage facilities

Low levels of accountability.

Others (specify)

How important do you think a midday meal is for academic performance?

Encourage schooling

Facilitates concentration in class

Enhances a child's judgement.

Energizes the pupils for co curricula activities.

Are there any suggestions you can put forth towards the improvement of provision of midday meals to pupils?

Yes

No

If yes specify

Which of the following are community level challenges faced in the provision of midday meals?

Poverty

Degree conservatism

Lack of skilled labor

Land tenure system

Which of the following changes in pupils behavior have you experienced after introducing midday meals?

Attentiveness

Daily attendance

Participation in class

Creativity and innovativity

Do you believe that the provision of midday meals contributes to higher levels of concentration and focus in classroom?

Yes

No

Appendix 5: QUESTIONNAIRE FOR PUPILS

How long have you been in this school?

1-2 years

3-4 years

5 years and above

How often has the school been providing midday meals to pupils?

Daily

Weekly

Monthly

Termly

Which of the following are community level challenges faced in the provision of midday meals?

Poverty

Degree conservatism

Lack of skilled labor

Land tenure system

Do you think there is any relationship between midday meals and academic performance of pupils?

Yes

No

If yes, specify, if no give reasons to defend

Do you think the availability of midday meals has reduced absenteeism or lateness among pupils?

Yes

No

Which of the following ways can the provision of midday meals be improved.

Provide free meals at school

Encourage packing of food from home

Encourage parents to pay so as the meals are provided at school

Send pupils back for break and lunch time