SCHOOL FEEDING PROGRAM AND STUDENTS’ ACADEMIC PERFORMANCE IN TWELVE YEARS BASIC EDUCATION SCHOOLS IN RULINDO DISTRICT - RWANDA

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MED/2015/24888

A Research Project Submitted in Partial Fulfillment of the Award of a Degree in Master of Education (Planning and Management) of Mount Kenya University

OCTOBER 2018
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University or any other award. No part of this research should be reproduced without the authors’ consent or that of Mount Kenya University.

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Declaration by the Supervisor (s)

This research has been submitted with our approval as the Mount Kenya University Supervisor (s)

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Signature ........................................Date .................................
DEDICATION

To my father NSHOBOYE Jean de Dieu and my mother NYIRANKIKO Eugenie who are the cornerstone of my education. My family, children, for their moral encouragement, the church for their spiritual support, friends, colleagues, who have been a source of inspiration and encouragement; and all who have contributed in order to finish my work. To all of those who lifted me in their prayers; I cherish all the support and love you all extended to me.
ACKNOWLEDGEMENT

I thank almighty God for his helps, mercy, grace, and protection during my course work (studies) period; this success for giving me the will to write and to do research. The research project would hardly be achieved without publishers, editors, and lectures for their immense support and contribution. I wish to extend my sincere thanks to the students of MED at Mount Kenya University my supervisor Dr. HESBON OPIYO ANDALA for his generous support and guidance that enabled me to progressively document the academic work. The Dean, School of Education and entire staff in the school for their support and for his style of leadership, which allows everybody in the school of Education to flourish and develop according to their abilities, assured of the Dean’s support and encouragement. I also extend my grateful thanks to the Vice Chancellor of MKU, teaching body of MKU to all employees and staff. Lastly, I am indebted with plenty of thanks to all my family’s members, for their support of many kinds during both academic life and social life. Thank you so much.
ABSTRACT

This study is entitled “School feeding program and students’ academic performance in twelve years basic education schools in Rulindo District - Rwanda.” The purpose of this study helped students, parents, secondary teachers, schools kitchen managers and Head teachers to master the methods and their role in encouraging students to take lunch at school; especially increased students’ academic performance in twelve years basic education. The objectives of the study were to examine the level of effectiveness of schools in Rulindo District – Rwanda; to determine the level of students’ academic performance in twelve years basic education in Rulindo District – Rwanda and to establish the relationship between school feeding program and student’ academic performance in twelve years basic education schools in Rulindo District – Rwanda. The role of maintaining School kitchen in Secondary schools; then, school managers played role as parents while feeding students as well as providing skills and knowledge. The study employed a descriptive research design Questionnaires and interviews to enable the researcher to bring out the details of the exact situation on the ground. The sample size showed the size to be selected from each of the 25 schools to participate in the study. Sixty one (61) schools were sampled targeting 604 students, 384 parent teachers Association members and the District Education Officer (DEO). In total therefore, 989 respondents were the target population of this study and the composition of the participants. To validate and ensuring reliability of the questionnaire, a test retest was conducted in a space of two weeks between the tests correlation coefficient using SPSS version 22.0 (V. 22.0) was established and after which necessary adjustments on the content and its reliability was ensured before the main study. In this way, sampling technique was a simple random sampling technique was employed in this study, where every participant was given an equal and independent chance to participate. The findings of this research reported frequency of 3.831 as std. Error of the estimate and recommendation. This Research provided empirical literature for future researchers, provided adequate information on the subject might be useful to policy makers, education planners and school management teams to enhance the SFP. Basing on the primary data from the respondents, the results showed that there is a relationship between school feeding program and students’ academic performance in twelve years education; students whose parents or schools invested more or provided lunch or breakfast, students performed well in their schools. Then, based on the findings of the study, recommendations were given for future research like communication between teachers, Head teachers and parents where they can play role in Education, contribution for school feeding program. Local government was asked to equip kitchens and provide enough facilities with permanent collaboration.
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<tr>
<td>12YBE</td>
<td>Twelve Years Basic Education</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DOS</td>
<td>Director of studies</td>
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<tr>
<td>ECCD</td>
<td>Early Children Care and Development</td>
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<td>FAO</td>
<td>Food and Agricultural Organization</td>
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<td>FFE</td>
<td>Food for Education</td>
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<td>GCNF</td>
<td>Global child Nutrition Forum</td>
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<td>IPRC</td>
<td>Integrated Polytechnic Regional Center</td>
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<td>ISO</td>
<td>International Standards Organization</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MINAGRI</td>
<td>Ministry of Agriculture</td>
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<td>MINEDUC</td>
<td>Ministry of Education Program</td>
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<td>SFP</td>
<td>School Feeding Program</td>
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<td>SRC</td>
<td>Conviction on the right of children</td>
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<td>TSC</td>
<td>Teacher Service Commission</td>
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<td>UK</td>
<td>United Kingdom</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<td>USA</td>
<td>United States of America</td>
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<td>USAID</td>
<td>United State Aids</td>
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<td>Vocational Training Center</td>
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<td>Voluntary Service Overseas</td>
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<td>WDA</td>
<td>Workforce Development Authority</td>
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<td>WE</td>
<td>Workplace Education</td>
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<td>WFP</td>
<td>World Food Program</td>
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<td>WHO</td>
<td>World Health Organization</td>
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OPERATIONAL DEFINITIONS OF KEY TERMS

School: According to Oxford Basic English Dictionary, it is a place for learning and acquiring education.

School Feeding: In this study I am defining school feeding program as the provision of cooked or raw foods to school – going children.

Students: Is a person following a course of study as school in a college, University, etc. In learning He / She is an engaged person, especially enrolled in an institution like secondary or higher education; then, any person who studies, investigates, or who examines thoughtfully.

Academic Performance: Students’ outcomes or academic achievement in the academic activities that lead to school level examination.

Students’ academic performance: It refers to how students perform or accomplish different tasks given in school subjects for a period of school year or at the end.

Parent Teacher Associations: Association to Marriam – Webster in UN abridged dictionary Parent Teacher Association is defined as an organization of local groups of teachers and parents of their pupils that works for the improvement of the schools’ benefits and benefits of pupils.

According to me is a committee of parents elected by school assembly during parents’ meeting to represent them in the school’s activities.
CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter deals with the background of the study, problem statement, objectives of the study, research questions, significance of the study, limitations of the study, scope of the study and the organization of the study.

1.1 Background of the study

Internationally, the aspiration of all countries in the United Nations is to address the difficulties coming about because of propelling globalization brought about the detailing of the MDGs in the year 2000. In the plan of the MDGs consideration was paid to appetite and neediness as expressed in MDG number 1: Eradicate Extreme yearning and destitution. The sub objective figured thusly is: continuously 2015 the extent of individuals who experience the ill effects of craving is split when contrasted with 1990 (UNO, 2005) School encouraging projects constitute basic mediations that were presented in various created and creating nations of the world to address the issues of neediness, to fortify school enrolment and improve understudies’ execution. (Akanbi, 2013) As right on time as the 1930s, the United States (USA) and the United Kingdom (UK) used FFE to enhance youngsters' wellbeing (Gokah 2008); these early projects appeared as school bolstering programs (SFP), where members were encouraged a supper or a nibble at school. UK and the USA with an attention on enhancing the development of kids organized school encouraging system as a major aspect of their national projects.

