

IMPACT OF MIDDAY MEAL PROGRAM ON THE PERFORMANCE OF PRIMARY SCHOOL GOING CHILDREN

“An assessment into why nutrition from school meals is important
in school going children’s performance”.

A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF A
DEGREE IN PRIMARY EDUCATION OF
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September 202

Declaration

I **Akumu Elizabeth Owino** do declare that this work is my original piece of work and have never been presented to an institute of higher learning for any award. It is ready for submission to the department through the approval of my supervisor.

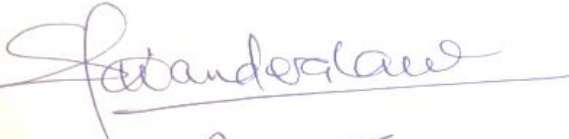


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Date: 1st / 10 /2024

Approval

This is to certify that this proposal by **Akumu Elizabeth Owino**, entitled “**IMPACT OF MIDDAY MEAL PROGRAM ON THE PERFORMANCE OF PRIMARY SCHOOL GOING CHILDREN**” *has* been conducted under my supervision and is submitted with my approval.

Signature: 
WANDERA ROBERT
Date: 01 / 10 2024

Dedication

This research proposal is dedicated to my Husband for the tremendous encouragement, inspiration, and support on this journey, and together we have a reason to celebrate.

Acknowledgement

I acknowledge my family members and the rest of my friends who have been so patient with me during the hectic and such time consuming range of time throughout the course. You are my heroes.

I also acknowledge the entire staff of Staff of Busitema University for the knowledge transfer sessions you conducted to me from the time of my admission to the time of my final exams and hence the graduation yet to come. Thank you so much for adding value on to me and making me a noble lady in the profession.

To my mum, I am speechless for the work well done from the time I started Primary One to this far. I pray for life in abundance that you may live to enjoy the fruits of my endeavors.

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CHAPTER ONE

1.0 Introduction

Under academic achievement in schools is a global problem and is especially prevalent in developing countries. Though Uganda has done remarkably well on education access-related targets since the introduction of universal primary education in 1997. The educational outcomes remain disappointing. The absence of school feeding schemes, one of the leading causes of scholastic under performance, is lack of feeding schemes that has not been given attention by the Ugandan authorities. Instead, as a national policy, parents are expected to provide meals even though many, especially in the rural areas, cannot afford to provide even the minimal daily meal of maize porridge. This chapter contains the background of the study, problem statement, the general objectives, specific objectives, research questions, scope, Significance of the study, Justification and the conceptual frame work.

1.2 Background of the study

The undesirable achievement at school or failure to reach a satisfactory level of literacy and numeracy is a global problem, particularly in developing countries. Midday meal is the popular name for the school lunch meal. It involves provision of lunch/snacks/meal to school children on school working days. The key objectives are: Protecting children from classroom hunger; Increasing school enrolment and attendance; improving socialization among children belonging to all castes; Addressing the issue of malnutrition among children and Social empowerment of women by creating employment. Nutrition, or the lack of it, has recently been recognized as an important additional factor on the performance of children because studies have identified undernutrition with poor school achievement. School aged children deficient in iodine; for example, perform worse on intelligence and other tests of learning capacity (Ahmed AU 2004).

A school feeding programme in Kenya found improvements in attendance as a result of the intervention of a cup of porridge for breakfast (5). School participation was 27.4% where meals were not provided and 35.9% where they were, an improvement in attendance of about one-third (5). The

higher participation was believed to have resulted both from the attraction of new children to the school and by the greater attendance of children already enrolled.

Parents and caretakers of these children take responsibility for feeding their children while at school. Many parents, however, particularly in the rural areas, cannot afford to pay even the minimal cost of a daily meal of maize porridge (6). Several factors including food insecurity, poverty, distance between home and school and lack of commitment make the parents involved unable to provide meals for their children (8), which is a cause of irregular school attendance, particularly in rural areas. Most pupils are unable to take a packed lunch and travel long distances to attend school; and those who stay on at school forge lunch. A participatory poverty assessment survey conducted in Uganda identified hunger and poor nutrition as key causes of absenteeism and drop-out from school (9). To alleviate this problem, interventions in the education sector, such as a national school feeding programme, is needed not only to help the disadvantaged children to access education but also to uplift educational standards, improve nutritional status, and in turn contribute to the realization of the Education for All (EFA) goals and the Millennium Development Goal 2, of ensuring that by 2015 all children, including Ugandan children, boys and girls alike, are able to complete a full course of primary schooling.

Government commitment and community participation in promoting school feeding in Uganda is evidently poor despite the large budgetary allocation (17.5% of the total) to the sector, strong institutional capacity in government and in responsible ministries in terms of ability to perform, and strong partnerships with donor and other aid agencies (10). According to the education act (11), the responsibilities of the parents and guardians include providing food, clothing, shelter, medical care and transport. On the other hand, parents (particularly those who participated in our study) argued that, since by law all children must attend school from the age of six years, it is government's responsibility to feed these children (personal communication). The draft school health policy for Uganda (SHP) gives no clear guidelines on the place and implementation of school feeding as part of the school health programme if it were adopted (12).

There has been limited progress in implementing the proposed nutrition education or school feeding programmes within the SHP. A few interventions, usually supported by donor agencies, have recently been initiated in specific districts, particularly in the north; in the form of 'in-school feeding programs' as well as 'take-home rations' (THR). This lack of agreement between government and the parents has arisen partly because of limited documented evidence of the importance of school feeding in Uganda

(13). Ekaju's study (14) citing the World Bank (15) notes that programmes that address hunger, malnutrition, and disease among schoolchildren significantly improve their academic performance, a reason why school-based feeding and health programmes can be valuable.

The aim of this study was to assess the impact of midday meal on the academic performance consumption of primary schoolchildren in district, eastern Uganda. Our study was guided by the research questions; what is the level of underachievement and how does it vary between boys and girls and between wealth groups; how does provision of breakfast and midday meals vary between wealth groups and how does this relate with their achievement? Uganda provides a good case for investigating issues of school quality, as current policy debates cast doubt on whether supply side factors such as teachers, classrooms, and textbooks are the most important factors for improved academic achievement given the increased education budgetary resources that have coincided with increased underachievement.

1.3 Theoretical Background

The Expectancy Theory, which Vroom created in 1964 through his research on the motivations behind decision-making, served as the study's guiding theory under this study. According to this idea, a person chooses a particular activity over others because they are driven to do so and are aware of the potential consequences of that choice. Essentially, the desirable result dictates the reason for behavior selection.