USA began the act of starting school nourishing projects, in Austria as a universal demonstration of help concentrated on battling against serious lack of healthy sustenance among youngsters, after the second world war, in 1940s (Tomlinson (2007). In 1900
Netherlands turned into the primary nation to move the program to another level of joining school suppers into a national enactment. Brazil and India set up school nourishing projects by passing enactments. Brazil added school nourishing to its constitution (Bundy et al. 2009) while in 2001 in India, the Supreme Court ordered that all state governments must give cooked dinners in focused schools (Afridi 2010). In Bangladesh, The worldwide Food Policy Research Institute did the examination on the impacts of school bolstering program. It found that the program raised school enrolment rates by 14.2%, expanded school participation by 1.3 days multi month and decreased the likelihood of dropping out of school by 7.5%. Another investigation done in a similar nation, a program of school – based nourishment appropriation expanded enrolment by 20% and a 2% decrease in non-taking an interest schools.

In Pakistan the program makes a wage as 1 or 2 tins of oil to families whose young ladies go to class for 20 days for each month. In its pilot stage, the oil motivating force program showed that it could make a noteworthy commitment to full participation. In partaking schools, enrolment expanded generally speaking while at the same time participation enhanced from 73% to 95% among members. Likewise, the program cases to put extra sustenance in the hands of moms to fill in as a contact amongst moms and educators on dissemination days (Ahmed, 204).

In 2012, Niger included school meal program in the 3N initiative and perceived as a strong tool of reducing the number of street children and combating early marriage in the country.

In 2014 during the Global Child Nutrition Forum (GCNF), Mrs. Ali MariamaElh Ibrahim, Minister of Education of Niger, started the process of creating a francophone school feeding network, for French-speaking African countries. No wonder, Niger was chosen to
host the first Africa Day for School Feeding because of its consistent championship as proponent of school feeding program among African countries (Afridi 2015). In a period of one year, Senegal joined the initiative and the network evolved to embrace 23 countries, including Anglophone countries. The African School Feeding Network was created, and discussions around school feeding gained momentum, drawing the attention of the African Union.

Nigeria was one of twelve (12) pilot nations welcomed to execute the program. Quickly, Nigeria, Ivory Cost, Ghana, Mali and Kenya began the usage of school encouraging project. Nigeria started SFP and went for furnishing understudies with sufficient dinners amid the school day. In this way, the plan demanded purchasing the foodstuffs from nearby ranchers which lessened the rate of ailing health; while at the same time it likewise gave the neighborhood agriculturists the chance to offer what they created to taking an interest schools. (FME, 2007). In 2005, Ghana teamed up with the Dutch Government, and propelled School Feeding Program as one of the social mediation procedures to guarantee that understudies in poor networks approach training by evacuating the hindrances of The Children in Local advancement (CHILD) activity is right now managing the development methodology of school hunger (Esmerandaet. Al, 2015).

School sustaining is one of the procedures that were embraced by Ethiopian Ministry of Education to meet Education Sector Development Program III (2006), objectives and goals on Education part. School bolstering is expressly specified as a feature of the training procedure to enhance access to class, settle participation, diminish dropout and lighten here and now hunger nourishing to sustenance unreliable territories, one of the techniques of the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) (CHILD, 2010). In Kenya, the UNESCO (1990) meeting revealed that the
Government had numerous long stretches of involvement in running projects that address the instructive issues, for example, wellbeing needs of school age kids, including approaches, stretched out access to various levels of tutoring, school encouraging projects by networks and government in dry and semi – dry zones, Bright Hope, 2012). The Government of the United Republic of Tanzania received among others activities which included presentation of school nourishing projects as a team with the WFP in a portion of the locales that appeared to be sustenance uncertain; Dodoma, Arusha, Singida, Bunda, Musoma and Manyara in 2000. Sustenance for Education program was gone for expanding youngsters’ entrance to training and enhancing the nature of that instruction, increment understudies’ enlistment, participation and focus traverse among Students and their learning limit, lessen dropout rates and sexual orientation divergence in grade schools. Region Governments of Rural people group were prepared to give day by day school suppers and increment the limit of Village Councils and School Committees to distinguish and deliver obstructions to access to class for young ladies and young men, and assemble networks to contribute time, reserves, and in-kind products to effectively take an interest in all parts of the program (URT, 2011).

Rwanda, on seventeenth August 2012, executed school bolstering program after a pilot visit to Brazil. WFP Center of Excellence against Hunger went by Rwanda to catch up on April's investigation visit. The administration of Rwanda and the meeting designation made out of delegates from the Center of Excellence, FNDE and ABC, concurred on various proposed following stages to actualize the national school encouraging system. Currently there are three school feeding programs operating in the country, 2 of which are Government funded and operated programs. One is a MINAGRI funded school milk program, called ‘one cup of milk per child’. This program serves pre – primary and primary school students in grades, which means, 1–3 milk two times per week. Then,
MINEDUC- funded program that subsidizes meals cooked at secondary schools, hereafter referred to as the Secondary School Feeding Program. The third program is implemented by WFP, providing food a cooked lunch to primary and lower secondary school children, in insecure Districts. The ration is hot meal consisting of beans, fortified maize, vegetables, oil and salt. The free programs combined respond to 10% of all students, nursery school, primary and secondary schools in Rwanda. (ESSP 2013/14 – 2017/18)

According to the literature reviewed ranging from international, continental, regional and national, local perspectives, it clearly indicates scarcity of scientific studies investigating the effect of School Feeding Programs on Students’ academic performance in Rulindo appropriate way, school feeding programs increase access to education, learning, improve children’s health and nutrition, especially when integrated into comprehensive school health and nutrition programs Bundy et al. (2009) Yunusa (2012) noted that in school feeding programs students have the potential for improving their performance because it enabled them to attend school regularly and studied more effectively.Apparently, Rwanda is implementing school feeding program in the 12 YBE across the country. The strategic intervention of the GoR is to create a national home-grown school feeding program, with a high level of community ownership: in an effort to address issues of hunger associated with poverty, school nutrition programs will be strengthened, drawing upon community participation. The role of Parent Teacher Associations will be strengthened to address the issue of out of school children and dropout, through school management training. Then, District fund for education has been expanded, to support access to education for children from poorer backgrounds (ESSP 2013/14-2017/18). WFP and USAD have significantly supported the SFP; supporting over 200 hundred schools nationwide. GoR passed a school feeding policy envisaging a school feeding program based on local purchase of commodities with a view to eventual nationwide
implementation without external support (MINEDUC, 2015). There is scarcity of published works which cover the effectiveness of feeding programs in stirring students’ academic performance across the region. The published literature that suggests the role of school feeding programs has looked at the subject in their context not that of Rwanda and more so Rulindo district. Basing on that background, the researcher was inspired to carry out this particular study to examine the extent to which school feeding program contributes towards Students’ academic performance in 12 YBE schools in Rulindo District-Rwanda. The findings of this study therefore, will provide facts in a deeper sense, to all education stakeholders’ areas of emphasis and improvement in the programs. District-Rwanda. Based on the numerated backdrop, that compelled the researcher in a bid close, this knowledge gap to carry out this study. That is why this study will be done.

1.2 Problem Statement

In an appropriate way, school feeding programs increase access to education, learning, improve children’s health and nutrition especially when integrated into comprehensive school health and nutrition programs Bundy et al. (2009) Yunusa (2012) noted that in school feeding students have the potential for improving their performance because it enable them to attend school regularly and studied more effectively. Apparently, Rwanda is implementing school feeding program in the 12 YBE across the country. The strategic intervention of the GoR is to create a national homegrown school feeding program, with a high level of community ownership: In an effort to address issues of hunger associated with poverty, school nutrition programs will be strengthened drawing upon community participation. The role of parent Teacher Associations will be strengthened to address the issue of out of school children dropout, through school management training. Then,
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1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to examine the relationship between school feeding program and students’ academic performance in 12 YBE schools in Rulindo District - Rwanda.

1.3.2 Specific objectives

This study was guided by the following objectives:

i. To examine the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District- Rwanda.
ii. To determine the level of students’ academic performance in 12 YBE in Rulindo District - Rwanda.

iii. To establish the relationship between School feeding program and Students’ academic performance in 12 YBE Schools in Rulindo District - Rwanda.

1.4 Research questions

i. What is the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District- Rwanda?

ii. What is the level of students’ academic performance in 12 YBE in Rulindo District – Rwanda?

iii. What is the relationship between school feeding program and students’ academic performance in 12 YBE schools in Rulindo District – Rwanda?

1.5 Significance of the study

Being significant to education field, this study will build on existing body of knowledge relating to school feeding program. This study will help Head Teachers on ways of feeding students, help students and parents according to the needs. The findings from this study will be useful to Rwandan as the findings or dissertation will be put in libraries. It will benefit other researchers who would like to use it.

1.6 Limitations

Methodological challenges are evident in most studies carried out by novices. Most of them feel to identify research designs and constructs that best answer their studies. Flaenkel and Wallen (2003) say that the guidance of mature researchers can help novices
to overcome such problems. For this study therefore the guidance of the supervisor and recommendations of other senior researchers were adhered to.

Since this study involved Parents, Teachers and Students, there was most likelihood of language barrier. Majority of Parents would not be able to read, understand and respond to the questionnaires in English language and this would scare most of them not to release necessary information correctly. The researcher mitigated the language barrier by translating the questionnaires into the mother tong (Kinyarwanda) for easy understanding. The researcher being a native collected data using Kinyarwanda as the medium of communication so as to build confidence in the respondents to give genuine responses.

1.7 Scope of the study

1.7.1 Concept scope

The study aims was investigating contribution of School Feeding Program on Students’ academic performance in 12 YBE schools. The SFP roles were represented by food ratios and timing of meals, community participation and physical and material resources. On the other hand the Students’ dropout was represented by level of commitment to learning activities, classroom behavior, and grades in terms of test scores, home works, assignments and National examination results.

1.7.2 Geographical Scope

This research was conducted in Rulindo District. The District lies roughly halfway between Kigali - Musanze - Rubavu and Goma It is lovely and very mountainous area. The principal town, Tare (more commonly known as Nyirangarama), serves as a rest and refreshment, bus stop for most long distance between Kigali-Musanze - Rubavu and Goma. The District is divided into 17 sectors and 61 secondary schools. Schools are
characterized as public and private, day and boarding, single and mixed schools. (Rulindo District, 2016)

1.7.3 Time scope

This study was conducted from March 2016 to Mach 2018 and included research data of post genocide period in Rwanda because this era is made up of numerous education reforms including education and decentralization policy.

1.8 Organization of the study

This project comprised of five chapters and chapter one covers general introduction to the study enumerated under the background of the study, problem statement, research objectives, research questions, limitation and significance to the study. Chapter Two presents the related literature relevant to this study and under the themes of theoretical literature, empirical literature, conceptual framework and research gap. Chapter Three discusses the research methodology such as design, sample size, technique, data analysis methods, and data collection instruments. Chapter four presents research findings and discussions, introduction, presentation of findings, and figures. Chapter five summarizes the study with a summary, conclusions and recommendations. It is given in an introduction, summary, findings and suggestions for further studies.
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter constitutes a summary of important literature which explains the research objectives. Literature review of this study is made of these themes: theoretical literature, Empirical literature, theoretical framework, and conceptual framework.

2.1 Theoretical Literature

Training and learning rely upon great nourishment, wellbeing wholesome and wellbeing status which are intense impacts on a kid's learning and on how well a kid performs in school. Kids who do not have certain supplements in their eating routine (especially iron and iodine), or who experience the ill effects of protein-vitality lack of healthy sustenance, hunger, parasitic contaminations or different ailments, don't have an indistinguishable potential for gaining from sound and all around supported kids. Poor sustenance and frail wellbeing among school-age youngsters lessen their psychological improvement either through physiological changes or by decreasing their capacity to take an interest in learning encounters. In spite of tried and true way of thinking, nutritious status doesn't enhance with age. The additional requests on school-age kids (to perform tasks, for example, or walk long separations to class) make a requirement for vitality that is considerably more noteworthy than of more youthful youngsters. Undoubtedly, accessible information show elevated amounts of protein-vitality lack of healthy sustenance and here and now hunger among school-age kids. In addition, inadequacies of basic supplements, for example, iodine, vitamin An and press among the school matured are inescapable (Partnership for Child Development, 1998b).
It is evaluated that 60 million schools– age kids experience the ill effects of iodine lack issue while at the same time other 85 million are in danger for intense respiratory malady and different diseases since they are inadequate in vitamin A. The number experiencing iron insufficiency pallor is more noteworthy still-210 million (Jamison and others 1993). Parasitic worms that taint the digestive organs or the blood are a noteworthy wellspring of ailment and lack of healthy sustenance in school-age kids. An expected 320 million school-age youngsters are contaminated with roundworm, 233 million with whipworm, and 239 million with hookworm (Partnership for Child Development, 1997a). Schistosomiasis influences an expected 200 million individuals all through the world, around 88 million of whom are under 15 years of age (Montresor et al, 1998). Poor sustenance and wellbeing among school kids adds to the wastefulness of the instructive framework. Youngsters with lessened psychological capacities and tangible hindrances normally perform less well and will probably rehash reviews and to drop out of school than kids who are not hindered. They additionally enlist in school at later age and complete less long stretches of tutoring. The unpredictable school participation of malnourished and undesirable youngsters is one of the key factors in poor execution. At that point, kids brief craving, regular in kids who are not all around nourished before going to class, can adverse effect learning. Youngsters who are eager have more trouble focusing and performing complex undertakings, notwithstanding when are very much supported. Research and program encounter demonstrates that enhancing nourishment and wellbeing can prompt better execution, less rehashed reviews and lessened drop out.