Oliver (1974) referenced by Mugisha M. (2018), states that expectation is the likelihood that a person attaches to their work effort being followed by a specific degree of accomplished task performance. The following are some ways in which the theory was relevant to this study. Children who expect meals in schools are always attracted to full and regular attendance hence accomplishing their tasks willingly and happily. Meals are then seen as expectations that drive and propel children to do their assignments fully hence able to achieve good grades. Meal has an impact on their performance as they respond to the directives of their teachers always.

1.4 Conceptual Background

Mid-day meals and Pupils' academic performance are the study's two main ideas. Midday meal is the popular name for the school lunch meal. It involves provision of lunch/snacks/meal to school children on school working days (Anuj Kumar 2022). Within the context of Uganda's broader education sector, the mid-day meals in primary schools contains solid foods or a cup of porridge for lunch. Since

education requires the brain to burn allot of calories, it's important to provide meals to the primary school learners to attain more energy to concentrate on their studies.

Academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. It measures Pupils'' learning across various academic subjects, which is assessed by formative and summative assessments. Academic performance involves factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, or the teacher-student relationship. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance.

1.5 General Objective: To assess and demonstrate the impact of midday meal on academic performance of primary school children in government-aided Primary schools in the Butaleja District

1.6 Specific objectives of the Study

The study sought to achieve the following specific objectives;

1. To examine how nutritional food impact Pupils'' academic performance in government-aided Primary schools in the Butaleja District.
2. To establish the impact of breakfast on Pupils'' academic performance in government-aided Primary schools in the Butaleja District.
3. To find out the impact of Lunch main meals on Pupils'' academic performance at government-aided Primary schools in the Butaleja District.

1.7 Research Questions

The study sought to answer the following research questions;

1. How does nutritional food impact Pupils'' academic performance in government-aided Primary schools in then Butaleja District?
2. How does breakfast on Pupils impact Pupils' academic performance in government aided Primary schools in Butaleja District?
3. To what extent does Lunch main meals impact Pupils' academic performance in government-aided Primary schools in Butaleja District?

1.8.0 Scope of the study

The scope for this study will contain; geographical, content and time scope

1.8.1 Geographical Scope

This study was conducted in Butaleja District located in Eastern Uganda. Butaleja district is bordered by Budaka District to the north, Mbale District to the east, Tororo District to the southeast, Bugiri

District to the south and Namutumba District to the west. The district headquarters at Butaleja, are located approximately 38 kilometres (24 mi), by road, southwest of Mbale, the nearest large city. The coordinates of the district are:00 56N, 33 57E (Uganda District Map 2023, Globefeed.com 2014).

1.8.2 Content scope

The study concentrated on assessing the impact of midday meal on academic performance of children in Government-aided Primary schools in Butaleja District Uganda. A critical examination will be drawn on: how nutritional food impact Pupils’ academic performance; establish the impact of breakfast on Pupils’ academic performance and find out the impact of Lunch main meals on Pupils’ academic performance at government-aided Primary schools in the Butaleja District.

1.8.3 Time scope

This study will focus on the period from 2019 to 2023 when the academic performance of Butaleja was not desired in Primary schools. This time frame is believed to be the period when the academic performance was poor.

1.9 Significance of the Study

The findings of the study will be of importance to the following.

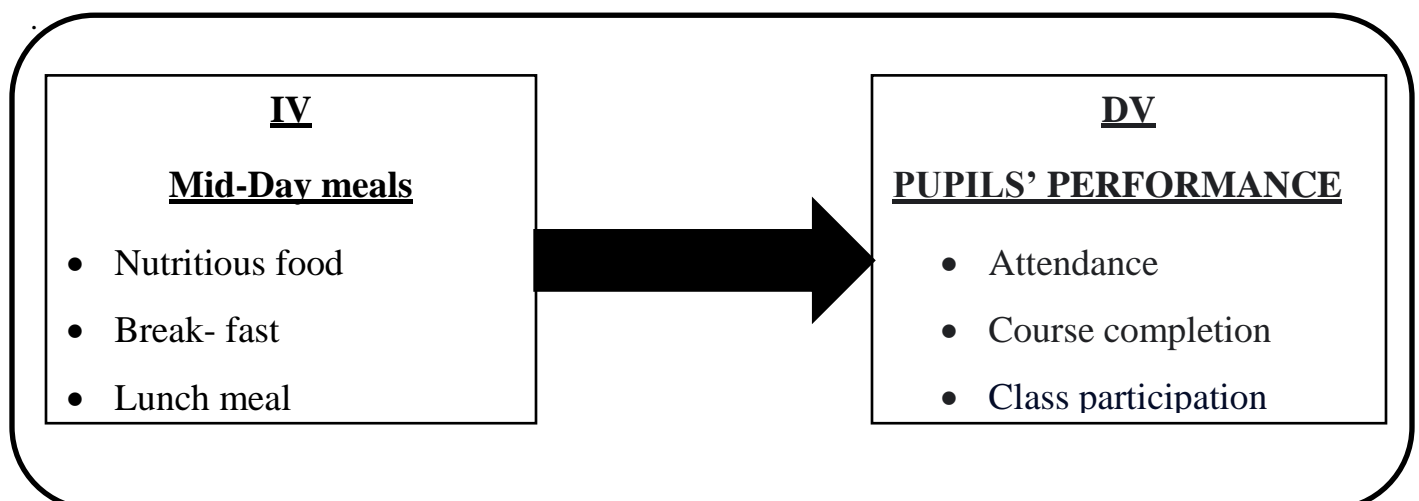
Officials from the Ministry of Education and Sports may utilize the study's data come up with policies for feeding of children in schools.

The information in the report will be effectively utilized by district education stakeholders, such as education officers, head teachers, and the board of governors of different schools, to address children’s feeding needs.

The study's conclusions will serve as a source of literature for people who are interested in academic participation, particularly in higher education.

This study may also be of use to researchers as the findings and recommendations in this study can be the point of reference for further studies.

1.10 Conceptual framework



The conceptual framework shows how mid-day meals (IV) impact the pupils' academic performance (DV). Mid-day meals scope in the framework is indicated by; Nutritious foods, breakfast and lunch meals. In the framework Nutritious foods is indicated by; required food values for a growing child in primary school as an elementally level of growth to development. Breakfast is indicated by First meal for a child in a day to boost the energy levels during the stay in school. Lunch meal may also be instituted as main meal for the child at school. Pupils' academic performance is indicated by; attendance, Course completion and above all the class participation.