2.1.1 Educational quality and efficiency how school feeding programs can improve

There are a few intercessions in which SFPs are incorporated that can address a portion of the nourishment and medical issues of school-age youngsters. SFPs and other
school-based sustenance, wellbeing programs, can likewise inspire guardians to select their youngsters in school and to see that they go to routinely. Experience demonstrates that SFPs can be appropriately outlined and actualized in malnourished or generally all around fed schoolchildren for mitigate short-hunger. This builds the consideration, delivering picks up in intellectual capacity, learning and grouping of understudies.

At the point when programs successfully decrease non-appearance and increment the length of tutoring, instructive results (execution, dropout, and redundancy) made strides. Guardians are roused to select their kids in school and have them go to frequently.

In school-age kids, the program address particular micronutrient lacks; most imperative of these are iron and iodine, which specifically influence perception. Both iron and iodine are requirements of school-age youngsters that may make an interpretation of kids into better school execution. Especially, increment network association in schools, where programs rely upon the network to get ready and serve suppers to youngsters, SFPs are all around executed. Schools with their networks behind them are more compelling than schools with less network association.

2.1.2 Alleviate short-term hunger and improve cognition

In different conditions, the quantity of hungry school-age kids is known however it is probably going to be a noteworthy issue. There are diverse elements that add to hunger in schoolchildren; like long separations kids need to movement to class, social feast rehearses that incorporate no or little breakfasts or absence of family with assets to give satisfactory dinners to youngsters previously, or amid the school day. Just, lightening this craving in schoolchildren encourages them to perform better in school.
In Jamaica elementary school understudies were given breakfast which essentially expanded participation and number juggling scores. The youngsters, who profited most, were those ones who were squandered, hindered, or already malnourished. (Simeon and Granthan-McGregor, 1989).

An investigation appeared by US that the advantages of giving breakfast to burdened grade school understudies before the beginning of a school breakfast program, qualified (low-wage) kids scored altogether bring down on accomplishment testicles than those not qualified. Once in the program, in any case, the test scores of the youngsters taking an interest in the program enhanced more than the scores of non-members. The participation of taking interest youngsters likewise enhanced (Meyers, 1989).

In Peru, 29 all around fed and 23 malnourished between 9 and 11 years of age young men were concentrated to survey the impacts of breakfast on intellectual execution. It has been seen that every kid filled in as his own control in a way practically identical to the Jamaica ponders referred to above. Breakfast was a nutritiously strengthened and a heated grain item sustained with press, like the dinner gave in the administration supported school breakfast program. At that point, a progression of subjective tests were controlled of geometric examples were enhanced under the breakfast condition in the two gatherings. The impact was more articulated in the healthfully hindered youngsters (Pollitt, Jacoby and Cueto, 1995).

2.1.3 Partnership for child development, increase enrollments and improve attendance

An examination in Nepal found that youngsters with weakness begin school further down the road or not in any way and the likelihood of going to class was 5% for hindered kids versus 27% for offspring of ordinary nutritious status (Moock and Leslie, 1986).
Ghana, malnourished youngsters entered school at a later age and finished less long stretches of school than better sustained kids (Glewwe and Jacoby, 1994). The quantity of days that a kid goes to class is identified with insight and execution (Ceci, 1995; Jacoby, Cueto and Pollitt, n.d.). SFPs can positively affect rates of enlistment and participation.

In Burkina Faso, an ongoing assessment of an on-going school sustaining program found that school containers were related with expanded school enlistment, standard participation, reliably bring down repeater rates, bring down dropout rates in burdened areas and higher achievement rates on national exams, particularly among young ladies (Moore, 1994).

In Malawi the examination was assessed on a little pilot school nourishing system for its impact on enlistment and participation. Around multi month time span there was a 5% expansion in enlistment and up to 36% change in participation while at the same time non-attendance contrasted with control schools over a similar period (WFP, 1996 a).

On the planet, Niger has one of the five most reduced school enlistment rates; the school sustaining program is planned to improve participation of wanderer and transhumant families, especially of young ladies. In three suppers, every day, recipients get what might as well be called the aggregate day by day prescribed sustenance admission (2.079 kcal). What's more, as an impetus for young ladies' interest in schools, a few families get an extra bring home proportion. Proof from past involvement with the SFP demonstrates that it adds to its destinations: at whatever point containers have been shut, even temporarily, prompt and high truancy takes after and kids are pulled back from school. In regions with itinerant and transhumant populace, the school year can't begin until the point that sustenance stocks arrive (WFP, 1995, 1996). In spite of the fact that not just school encouraging system did not began in the conventional sense, , but rather likewise school-
based sustenance dispersion has been utilized effectively to enhance enlistment and participation among school-age kids, especially young ladies.

In Bangladesh the program of school-based sustenance circulation expanded enlistment by 20% versus a 2% decrease in non-taking an interest schools (Ahmed and Billah, 1994).

Then again, the program gives a pay move as maybe a couple tins of oil to families whose young ladies go to class for 20 days for every month. In its pilot stage the oil motivator program exhibited that it could make a huge commitment to full participation. In partaking schools enlistment enhanced by 76% contrasted with 14% in the area general. Participation expanded from 73% to 95% among members. Likewise the program put extra sustenance under the control of moms and filled in as an agreement amongst moms and instructors on circulation days (WFP, 1995; 1996). These nourishment exchange systems don't offer a similar potential advantages, such as meeting, here and now yearning and particular wholesome needs, as projects that convey sustenance straightforwardly to recipients. Hence, these sorts of projects ought to be surveyed inside the setting of other nourishment and asset exchange programs. A point by point talk of the scope of alternatives from sustenance stamps, coupons and vouchers to a money exchange for nourishment can be found in the outline, usage and effect of nourishment stamp programs in creating nations by TarsicioCastaneda.

2.1.4 Improve learning and address micronutrient deficiencies

Insufficiencies of iron and iodine are the most unsafe kinds of lack of healthy sustenance with respect to insight. In learning, press inadequacy renders youngsters sluggish careless and uninterested. The exploration writing proposes a causal connection between press inadequacy iron deficiency and not as much as ideal conduct for learning (Nokes, van lair Bosch and Bundy, 1998). On a wide range, poor execution of accomplishment tests
among press insufficient youngsters in schools has been reliably recorded. Remediation of iron inadequacy through supplementation has dispensed with the distinctions in school execution and IQ scores between schoolchildren beforehand insufficient in press and those without press lacks (Seshadri and Gopaldas, 1989). On account of iodine, most examinations have concentrated on the distinctions in psychological test execution between youngsters who lived in networks with and without endemic goiter. The outcomes demonstrate contrasts for the non-goiter zones. In Sicily, for example, the extent of youngsters with beneath typical subjective scores was 3% in territories with adequate iodine, in regions where iodine was lacking, and 19.3% where iodine was deficient and cretinism was endemic (Vermiglio, et al, 1990). In Indonesia and Spain examines have reported comparative consequences for youngsters in territories with deficient iodine (Bleichrodt et al, 1987). Fortress of school apportions is the most productive and compelling course to mitigating micronutrient inadequacies in schoolchildren where SFPs are in activity.

In South Africa, soup strengthened with iron and vitamin C was given to 350 schools in a territory of low financial advancement on the Cape Peninsula. The outcomes demonstrated that at first 12% of six to seven years of age and 20% of 8 to 12 years of age kids had low weight-for-age, at that point 49% and 31% had low serum ferritin (a measure of iron status enhanced essentially; tumbling from 49% to 28% out of 6 to 7 years of age youngsters and 31 % to 21% out of 8 to 12 years of age kids (Kruger and Badenhorst, 1994).

In factors Peru, a generally new breakfast apportion program which incorporates an iron invigorated was assessed for its transient effect on abstain from food, among other. The program fundamentally expanded dietary admissions of vitality by 25% protein by 28 % and press by 46% (Jacoby and Pollitt, 1997).
In Chile a contextual analysis of the effect of giving home-strengthened treats to class kids discovered higher groupings of hemoglobin among youngsters getting the invigorated treats through the school lunch program. The effect was most critical among kids with more noteworthy requests for iron, for example, post-monarchical young ladies and pubertal young men (Walter and Hertrampf et al, 1993).

2.1.5 Steps in developing school feeding programs that improve education

The program writing and research on SFPs demonstrates the potential that school encouraging needs to contribute and to enhance training. These rules give seven proposals to enhance the outline and execution of projects keeping in mind the end goal to meet a portion of this potential. The principal proposal, chat on the foundation of an approach and goals for school encouraging programming will give the system to actualizing the ensuing suggestions. These emphasis on the most basic parts of school sustaining programming including focusing on, cost and financing issues, apportion synthesis and feast conveyance, program execution, observing, assessment, and on the incorporation of nourishing with different intercessions that address the sustenance and wellbeing needs of schoolchildren. Uniquely, it is prescribed that program directors and approach creators ought to reflect.

1. Build a consensus on a policy and objectives

Approach and destinations that attention on how school sustaining can successfully add to enhancing instruction and meeting the sustenance and wellbeing needs of school-age kids. Program directors and strategy creators need to concur and know on 'circumstance' or 'issues' that school sustaining project will address, who the program will serve, and which program models are doable for usage. Especially, school encouraging projects are exceedingly noticeable accordingly that have a huge political measurement, since they
can speak to a significant pay exchange. This reality ought not repress building up an arrangement and goals that will exploit the considerable potential for enhancing the effect of SFPs on instruction.

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

Since all youngsters in school during that time require and schools give dinners to all schoolchildren, there will be a worked in propensity toward widespread scope. Besides, program scope and focusing on is constantly subject to a progression of political, strategic, specialized and educational imperatives. In perspective of the reality, assets are limited, especially in the poorest nations, that giving sustenance is costly, focusing on is a basic component of any push to enhance the effect of SFP on training. Focusing on is basic if the program is to achieve families and networks that fortunes the assets to enough accommodate their school-age kids or those that should be urged to select their youngsters in school and to have them go to all the more routinely.

3. Identify and analyze alternative financing and cost options for SFPs

The cost of school nourishing projects is a noteworthy issue for the two governments and benefactors. School nourishing projects of any sort are costly. Financing may incorporate worldwide help, and all cases accessible of open assets, or any possibility to draw on them, are required. The main cost of the program can demonstrate the estimation of SFP at the same time, lamentably, cost-viability examinations, which evaluate costs in respect to effect on sustenance and instruction results, are generally inaccessible. In any case, executing the proposals in this guide can guarantee that the advantage side of the program is upgraded while at the same time controlling the cost side about the program.
4. Elaborate appropriate guidelines for ration composition and the timing of school meals

The projects require foundation of fitting apportion rules, program chiefs and strategy creators need to break down the nutritious and wellbeing needs of school-age kids. In training division, conditions, for example, levels of school enlistment, participation, execution, the accessibility of framework and the ability to actualize various types of SFPs likewise should be surveyed. Likewise, ability to take part in school sustaining programs requires data on the network's recognitions.

5. Identify and address any potential bottlenecks in implementation

SFPs dependably require accessibility of provisions and different assets, the fittingness of cooking rehearses and the administration of private part inputs. This proposal is especially significant when a program administrator, work a program. When school encouraging projects are executed in a place, they can meet solid opposition. Notwithstanding, a scope of new encounters is presently accessible that can possibly mitigate a portion of the basic obstructions to productive and powerful programming. Where a school nourishing project as of now exists, an abundance of data is promptly open; from that point, a basic advance towards a superior program is to examine this on-going knowledge.

6. Develop monitoring systems that focus on program processes

The need to screen and assess programs isn't one of a kind to SFPs; however proposal is basic to expand the effect of SFPs. That is the way a program work, foundations an assessment framework to survey the effect of the program particularly on results. In spite of many years of experience there is a deficiency of solid data on the working and
adequacy of school bolstering programs. This guide gives a general structure to building up observing and assessment frameworks for SFPs. For more points of interest, direction on making these frameworks, see Monitoring and Evaluation: A Guidebook for Nutrition Project Managers in Developing Countries (Levinson et al, 1998). 7. Incorporated encouraging projects with different mediations that address the essential nourishment and medical issues of the school-age populace. In conclusion, the previous decade has demonstrated the additional estimation of other nourishment coordinating and wellbeing mediations with sustaining. Particularly suggested are supplementation, micronutrient fortress wellbeing sustenance and cleanliness instruction. More mediationis portrayed in subtle elements in Class Action: Improving School Performance in the Developing World through Better Health and Nutrition (Del Rosso and Marek, 1996) and in the distributions of the Partnership for Child Development.

2.1.6 SFP on enhancing Students’ Academic Performance

A gauge 23 million youngsters in Sub – Saharan Africa go to class in a condition of ailing health, a circumstance which has far – achieving outcomes for their training (UNDP, 2005). Training frameworks are undermined when kids who do go to class can't get the full advantage of doing as such due to being malnourished. School bolstering programs are not just valuable in urging kids to select and remain in school yet additionally to enhance their learning.

Research has demonstrated that malnourished kids do not have the limit with respect to learning controlled by their very much fed peers. Poor school accomplishment among elementary school and pre-adult kids has additionally been connected to results of unhealthiness, for example, press inadequacy. General lack of healthy sustenance undermines subjective advancement, bringing about irreversible misfortunes.
for learning open doors for the future (WFP, 2007). As indicated by UNICEF (2006), the consumption of human insight on such a scale for reasons, to the point that are as a rule preventable is a reprobate, even criminal and waste. All around outlined sustenance programs which incorporate micronutrient fortress can give tremendous wholesome advantages; along these lines relieving the undermining impact that ailing health has on youngsters' instruction.