1.11 Justification of the Study

Pupils' performance is a very critical issue in Uganda's education system. If the Mid-day meals program is not handled with much concern, there is a possible likelihood that the performance of learners with related sickness like ulcers shall continue to merge among minors. If the teachers are to achieve the aim of education as seen and expected from the learners' performance, there must be compulsory feed at school for children. Mid-day meals and performance have been the subject of earlier research, but there has not been a similar study conducted on mid-day meals the its impact to the pupils' performance in primary schools in Uganda.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter highlights key literature on the topic presented under the subheadings: theoretical review, how voluntary transfers affect students' academic performance, effect of routine transfers on students' academic performance, and effect of forced transfers on students' academic performance at selected government-aided Primary schools in the Butaleja District. This will provide the researcher with varying perspectives from various researchers in this field to draw comparisons on the topic.

2.1.0 Definitions of key terms

2.1.1 Nutritional Food

Nutrition is the process and state by which a living organism takes in food from outside the body, uses it, grows and develops, as well as to maintains life, and leads a healthy life, and the substances it takes in are called nutrients. The nutritional status of the human body can be roughly divided into deficiency and latent deficiency, and into excess and latent excess. It is always health behaviour to learn how to improve health and nutritional status, this refers to the intake of energy and nutrients, etc., in order to maintain and improve health and keep people away from nutritional risks and disease. For example, if a person is obese and concerned about blood glucose and triglycerides, it makes sense to choose low-energy, low-fat, and low-sugar foods, but if a person is thin and prone to low blood glucose, these foods are not only meaningless but even unhealthy.

2.1.2 Breakfast

A review once stated that breakfast is the first meal of the day that breaks the fasting status after the longest period of sleep, is eaten within two to three hours of waking, and consists of food or beverage from at least one food group and can be eaten anywhere (O'Neil et al., 2014a; Gibney et al., 2018b).

2.1.3 Lunch Meals

The word 'lunch' refers to the part of the meal that's consumed during the afternoon. The word 'dinner' refers to the main meal of the day that's consumed during evening or at night. Usage. It is used as a noun.

2.2 Nutritional food and Pupils' academic performance

Several studies show that nutritional status can directly affect mental capacity among school-aged children. For example, iron deficiency, even in early stages, can decrease dopamine transmission, thus negatively impacting cognition (Pollitt E. (1993). Deficiencies in other vitamins and minerals, specifically thiamine, vitamin E, vitamin B, iodine, and zinc, are shown to inhibit cognitive abilities and mental concentration. Additionally, amino acid and carbohydrate supplementation can improve perception, intuition, and reasoning. There are also a number of studies showing that improvements in nutrient intake can influence the cognitive ability and intelligence levels of school-aged children (Chenoweth, W. 2007).

Good Nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Studies show that malnutrition leads to behavior problems (Kleinman, R., Murphy 1991 as cited by Amos, S., Doraz, W 2021), and that sugar has a negative impact on child behavior. However, these effects can be counteracted when children consume a balanced diet that includes protein, fat, complex carbohydrates, and fiber. Thus students will have more time in class, and students will have fewer interruptions in learning over the course of the school year. Additionally, students' behavior may improve and cause fewer disruptions in the classroom, creating a better learning environment for each student in the class.

Higher quality diet is associated with better performance on exams (Cueto, S. (2001) and that programs focused on increasing students' health also show modest improvements in students' academic test scores. Other studies find that improving the quality of students' diets leads to students being on task more often, increases math test scores, possibly increases reading test scores, and increases attendance. Additionally, eliminating the sale of soft drinks in vending machines in schools and replacing them with other drinks had a positive effect on behavioral outcomes such as tardiness and disciplinary referrals (Price, J. (2012).

Hollar, D., Messiah, S (2010) stated that Every student has the potential to do well in school. However, Failing to provide good nutrition puts them at risk for missing out on meeting that potential. Nevertheless, Storey, H., Pearce, J., Ashfield-Watt, P., Wood, L., Baines, E., & Nelson, M. (2011) argued that taking action today to provide healthier choices in schools can help to set students up for a successful future full of possibilities. The human brain, although extremely complex, operates on a simple principal - it requires ample nutrients, including vitamins and minerals to function optimally. Even the slightest nutritional deficiency can have a huge impact on brain chemistry, resulting in impaired learning and cognitive functioning, decreased attentiveness, inability to problem solve anxiety and other behavioral disorders. Skipping a meal entirely or substituting wholesome meals with nutritionally depleted foods laced with sugars and saturated fats can have the time effect (Hollar, D., Messiah, S 2010).

Children's health, physical and mental capability depends on his or her nutrition. If proper diet is provided right from conception a child grows and develops property; so poor diet to children inhibits proper growth and development. International organization e.g. world food program (W.F.P) have already advocated for the above. In most E.C.D. centers most children carry packed lunch which is not balanced according to their nutritional needs. This resulted to poor growth and development of the pre-schoolers and poor academic performance in the area. And it's worse with government aided schools where no lunch is provided nor packed for the child to eat while at school.

A proper school feeding program acts as an incentive for parents to send their children to school. He argues that food provide energy for work and play. Poor nutrition results to overweight which leads to obesity, research show that several overweight children are four times more like than their healthy - weight peers to report "impaired school functioning". Overweight children are also more likely to have abnormal scores on the child behavior checklist (behavior problems) and are twice more likely to be placed in special education and academic classes than are children who are not over weight.

2.3 Breakfast and Pupils' academic performance

Ben Knight 2023 quoted that Breakfast is the most important meal of the day, especially as we grow up. It helps us develop, gives us the energy we need for the day ahead, and, as a new study shows,

leads to better academic success in school – though not necessarily in the way you would expect. eating a healthy breakfast can lead to higher levels of motivation and achievement for students that day in school. Meanwhile, eating no breakfast at all can lower levels of motivation and achievement. However, Many students make less-than-ideal breakfast choices at the start of the school day or skip breakfast altogether,” says Scientia Professor Andrew Martin (2023 report to WHO), argued that eating a healthy breakfast each and every morning improves student motivation and academic achievement.

Having a healthy breakfast is somewhat within a student’s immediate control and could potentially be addressed either at school or home through better health education and communication,” Prof. Martin says. Schools and the school system can better support students by offering a healthy breakfast option at school, including information about healthy breakfast in the curriculum, and communicating with parents at home about healthy breakfast ideas and strategies. It is possible to incorporate a healthy breakfast or morning snack into the school day,” Prof. Martin says, “School-based breakfast programs are one avenue for this, or schools might consider providing students with a mid-morning snack, especially for students from disadvantaged or food-insecure homes (Ben Knight 2023).

Eating a healthy breakfast each and every morning improves student motivation and academic achievement. The research also has it that breakfast predicts learners’ achievement. Frequent and quality of habitual breakfast enhances school performance. Whether your child is well-nourished or undernourished, or comes from a low socioeconomic background, habitual breakfast consumption is associated with improved academic outcomes. Studies indicate that not only does increased frequency play a role, but the quality of breakfast matters too – providing a diverse range of food groups and meeting energy needs positively impacts school performance.