Far reaching school bolstering is close all-inclusive in high and center wage nations however nations with the best need are those where the school nourishing projects are at present minimum satisfactory. The close comprehensiveness of school sustaining, and the deficiency of program where the need is most noteworthy, recommends the requirement for improvement accomplices to help governments to take off security nets because of the current worldwide emergencies (World Bank, 2010). At that point, slower monetary development coming about because of the worldwide money related emergency can trap a further 90 million individuals worldwide in neediness and more kids will confront the danger of failing health (UNESCO, 2009).

These conditions have crushing results for training. Destitution, abating financial development and expanding weight on Government spending plans undermine nations’ capacities to accomplish the EFA objective and MDG objective of general essential training by 2015.

The huge human advancement capability of fundamental instruction renders the accomplishment of all-inclusive essential training priceless for creating countries. Countless, in any case, do get the advantages of essential instruction since rising destitution, joblessness and diminishing settlements amid the financial downturn
constrain individuals from poor or powerless families to reduce training spending or to pull back their youngsters from school by and large (World Bank, 2009).

Amid early youth, school bolstering program isn't sustenance to handle hunger at its foundations even make up for wholesome deficiencies. Hunger has numerous causes, including poor nourishment utilization examples, sickness, and absence of sanitation, weakness and cleanliness rehearses. Amid prior periods throughout everyday life, before youngsters begin going to class genuine mental harm, for example, lessened knowledge and lower physical limit is transcendentally an aftereffect of poor sustenance. Along these lines, school encouraging system can't be considered as unadulterated sustenance program, and ought not be organized to the detriment of endeavors to reach pre-school youngsters with powerful nourishment mediations. Deliberately, school sustaining programs can't supplant sustenance programs that objective helpless gatherings, for example, pregnant and lactating moms or youngsters under two years old.

In this manner, the similar preferred standpoint of school nourishing projects lies in their capacity to assume a strong part with respect to youngsters' training in that they can convey kids to class. Additionally, the additional nourishment from school dinners can assist understudies with being more mindful and to expand their focus traverse amid exercises, eventually empowering youngsters to learn better. Especially,

2.2 Empirical Review

2.2.1. The Theoretical Interactions of School Feeding Program and Academic Performance

This section will outline some of the theoretical links between school feeding program and school participation. However, it is noted that SFPs also seek to address nutritional objectives. Although the sole focus of this study is to evaluate the educational objective
of SFP, it must be understood that the interplay between SFP and school participation works in different ways. In this section, I will present two ways through which SFPs affect school participation: the economic and nutritional functions.

### 2.2.2 Role of school feeding programs

In education, school feeding programs (SFPs) are one of several interventions that can address some of the nutrition and health problems of school age children.

#### The other SFPs, school – based, nutrition and health programs

In South Africa soup fortified with Iron and Vitamin C was provided to 350 schools in an area of six to seven years old and 20% of 8 to 12 years old children had low weight for age and 49% to 31% had low serum ferritin (a measure of Iron deficiency) respectively. In follow up, after 15 weeks of intervention, iron status improved significantly, falling from 49% to 28% in 6 to 7 years old children. A relatively new breakfast program in Peru, which includes an iron – fortified ratio, was evaluated for its short –term impact on diet, among other factors. The program significantly increased dietary intakes of energy by 25% protein by 28% and iron by 46% (Jacoby and Pollit, 1997)

In Kenya Makueni District has been providing school lunches to every school with a lot of support from the World Food Program (WFP). Then, parent assistance to provide food stuffs, with aim to ensure that children are not hungry was needed. According to observation made by Bimbo and Mwiria on the critical role of nutrition in education, schools where SFP has been credited, performance has become excellent and sustainable. A number of interventions can promote nutritional status and health of school children. Therefore, children who come from diverse economic status, school feeding program can bring about uniformity among children who might be vulnerable making learning effective and high rates of competition. In most areas, where school feeding programs are
established or based on alleviation of hunger, these kinds of programs are seen to be necessary in ASAL areas where, the supply of food is minimal and most school depend on donors to provide food.

2.2.3 The economic function of school feeding program

In instruction the monetary inspirations for contributing to nourishment status of elementary school-age youngsters that are entrenched, numerous poor and credit compelled family units, as a rule contribute not as much as what is secretly or socially ideal (Adelman, Gilligan et al. 2008). Subsequently in numerous creating nations, levels of training fulfillment remain greatly low notwithstanding gigantic confirmations that demonstrate both private and social comes back to instruction which are high (Hanushek 1986; Schultz 1988 refered to on Adelman, Gilligan et al. 2008). Essentially, outrageous neediness limits families from sending kids to class because of the way that their everyday survival, and not instructive need, must be their prompt need. Thus, such family units can't give youngsters the chance to go to class and learn. On the opposite side, a few costs, for example, school charges are free family units still don't have the way to take care of different costs, for example, books, garments, shoes or transportation. Along these lines, such families can't bear the cost of the cost of tutoring and rather keep their youngsters to work in cash producing exercises or influence them to watch over more youthful kin at home. Because of such, they are other financial imperatives for school investment. SFPs give monetary motivators to family units to send their youngsters to class. Adelman et al, (2008). Demonstrate that the choice of families if sending kids to class is controlled by looking at the normal future advantages of this training to the present cost. The present estimation of these future advantages is a measure of family unit's rebate rate i.e., how much family esteems the changes in current prosperity over future enhancements as school expenses, supplies, books, regalia, and travel cost to class
which are referred to as immediate expenses and also the open door cost of youngster's opportunity, for example, looking after other relatives, chipping away at a family ranch, business or working outside the family to give backhanded costs that are extra salary. The outcome is family units won't send their youngsters to class if the expenses of tutoring surpass the normal advantages and that families must have some sort of motivating forces to make up for these expenses so as to expand the net advantages of tutoring. Consequently, nourishment based motivations, for example, school dinners and bring home proportions will adjust for both direct and opportunity costs coming about because of the loss of family unit work because of school cooperation (Adelman, Gilligan et al. 2008; Bundy, Burbano et al. 2009; He 2009).

Be that as it may, only one out of every odd School Feeding Program is required to have a similar impact since the measure of the exchange with respect to the cost likewise influences tutoring choices. As it were, it is vital that the substance and estimation of the school suppers ought to be sufficient extensive to balance the present cost and persuade the recipients for positive activity; i.e., to take an interest in tutoring. For instance, if the school suppers are underestimated against the open door expenses of taking an interest in school, at that point it is improbable that families will be urged to send their youngsters to class.

2.2.4 Food quality and academic performance

Generally, interaction between nutrition and education can be understood in three ways (Kazianga, de Walque et al. 2009). Firstly, health statuses and nutrition influence the child’s learning and his / her performance in school. That is why poor nutrition among children affects their cognitive function and hence reduces their ability to participate in learning activities at school. Secondly, children who are malnourished or unhealthy are
unable to attend school regularly and which in turn leads to poor academic performances. Thirdly, hungry children encounter difficulties to concentrate and perform complex tasks than those ones who are who are well nourished. So, poor children who don’t get the basic nutritional building blocks from birth will be unable to learn easily. By the time, studies show that these children grow to primary school age, where most damages have occurred to them and in fact such damages are irreversible. Even if school meals are provided after this critical period, their capacity of learning is much less than what would have been if they were properly fed from infancy (WFP).