Undernourished children seem to benefit even more from breakfast interventions. When these children transitioned from at-risk nutritional status to adequate through a School Breakfast Program, the positive effects on achievement test scores became more pronounced. This underscores the potential of breakfast, particularly in schools with a higher prevalence of undernourished children, to bridge the gap in academic performance (Powell CA 2021).

School Breakfast Programs improve arithmetic test scores and mathematics grades. While some studies show a clear boost in academic performance, a few present inconsistencies. For instance, regular breakfast eaters exhibited higher marks in science and English, but not in mathematics. However, when considering total marks, including mathematics, the breakfast group outperformed those who skipped breakfast. This intriguing nuance suggests that the overall impact of breakfast might go beyond subject-specific grades (Price, J. (2012).).

2.4 Lunch meals and Pupils’ academic performance

Healthy school lunch programmes improve student academic achievements. These findings establish a correlation between the quality of food programmes in schools and educational outcomes. A food and nutrition service by the schools can provide pupils with balanced meals, sometimes going as far as to provide the better part of a child’s daily nutrition. Better quality school meals and dining experiences make a healthy lunch more accessible to children from all backgrounds.

Children are more likely to try new foods during a meal programme operating in a school than at home. School food and nutrition services are instrumental in normalizing a balanced diet. Standards met in school meal programmes set a good nutritional foundation for children and will enable them to form healthy relationships with food. Shifting from low-budget processed meals to healthier meals and snacks has seen positive impacts and reveals absenteeism from sickness.

The impacts of healthy school meals extend well into a child’s adult years. From more positive behaviour to higher academic achievements, food can shape minds as well as physical well-being. School lunches can help pave the way for a healthier population by creating a nurturing setting with better quality food choices available to all children. Alliance in Partnership provides schools and colleges with affordable, fresh, healthy, and wholesome meals that meet nutritional goals. Keeping sustainability at the heart of operations, using seasonal, and quality ingredients is vital when curating exciting menus for primary, secondary, and 6th form students.

World Health Organization(2006 report) revealed that, Schools are recognized as an important setting to promote healthy behaviors, as children typically spend a substantial amount of their waking hours at school. The report showed that lack of school lunch meals has a negative impact on the psychological ability of children in primary schools hence affecting the congenital capabilities. School meals have important short- and long-term health implications for children, including promoting optimal growth

and cognitive development and reducing the risk of food related diseases such as kwashako and others that could hinder the academic performance of children. Though such data and reports reveal the importance of school lunch for children school meals are currently only available in a small number of schools. This has propelled the researcher to study the impact of school day meals to the academic performance of children in government aided schools in Butalejja district.

CHAPTER THREE RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the study design, area of study, population of the study, sampling procedures, data collection methods and instruments, quality control measures, data processing and management, data analysis procedures, ethical considerations and limitation of the study.

3.1. Research Design

Research design comprises decisions about where, what, when, how, how much, and how to use in relation to an inquiry or study (Kothari, C.R. (2004). It also specifies methods and procedures for gathering, analyzing, interpreting, and reporting data. A cross-sectional research design utilizing both a quantitative and qualitative methodology will be used for this investigation. An empirical analysis using statistical, mathematical, or numerical data or computing techniques is known as quantitative research design. Amin (-2005) asserts that, qualitative data collection techniques are essential since they are seen to be more beneficial to the variety of diverse realities that can be found in challenging field settings. Furthermore, the researcher conducts a thorough analysis of the phenomenon being studied and becomes more intimately acquainted with the setting (Best & Kahn, 1993). The fact that the study will examine the different aspects of teacher transfer policy and students' academic performance, it means that the qualitative approach will as well be used. But when it comes to the amounts and measurements of data used for analysis and presentation, the quantitative paradigm will be used. With all of information, the researcher will be able to explain how teacher transfer policy affects students' academic performance.

3.2 Area of Study

The study will be carried out in Butaleja District located in Bukedi region in Eastern Uganda. Butaleja district is bordered by Budaka District to the north, Mbale District to the east, Tororo District to the southeast, Bugiri District to the south and Namutumba District to the west. The district headquarters at Butaleja, are located approximately 38 kilometres (24 mi), by road, southwest of Mbale, the nearest large city. The coordinates of the district are: 00 56N, 33 57E (Uganda District Map 2023, Globefeed.com 2014).

3.3 Population of Study

Creswell (2008) defined population as a group of individuals who have the same characteristic. Therefore, there were 163 respondents in total for the study population, which consists of the DEO's Office 03, school Head teachers and Deputies 15, teachers 35 and Pupils 110.

3.4 Sampling Procedures

Ogula, (2005) asserts that, Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. In this manner therefore, sampling procedures will include the probability and non-probability sampling procedures and the size of the sample selected as well as the techniques used to select that sample. The population under study was of 135 respondents in total for the study population, which consists of the DEO's Office 03, school Head teachers and Deputies 15, teachers 32 and Pupils 135 (Morgan & Klajcie 1970 and modified by the researcher 2024). The selected categories are the key stakeholders in primary schools and have the capacity to implement the policy in all aspects. The researcher randomly selected the schools to be considered in this study and they included Butaleja Primary School, Busabbi P/s, Namanda P/S and Bugegege P/s.

3.5.1 Sample Size

The sample size will be determined according to Krejcie and Morgan 1970

Table 3.1: Sample Size according to Krejcie and Morgan 1970 sample size

Category of respondents	Target population	Sample size	Sample technique	Research method
District Education Officers	03	03	Purposive	Interview
Head teachers/deputies,	15	14	Random	Questionnaire
teaching staff	35	32	Random	Questionnaire

Pupils	110	86	Random	Questionnaire
TOTAL	163	135		

Source: Primary data (2022) Table 1 sample size

3.6 Sampling Techniques

Sampling techniques are the ‘methods’ used to select the respondents. A number of techniques were used, both probability and non-probability. According to Creswell (2012), purposive sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally. The Officers in DEO’s office, the Head Teachers and Teachers were randomly selected. Purposive sampling has a meaningful way of investigating and attaining specific data from key technical respondents, in this case, the DEO’s office was the key technical office (Amini, 2005). Every school has a head teacher and a deputy. These positions are essential to the study since they oversee the administration of the institutions and occasionally have a significant role in personnel transfers. Conversely, simple random sampling was chosen respondents at random to ensure that each respondent has an equal chance of being chosen. In a simple random sample, every member has an equal chance of being selected, and a small, random subset of the population is used to represent the complete data set. It's one of the most straightforward systematic sampling techniques for obtaining a random sample, and researchers can generate one utilizing a variety of techniques (Creswell 2012).

3.7 Data Collection Methods and Instruments

This section presents the methods and the corresponding instruments that will be employed to collect data as per the guidelines of Busitema University in Uganda.