It has been argued that school meals increase school participation by improving child nutrition through two links (Vermeersch and Kremer 2004). First, school meals improve nutrition by enabling children get more nutrients. Second, the improved nutrition leads to better educational achievements. The study also reveals that from child nutrition, child health and child schooling reflect household preferences in human capital investments in the child; they might be correlated without any direct causal relationship between them (ibid, p.4). Another study shows how school feeding programs can improve health by reducing morbidity and illness which hence attract children to school (He 2009).

However there are conflicting arguments as to whether households adjust the feeding practices of school children at home in response to SFPs. Ahmed (2004) shows there is no reduction of food at home given to children who participate in SFPs in such a way that those children who benefit from SFP should get less at home. Instead, school meals are additional diets intended to what he or she can get from home. To the contrary, there are counter arguments to such claims.

In response to the school meals, families may also adjust resource allocation among children within the household by taking away some resources from beneficiary children.
and redistributing them to other members of the household (Jacoby 2002; Kazianga, de Walque et al. 2009). As a result, those children from whom resources are taken away will be worse off if the food provided at school is not very useful compared to what they would have had at home.

2.2.5 School Feeding Program and School Participation

Having examined the conceptual relationships between school meals and school participation, this section discusses some of the relevant empirical studies. Most of the writing investigated that for this examination uncover SFP have for sure positive effect on school support as estimated by school enlistment, class participation, and understudy drop-out-status (see for example Meng and Ryan 2003; Ahmed 2004; Vermeersch and Kremer 2004). Be that as it may, the vast majority of these discoveries depend on exact information acquired from schools where the program was mainstream and has been moderately successfully actualized.

Vermeersch and Kremer (2004) directed a field – think about in Western Kenya preschools in the vicinity of 2000 and 2004 to assess the effects of school sustaining program on school interest and accomplishment. In this unique situation, preschoolers are characterized as youngsters between ages of 4 and 6 who lived inside strolling separation of school. They found that youngsters in the treatment amass took an interest 35.9% of the time contrasted with 27.4% in the examination (control) gathering and this distinction was factually noteworthy (2004) The program expanded support of the two kids who were beforehand enlisted (what they call escalated edge) and kids who might have gone to class without the program (broad edge). Since there are solid complementarities between educator attributes and school mealis, they stress that any expansion in school
interest without qualified training misses the mark concerning better instructive accomplishment

Nevertheless, their study was on preschools and hence this may not have much relevance for primary school children. Besides, preschoolers are early-age children and may not have family obligations like many primary school age children might have in poor areas. Thus preschoolers are relatively free of duties that could keep them away from school.

Another study conducted in Jamaica shows that school meals indeed improve education of beneficiaries (Grantham-McGregor, Chang et al. 1998). They found that school execution pointers (enlistment, participation, drop-out, and rate, reiteration of evaluations, school fulfillment levels, psychological capacity, and classroom conduct) have all enhanced in light of school encouraging. This is on the grounds that the arrangement of school suppers diminishes the guardians' cost of sending youngsters to class in this manner advancing early enlistment and enhancing participation. The vast majority of time youngsters spend on learning in light of school dinners, the more they will learn and the less they rehash school or drop – out (2008).

Opposite, to different examinations, they are basic to class dinners and they question on the off chance that they have any positive effect on school support whatsoever. He (2009) for example WFP helped school encouraging system (what he calls the standard program) and found that it doesn't expand enlistment at any level contrasted with control schools (on the same page).

The following subsections are some of the literatures in relation to the three aspects of school participation (school enrollment, class attendance and student drop-out) that will be discussed.
2.2.6 School feeding program and school enrollment

As it was talked about earlier, school dinners with the accessibility of financed in it will expand school enlistment if the program changes the family unit's tutoring choice for a few youngsters who might not have been selected in schools. Something else, these family units will enlist their kids, they should be persuaded that the net advantages of partaking in the program surpass the hole amongst direct and opportunity cost of tutoring and the normal advantage of tutoring (Adelman, Gilligan et al. 2008). As it were, families for the most part think about the measure of the exchange in respect to the span of the money saving advantage whole and these correlations decide the greatness of the expansion in enlistment rates.

The parts that school suppers play in empowering early enlistment are critical focuses about the program. Indeed, even though in-school suppers are accepted to influence age at section through a pay impact, i.e. by expanding family unit pay and raising the advantage of going to class, yet this pay impact ought to be sufficiently extensive to influence families to send their youngsters to class (2008).

Adelman, Gilligan et al. (2008) indicates how school suppers influence the age at passage in various courses: First of all, the arrangement of sustenance counterbalances the cost of teaching kids by making accessible extra wage for family units, and therefore raising the advantages of going to class. It is called a wage impact of school encouraging. At the point when this wage impact is huge, it can make families send their kids to class at a generally more youthful age than limiting the likelihood of the late section. Besides, the area impact coming about because of school sustaining system may likewise impact the age at section. That implies the demonstration of family units to send their youngsters to class prior with the initiation of school sustaining project would make a social weight and
comparable activity with respect to the individuals who have not selected their kids yet (Adelman, 2002).

An examination led in sustenance uncertain territories of Bangladesh to see the effect of school encouraging project on cooperation (Ahmed, 2004). The information accumulation occurred in 2003 after youngsters in the treatment schools got an early in the day nibble of sustained wheat bread each school day for multi-year. To decide if the increments in enlistment and participation for the following segment were surely because of the program, he did econometric examination to disconnect other potential illustrative variables. Accordingly Ahmed's examination discovered that school encouraging project have measurably huge positive effects on both gross and net enlistment rates with 14.2% and 9.6% increments separately (in the same place). In any case, this finding does not assess other undetectable qualities of families in the treatment region that could influence family unit's choice to select youngsters. In this manner, it seems uncertain to assert that the distinction in enlistment amongst treatment and control bunches was the aftereffect of the program without considering in secret factors.

Likewise, another examination on 32 Sub-Saharan African districts demonstrates that giving sustenance in school under the Food for Education (FFE) conspire added to expanding total enlistment in WFP helped schools by 28% for young ladies and 22% for young men in only multiyear (Gelli, Meir et al. 2007). Be that as it may, following multi-year, enlistment design demonstrated variety relying upon the sort of FFE program; i.e. in the event that the arrangement of sustenance in school was joined with bring home apportions were offered together, together, young ladies supreme enlistment continued expanding by 30% resulting to the main year. Then, schools that gave just on-side nourishing have quite recently recorded increment in a flat out enlistment that was the same as before the sustaining program was actualized.
Additionally upgrading enlistment along school nourishing projects alters the age at section by pulling in youngsters, amid their correct age. In poor nations like Ethiopia, kids may start essential instruction considerably later than the prescribed age for different reasons. For example factors, for example, absence of assets, absence of childcare and little mindfulness about the advantage of selecting youngsters amid the prescribed age are a portion of the foundations for late section (Adelman, Gilligan et al. 2008).