3.7.1 Methods

Any researcher strives to utilize a variety of data gathering methods in order to obtain high-quality evidence, which translates to rich data analysis and enables the researcher to construct a credible and convincing response to given issues. Since various techniques for obtaining information can benefit one another and so strengthen the validity and dependability of the data, these approaches must take into account a few viewpoints, such as the outcome and result acquired. Both primary and Primary data will be used in this investigation. The two main techniques that will be employed are questionnaires and interviews. Articles, journals, and documentary reviews included Primary data. According to academics such as Kathari (2004), the researcher must specify the procedures to be followed.

3.7.2 Survey

Answers to questions are used to gather data from a sample of people in survey research (Check & Schutt, 2012, p. 160). A survey provides for multiple approaches to participant recruitment, data collection, and instrumentation. A survey can employ both qualitative and quantitative research methods, such as open-ended inquiries or questionnaires containing numerically rated items, or a combination of the two, known as mixed/cross methodologies (Singleton & Straits, 2009).

3.7.3 Documentary Review

Documentary review is the process of using official and personal records as primary sources, according to Scott & Marshall (2015). Newspapers, diaries, stamps, directories, handbills, maps, government statistical publications, photos, paintings, audio recordings, cassettes, and computer data are a few examples of documents." Consequently, in order to obtain pertinent literature regarding the teacher transfer policy and students' academic performance, the researcher will utilize Primary data. This will serve as a baseline against which the outcomes of the main data collection will be evaluated.

3.7.4 Questionnaire

A questionnaire is advantageous because it is free from bias of the interviewer since answers are in the respondent's own words and large samples can be used and thus the results can be more valid and Reliable (Kothari 2005). In order to know the contribution of School Management Practices to teachers' attitude towards teaching, the researcher will use a questionnaire. The researcher will distribute self-administered questions for selected respondents to answer in writing at their own convenience and to substantiate their opinions. Naturally, this instrument will be applied only to respondents who can read and write. The questionnaire will consist of close-ended questions.

3.7.5 Documentary Review

Primary data will be obtained from Library sources, Ministry of Education and Sports reports, Internet, UNESCO among other sources. Sources like journals, articles, reports and books will be used in gathering and compiling information.

3.8 Data Quality Control

This section is about the validity and reliability of the data collected, but which in turn depend on the validity and the reliability of the instruments of data-collection (Sekaran, 2003).

3.9.1 Validity

Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2005). Similarly, Robson (2011) states that, Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure. In short, it is the degree to which the results are truthful and accurate. The validity of the questionnaire consisted of

questions – whose correctness will be ascertained by the supervisor in liaison with the researcher. After the formulation of the instrument by the researcher, they will be given to the supervisor to check the design, lay-out and relevance to the problem under investigation in line with the objectives. This will help in assessing whether the questions were not vague and leading (pertinent and focused), and to ascertain whether the answers to the open-ended questions followed a logical order.

3.9.2 Reliability

According to Kimberlin and Winterstein (2008), reliability is useful in assessing the consistency of measures given to the same subjects at different periods as well as the equivalency of sets of items from the same test. Higher dependability yields more accurate data, which raises the likelihood that research decisions will be made correctly. While crucial, reliability alone does not guarantee the validity of research. The two instruments—the questionnaire and the interview—will be piloted to guarantee dependability. Since the interviews for the interview guide will be semi-structured, using probe questions will help to ensure that the information provided is clear and consistent while also allowing for a deeper understanding of what will be discussed. If there are any discrepancies or inconsistencies, they will be highlighted.

3.10 Data Management and Processing

At the conclusion of each field day, data collected during interviews will be transcribed to provide all the data in a common format. To minimize transcription errors, the transcriptions will be compared to the original source. After the databases and data files have been established and changed, the data will be compiled and arranged. Excel or SPSS will be used for the processing. A data summary sheet will be made for the survey data, including a numbered system for the respondents, individual columns for each question posed, and demographic items. However, before this can happen, the elements will be programmed by being given representation in a numerical manner.

3.11 Data Analysis

According to Kothari (2005), data analysis entails calculating specific metrics and looking for patterns or links between different data groupings. The process of analysis will continue both during and after the phase of data collecting until the results are completed and presented. Both quantitative and qualitative analysis will be done separately on the data used in this study.

3.12 Quantitative Data

The data will be edited to guarantee accuracy, consistency, and completeness. This is an attempt to prevent leaving out crucial information that the study needs. This will make it easier to understand and determine the value assigned to numerical variables. The gathered data will be edited, coded, and

classified by the researcher in accordance with the study's themes. To determine the key variables, data will be sorted and arranged based on percentages and the frequency (number of times) that similar replies had happened. This method served as the foundation for correlation analysis. Following that, data will be compiled into tables, charts, and graphs.

3.13 Qualitative Data

Thematic and content analysis will be used as systematic, well-organized techniques for analyzing qualitative data. The technique of condensing raw data into categories or themes based on reliable inference and interpretation is known as qualitative content analysis (Hsieh and Shannon 2005). In particular, the analysis will involve the concurrent flow of activities such as data reduction, display, meaning development, and conclusion drawing from the outset and during the research process, as described in the following procedure:

Reading over the interviewees' responses will take some time for the researcher. The process of data reduction will entail creating codes to assist in cataloging important ideas while maintaining the context in which they appeared. In other words, the researcher will read over the data multiple times and create approximate labels for data chunks that will describe the major emergent difficulties. The researcher will pick words and phrases that will be prominent to develop open codes when reviewing the interview notes. As if that's not enough, the researcher will look for concepts and categories in the data that will form the basic units in the data analysis. These will later be merged into larger codes called categories codes. They will be constructed by identifying relationships among the open codes. It will then be easy to appreciate the emerging themes from the data at this stage.

The codes will then be merged to a small group of major codes to form themes. Sub-themes will be generated, all relating to the topic and themes under study. In that way, all themes will be developed basing on the concepts of the research objectives. Thematic analysis will be applied. Thematic analysis is a pattern-recognition within the data, with emerging themes becoming the categories for analysis (Fereday and Muir-Cochrane, 2006) and providing insights about the opinions and perceptions of the respondents. The process will involve a careful, more focused re-reading and review of the data. Thus, the emerging themes/patterns will be identified. Then, as the analysis proceeds, these patterns will be developed into a number of thematic categories of description. Lastly, some explanations will be added

3.14 Ethical Considerations

First of all Busitema University will provide permission. The researcher will receive an introduction letter addressed to the Butaleja District LG, asking the district's authority to grant permission and support for the researcher to carry out the study there. By being informed of the study's goal, respondents will willingly take part in it. In order to guarantee that the respondents give their informed consent and that they are aware that the study will only be carried out for academic objectives, explanations regarding the anticipated results and benefits of the research will also be provided to them. The respondents would also be guaranteed complete confidentiality regarding everything they say. The respondent's identity will remain confidential.

3.15 Limitations of the Study

It's possible that some people won't be willing to provide as much information as is necessary. To establish a rapport, the researcher will pay them a visit beforehand. The goal and purpose of the study shall be explained with transparency and honesty. As required by the subject, the researcher guaranteed respondents' confidentiality and anonymity when collecting sensitive data. When the data was collected, terrible weather is predicted. The process stoppage could make it difficult to reach the potential responders. The amount of data is probably going to be severely impacted by this issue. However, the researcher treated respondents with tolerance and patience, modifying the exercise's duration and, if feasible, conducting a follow-up with those who may seem not responding faster as it may be required.

CHAPTER FOUR

DISCUSSION OF DATA FINDINGS

4.0 Introduction

This chapter focused on reporting, analyzing and discussion of data findings collected for this study. This chapter is divided into four parts; part one presents information on the response return rate from respondents; part two presents information on the demographic characteristics of the respondents followed by their interpretation; part three presents the information on the specific objectives variables followed by their interpretation; part four presents the interpretation, analysis and discussion of findings in line with the specific objectives of the study. The data is analyzed using frequencies, percentages, mean, and presented in tables and charts using SPSS or and Excel sheet.

4.1 Response Rate

All the 135 respondents were engaged in interview and questionnaire approach and all were retrieved, hence accounting for a 100% response rate. Statistically, a responses rate above 50% is appropriate for making conclusions and recommendations. Therefore, the response of 100% is very representative for development and drawing of conclusions for the study.

4.2 Background Information of Respondents.

The background of the respondents analyzed the gender, age, education level of respondents and work experience they have. The findings are detailed below.

4.2.1 Bio data statistics of all respondents categories

Statistics

	Gender of respondents	Age of respondents	Education Level of respondents	Work Experience of respondents
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N	Valid	135	135	135	135
	Missing	0	0	0	0

4.2.2 Gender of respondents

Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	104	77.3	77.3	77.3
	Female	31	22.7	22.7	100.0
	Total	135	100.0	100.0	

Table 1: Gender of respondents; source, primary data.

The findings in the above Table show that, 77.3% of the respondents were Male while 22.7% were Female. This means that a majority (77.3%) of the respondents was Male, which is a true reflection of the gender distribution level of the people who participated in the research were Male.

4.2.3 Age range of respondents

The age of the respondents is summarized as in the table below:

Age of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-32	61	49.5	49.5	49.5
	33-39	18	13.4	13.4	62.9
	40-50	30	22.7	22.7	85.6
	50-Above	26	19.4	19.4	100.0
	Total	135	100.0	100.0	

Findings in the above table and chart shows that 49.5% of the respondents were in the age range of 25-30 Years, 13.4% were in the age range of 33-39Yrs, 22.7% were in the age range of 40-50 Yrs, and 14.4% were in the age range of 50-above Yrs respectively, This means that an average number (49.5%) of the respondents were at mature age of 25-30 years able to make decisions linked to the attitude towards their Job satisfaction. In addition to that, 50.5% which is a total of the remaining respondents equally have extra mature age hence able to have decisions based on their attitude towards their teaching.

4.2.4 Education level of the respondents

The level of education of the respondents is summarized in the figure below:

Education Level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	43	32.0	32.0	32.0
Degree	78	57.7	57.7	89.7
PGD/Master	14	10.3	10.3	100.0
Total	135	100.0	100.0	

The findings in the figures above shows that 57.7% of the respondents attained degree in Education, 32.0% of the respondents have diploma in education. 10.3% attained Masters Degree. This means that the majority (57.7%) of the respondents are degree graduates. This implies that, they are literate enough and able to determine which activity is important for children during PE that impact their growth.

4.2.5 Work experience of respondents

Work Experience of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yr	6	4.1	4.1	4.1
2-4 Yrs	32	23.7	23.7	27.8
Valid 5-7 Yrs	27	20.6	20.6	48.5
7-Above Yrs	70	51.5	51.5	100.0
Total	135	100.0	100.0	

The findings in the figures above show the work experience of the respondents. 51.5% of the respondents have work experience of 7years and above, 23.7% have 2-4 years' work experience, 20.6% have 5-7Years work experience and 4.1% have 1 year work experience. Majority of the respondents have enough experience in teaching and have been in the profession for 7 and more years. This implies that they are senior teachers with all the knowledge and expertise to handle the teaching learning process of physical Education in Primary schools.

4.3 How Nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District.

The following statements are designed to assess how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

The findings on how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District in Uganda is summarized below:

To assess how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.											
Nutritional food impact Pupils' academic performance		SD		D		NS		A		SA	
		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	Nutrition can directly affect mental capacity among school-aged children.	19	14	14	10	18	13	35	35	49	36
2	Good Nutrition helps students show up at school prepared to learn.	22	16	4	3	18	13	36	27	55	41
3	Higher quality diet is associated with better performance on.	14	10	30	22	24	18	22	16	50	34
4	Failing to provide good nutrition among children puts them at risk for missing out on meeting performance potential.	8	6	8	6	15	11	49	36	55	41
5	Children's health, physical and mental capability depends on his or her nutrition.	20	15	14	10	15	11	39	29	50	34
Overall mean		22.4				13.2		65.8			

Figure 1: Responses on Nutritional food and Pupils' academic performance

4.3.1 Scale of interpretation of means.

Legend Interpretation

Strongly Disagree	1.00-10.0	(low effect)
Disagree	11.0-20.0	(fair effect)
Agree	21.0-30.0	(average effect)
Strongly agree	31.0-40.0	(Great effect)

Findings in the table above in statement one, showed that 71% of the respondents agreed while 24% of the respondents disagreed and 13% of the respondents remained neutral that Nutrition can directly affect mental capacity among school-aged children. This means that the majority (71%) of the respondents agreed that Nutrition can directly affect mental capacity among school-aged children.

Findings in statement two showed that 68% of the respondents agreed while 19% of the respondents disagreed and 13% of the respondents remained neutral that Good Nutrition helps students show up at school prepared to learn. This means a majority (68%) agreed with the item implying that Good Nutrition helps students show up at school prepared to learn.

Findings in statement three showed that 50% of the respondents agreed, 32% disagreed and 18% were not sure whether/that higher quality diet is associated with better performance on. This means that the majority (50%) of the respondents agreed implying that Higher quality diet is associated with better performance on.

Findings in statement four showed that 77% of the respondents agreed, 12% of the respondents disagreed, while 11% remained neutral that failing to provide good nutrition among children puts them at risk for missing out on meeting performance potential. This means that an average number of (77%) of the respondents agreed implying that Failing to provide good nutrition among children puts them at risk for missing out on meeting performance potential.

Findings in statement five showed that 63% of the respondents disagreed, 25% of the respondents disagreed and 11% remained neutral that Children's health, physical and mental capability depends on his or her nutrition. This means that a significant number (63%) of the respondents disagree implying that Children's health, physical and mental capability depends on his or her nutrition.

4.4 Impact of break-fast Pupils’ academic performance in government-aided Primary schools in the Butaleja District.

The following statements are designed to establish the impact breakfast on Pupils’ academic performance in government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

Responses on how breakfast impact Pupils’ academic performance in government-aided Primary schools in the Butaleja District are summarized below:

To establish the impact breakfast on Pupils’ academic performance in government-aided Primary schools in the Butaleja District. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.											
Statement on Breakfast and Pupils’ academic performance.		SD		D		NS		A		SA	
		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	Breakfast is the most important meal of the day, especially among growing children.	15	11	16	12	4	3	57	42	43	32
2	Eating a healthy breakfast each and every morning improves student motivation and academic achievement.	14	10	4	3	7	5	54	40	55	41
3	Quality Frequent habitual breakfast enhances school performance.	4	3	3	2	0	0	73	54	55	41
4	School Breakfast Programs improve arithmetic test scores and mathematics grades	7	5	14	10	7	5	59	44	49	36
5	Breakfast improves the health status of children by reducing on malnourishment.	8	6	11	8	4	3	59	44	49	36
MEAN		14.0				3.2		82.0			

Figure 2: Responses on impact of Break-fast on pupils' performance

4.4.1 Scale of interpretation of means.

Legend Interpretation

Strongly Disagree	1.00-10.0	(low effect)
Disagree	11.0-20.0	(fair effect)
Agree	21.0-30.0	(average effect)
Strongly agree	31.0-40.0	(Great effect)

Findings in the table above in statement one showed that 74% of the respondents agreed while 23% of the respondents disagreed and 3% of the respondents were neutral that Breakfast is the most important meal of the day, especially among growing children.. This implies that a significant number (74%) of the respondents agree that Breakfast is the most important meal of the day, especially among growing children.

In statement two, findings showed that 81% of the respondents agree while 13% of the respondents disagree and 5% of the respondents were neutral that Eating a healthy breakfast each and every morning improves student motivation and academic achievement.. This therefore indicates that a significant number (81%) agreed implying that eating a healthy breakfast each and every morning improves student motivation and academic achievement.

Findings in statement three showed that 95% of the respondents agreed and 5% of the respondents disagreed that Quality Frequent habitual breakfast enhances school performance. And this means that a significant number (95%) of the respondents agree that Quality Frequent habitual breakfast enhances school performance.

In item four the researcher wanted to find out whether School Breakfast Programs improve arithmetic test scores and mathematics grades. The findings showed that 80% of the respondents agreed, 15% of

the respondents disagreed and 6% remained neutral that School Breakfast Programs improve arithmetic test scores and mathematics grades. This means that an a significant number (80%) of the respondents agreed implying that School Breakfast Programs improve arithmetic test scores and mathematics grades.

The researcher wanted to find out whether there is a Breakfast improves the health status of children by reducing on malnourishment. Findings in statement five showed that 80% of the respondents agreed, 14% of the respondents disagreed and 6% remained neutral that Breakfast improves the health status of children by reducing on malnourishment. This means that a significant number (80%) of the respondents agree that Breakfast improves the health status of children by reducing on malnourishment.

4.5 Lunch main meals on Pupils’’ academic performance at government-aided Primary schools in the Butaleja District?

The following statements are designed to find out the impact of Lunch main meals on Pupils’’ academic performance at government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

Responses on how Lunch meals impact on Pupils’ academic performance at government-aided Primary schools in the Butaleja District in Uganda are summarized below:

To find out the impact of Lunch meals on Pupils’’ academic performance at government-aided Primary schools in the Butaleja District. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.					
	SD	D	NS	A	SA

		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	Healthy school lunch programmes improve student academic achievements.	24	18	18	14	0	0	54	40	38	28
2	Children are more likely to try new foods during a meal programme operating in a school than at home.	49	36	55	41	4	3	18	14	7	5
3	The impacts of healthy school meals extend well into a child's adult years.	22	16	15	11	0	0	54	40	46	34
4	School meals have important short- and long-term health implications for children.	22	16	31	23	12	9	54	40	16	12
5	Lack of school lunch meals has a negative impact on the psychological ability of children in primary schools hence affecting the congenital capabilities.	8	6	11	8	4	3	63	47	49	36
Overall Mean		37.8				3.0		61.2			

Figure 3: Response on lunch meal on the performance of children

The following scale of interpretation of means was used.

4.4.1 Legend Interpretation

Strongly Disagree	1.00-10.0	(low effect)
Disagree	11.0-20.0	(fair effect)
Agree	21.0-30.0	(average effect)
Strongly agree	31.0-40.0	(Great effect)

Findings in statement one showed that 68% of the respondents agreed while 32% of the respondents disagreed that Healthy school lunch programmes improve student academic achievements. This implies that a relative number (68%) of respondents agree that Healthy school lunch programmes improve student academic achievements.

Findings in statement two showed that 77% of the respondents disagreed while 19% of the respondents agree and 3% of the respondents were neutral that Children are more likely to try new foods during a meal programme operating in a school than at home. This therefore indicates a significant number (77%) disagreeing that Children are more likely to try new foods during a meal programme operating in a school than at home.

Findings in statement three showed that 74% of the respondents agreed and 27% of the respondents disagreed that the impacts of healthy school meals extend well into a child's adult years. And this means that a significant number (74%) of the respondents agree indicating that The impacts of healthy school meals extend well into a child's adult years.

Findings in statement four showed that 62% of the respondents agreed, 39% of the respondents disagreed and 09% remained neutral implying that School meals have important short- and long-term health implications for children. This simply implies that School meals have important short- and long-term health implications for children.

Findings in statement five showed that 83% of the respondents agreed, 14% of the respondents disagreed and 3% remained neutral that Lack of school lunch meals has a negative impact on the psychological ability of children in primary schools hence affecting the congenital capabilities. A significant number (83%) of the respondents agreed implying that Lack of school lunch meals has a

negative impact on the psychological ability of children in primary schools hence affecting the congenital capabilities.

CHAPTER FIVE

DISCUSSIONS, SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussions, summary of findings, conclusion and recommendations drawn from results in chapter four.

5.1 Discussion of Findings

5.1.1 Discussion of how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District.

Objective one: To examine how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District.

Research question one: How does nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District?

The researcher set out to examine how nutritional food impact Pupils' academic performance in government-aided Primary schools in the Butaleja District, the researcher wanted to find out whether Nutritional food has impact on the performance of children in primary school. Several question items were posed that the respondents replied to. From the data that was provided, it showed a percentage mean of **65.8** agree, **22.4** disagree and **13.2** not sure. According to the legend, it reflects an average impact measure that a significant number revealed that nutritional food has impact on the Pupils' academic performance in government-aided Primary schools. This gives a conclusion that nutritional food impacts Pupils' academic performance. And it's in line with Chenoweth, (W. 2007) and Pollitt E. (1993) who stated that, nutritional status of children can directly affect mental capacity among school-aged children. For example, iron deficiency, even in early stages, can decrease dopamine transmission, thus negatively impacting cognition (Pollitt E. (1993). Deficiencies in other vitamins and minerals, specifically thiamine, vitamin E, vitamin B, iodine, and zinc, are shown to inhibit cognitive abilities and mental concentration. Additionally, amino acid and carbohydrate supplementation can improve perception, intuition, and reasoning. There are also a number of studies showing that

improvements in nutrient intake can influence the cognitive ability and intelligence levels of school-aged children (Chenoweth, W. 2007).

5.1.2 Discussion of how breakfast affect Pupils’ academic performance in government-aided Primary schools in the Butaleja District.

Objective Two: To establish the impact of breakfast on Pupils’ academic performance in government-aided Primary schools in the Butaleja District.

Research question Two: How does breakfast impact on Pupils’ academic performance in government-aided Primary schools in the Butaleja District?

The survey results show that **breakfast has impact** on children’s academic performance among children in primary schools in Butaleja District. From the data that was provided, it showed a percentage mean of **82.0** agree, **14.0** disagree and **3.2** not sure. According to the legend, it reflects an a significant number revealed that Break-fast for children has **effect** on their academic performance in primary school. This gives a conclusion that Break-fast is a significant contributor in pupils’ academic performance in Primary schools in Uganda. This is linked to Ben Knight 2023 quoted that Breakfast is the most important meal of the day, especially as we grow up. It helps us develop, gives us the energy we need for the day ahead, and, as a new study shows, leads to better academic success in school – though not necessarily in the way you would expect. eating a healthy breakfast can lead to higher levels of motivation and achievement for students that day in school. Meanwhile, eating no breakfast at all can lower levels of motivation and achievement. However, Many students make less-than-ideal breakfast choices at the start of the school day or skip breakfast altogether,” says Scientia Professor Andrew Martin (2023 report to WHO), argued that eating a healthy breakfast each and every morning improves student motivation and academic achievement.

5.1.3 Discussion of how Lunch main meals on Pupils' academic performance at government-aided Primary schools in the Butaleja District.

Objective Three: To find out the impact of Lunch main meals on Pupils' academic performance at government-aided Primary schools in the Butaleja District.

Research question Two: How does Lunch meals impact Pupils' academic performance at government-aided Primary schools in the Butaleja District?

The survey results show that Lunch meal in schools **have impact** on children academic performance. From the data that was provided, it showed a percentage mean of **61.2** agree, **37.8** disagree and **3.0** not sure. According to the legend, it reflects a significant number that Lunch meals have impact on Pupils' academic performance in Primary schools in the Butaleja District. This was also observed by World Health Organization (2006 report) which stated that, Healthy school lunch programmes improve student academic achievements. These findings establish a correlation between the quality of food programmes in schools and educational outcomes. A food and nutrition service by the schools can provide pupils with balanced meals, sometimes going as far as to provide the better part of a child's daily nutrition. Better quality school meals and dining experiences make a healthy lunch more accessible to children from all backgrounds.

5.2 Summary and Conclusion of Findings.

The major finding from this study show that nutritional food, Break-fast and lunch meals have impact on Pupils' academic performance in government-aided Primary schools in the Butaleja District. All the three variables have significant contribution and hence are significant contributor to the performance of children in primary schools.

5.3 Recommendations

Based on the research findings, the researcher makes the following recommendations:

The M.O.E should formulate a policy for compulsory feeding of children in schools since its revealed that the nutritional status of children has impact to them even in their latter stages.

School management and the governing bodies should formulate bi laws that have support towards feeding children in primary schools.

APPENDIX I:

QUESTIONNAIRE FOR KEY RESPONDENTS

SECTION A:

Gender of the respondent. Male fema

Age of respondents: 25-32 33-39 40-50 50-Above

Education: certificate Diploma Degree PGD/Masters

Work experience: 1 Yr. 2-4 Yrs. -7 Yrs. 7-A

SECTION B.1

Objective One: The following statements are designed to assess how nutritional food impact Pupils’ academic performance in government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

<p>To assess how nutritional food impact Pupils’ academic performance in government-aided Primary schools in the Butaleja District.</p> <p>Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</p>					
<p>Nutritional food and Pupils’ academic performance</p>	SA	A	NS	D	SD
	5	4	3	2	1

1	Nutrition can directly affect mental capacity among school-aged children.					
2	Good Nutrition helps students show up at school prepared to learn.					
3	Higher quality diet is associated with better performance on.					
4	Failing to provide good nutrition among children puts them at risk for missing out on meeting performance potential.					
5	Children's health, physical and mental capability depends on his or her nutrition.					

SECTION B.2:

Objective Two: The following statements are designed to establish the impact breakfast on Pupils' academic performance in government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To establish the impact breakfast on Pupils' academic performance in government-aided Primary schools in the Butaleja District.						
Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
Breakfast and Pupils' academic performance		SA	A	NS	D	SD
		5	4	3	2	1

1	Breakfast is the most important meal of the day, especially among growing children.					
2	Eating a healthy breakfast each and every morning improves student motivation and academic achievement.					
3	Quality Frequent habitual breakfast enhances school performance.					
4	School Breakfast Programs improve arithmetic test scores and mathematics grades					
5	Breakfast improves the health status of children by reducing on malnourishment.					

SECTION B.3

The following statements are designed to find out the impact of Lunch main meals on Pupils’ academic performance at government-aided Primary schools in the Butaleja District. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To find out the impact of Lunch meals on Pupils’ academic performance at government-aided Primary schools in the Butaleja District. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.					
	SA	A	NS	D	SD
	5	4	3	2	1

1	Healthy school lunch programmes improve student academic achievements.					
2	Children are more likely to try new foods during a meal programme operating in a school than at home.					
3	The impacts of healthy school meals extend well into a child's adult years.					
4	School meals have important short- and long-term health implications for children.					
5	Lack of school lunch meals has a negative impact on the psychological ability of children in primary schools hence affecting the congenital capabilities.					

THANK YOU FOR YOUR TIME

Appendix II: Morgan's Table of Sample size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix II: Permission Letter

Appendix III: references

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