2.2.7 School feeding program and class attendance

The second pointer of school cooperation investigated in this examination is class participation. Conviction is that school suppers can be powerful at expanding class participation since youngsters get the feast just when they go to class (Adelman, 2008). As examined before the open door cost of permitting youngster a tyke to go to class differs crosswise over school days and seasons and this cost could even be higher than the normal advantage. For example in places where tyke work shapes the basic piece of horticultural work amid a specific season or long periods of the year, class participation could be low. In such cases, school dinners may energize participation or not relying upon how the recipients esteem them. In this manner, the estimation of the supper with respect to the distinction between the cost and expected advantage of tutoring additionally decides participation (Adelman, 2008).

Adelman, Gilligan et al. (2008), demonstrate three parts of nourishment that can impact class participation. Initially, school dinners mitigate here and now yearning of school youngsters amid the school day by giving more supplements to the tyke, furnishing the kid with a supper when he or she doesn't have, or supplanting a feast that would be gotten after school with one amid school hours (Adelman, 2008). In this manner this part of nourishment focuses for here and now affect and empowers youngsters to be thought and
take in more. In country of Jamaica, an investigation of the impacts of school breakfast demonstrates that defeating school hours hunger prompts better fixation and learning (Powell, Walker et al. 1998). Besides, school suppers may likewise create nourishing changes for a kid over long run. The enhanced wholesome status because of school dinners will thus improve a tyke's physiological limit of learning.

At that point, it will expand the advantages of tutoring and the kid's craving to go to class. Thirdly, school suppers can likewise lessen dreariness through enhanced nourishment and therefore improve participation. Horribleness is a reason for ailments in numerous creating nations and school suppers enable kids to defeat this issue and learn longer. In such manner, school encouraging builds micronutrients admission and subsequently will fortify kids' resistance and dodge irresistible ailments among youngsters (Scrimshaw and SanGiovanni 1997 referred to on Adelman, Gilligan et al. 2008).

Ahmed (2004) assessed the effect of school sustaining on participation in Bangladesh also and found that the SFP has a measurably huge positive effect. The program expanded class participation of taking an interest understudies by multi day every month (Ahmad 2004). In any case, class participation from school registers demonstrated that participation expanded in both program and control schools amid this period, with the goal that the expansion was 1.1 rate focuses higher in program schools (Ahmad, 2004).

In Jamaica, another examination directed on 814 kids in second-through fifth-grade classrooms in provincial elementary schools where kids were arbitrarily allocated to get a breakfast (576-703 kcal and 27 g of protein) or fake treatment (orange cut with 18 kcal) every day for one school year found a little change in participation rates for youngsters getting breakfast over the control gathering (Powell, Walker et al. 1998). Be that as it may, this effect is little on the grounds that the participation rates in the two gatherings
were around 70% even before the investigation. Additionally, in Peru, Huaraz found that a school breakfast expanded participation rates of fourth and fifth-grade understudies by 0.58 rate focuses (Jacoby and Cueto 1996 referred to on Adelman, Gilligan et al. 2008: 24). The assessment occurred 30 days after the beginning of the breakfast program and following those 30 days the breakfast program was likewise executed in the control schools.

2.2.8 School Feeding Program and Students’ Repetition

Adelman, Gilligan et al. (2008) exhibit the transaction between school suppers on one hand and grade reiteration, learning accomplishment, and school execution on the other. They demonstrate that this impact works in two instruments. To start with, in light of the fact that school dinners enhance class participation, youngsters will invest more energy learning in school. So the additional time kids spend in school, the better they learn and these exchanges at last outcome in enhanced school execution, which along these lines limits the probabilities of drop-out. This is anyway subject to different factors, for example, school quality, accessibility of learning materials and educator quality. In this way, except if appropriately executed, school sustaining has rather the possibility to exacerbate drop-outs (Adelman, 2008).

Second, enhanced sustenance may likewise improve school maintenance and execution in the short and over long run. In the short run, school suppers could reduce craving and improve youngsters focus and learn with the goal that school execution will be enhanced and thus drop – out is limited. Over the long haul, school suppers could upgrade learning gave that school dinners enhance the healthful status of youngsters and if wholesome status additionally influences learning (Adelman, 2008)
Back to Ahmed (2004) consider in Bangladesh demonstrated that School Feeding Program has a measurably noteworthy negative effect on understudy drop-out. This investigation uncovers that the elementary school drop-out rate in the program, rustic zone was 29% and that the general fruition rate around there is 6 rate focuses higher than control country regions. Controlling for tyke and family unit attributes, he found that school suppers diminish the likelihood of dropping out of school by 7.5 % (Ahmed, 2004).

2.3 Critical Review and Research Gap Identification

Despite the merits discussed so far, SFPs have also several critiques both for their educational as well as social implications. Vermeersch and Kremer (2008) argue that school meals only targets children going to school; while not reaching out to children weak, or young to go to school. Take home rations on the other hand could reach these members of the family by reallocating food in such a way that food is distributed on need-based way. They also argue that school meals will disrupt teaching and learning by taking away school hours and hence potentially worsening school performance through increased grade repetition and drop-out.

As a result of the program, high level of school participation rate increases the pupil-teacher and pupil-to-classroom ratios causing crowding (Vermeersch and Kremer 2004; Gelli, Meir et al. 2007; Kazzianga, de Walque et al. 2009). Thus unless school infrastructure and number of teachers are scaled up accordingly, in order to accommodate the increased number, the program could reduce teaching quality.

School Feeding Program may also result in unwanted switching of students between schools. Children from non program schools can be attracted in to program schools and consequently cause crowding in the later (Kazzianga, 2009). Besides, school meals can be
inappropriately given to students who were not originally targeted and hence results in overcrowding and wasting of available resources as well as other inefficiencies in the allocation of resources (Kazianga, 2009). In additional, some children would have come to school not only targeting the program, of school meals but also raise the cost of the program per additional student enrolled (Adelman, Gilligan et al. 2008; He 2009).

Lastly, from the reviewed literature, a number of studies suggest that SFP has direct effects on students’ academic performance. However, all the reviewed studies only represented the international context indicating that there is scarcity of publications in the same line in Rwanda. SFP being new education initiative since the inception of reconstruction process from the genocide against the Tutsi in 1994, this study is worth conducting to provide literature as a basis for subsequent scholarly work in Rwanda and specifically in Rulindo District.

2.4 Theoretical Framework

According to what said Korobo and Tromp, (2006) theoretical frameworkis a collection of interrelated ideas based on different theories attempting to clarify why things are done the way they are. Based upon theories introducing new range of vision, the research problem allowing understanding reality of the problem helping to conceptualize topic. It’s entirely and also to acknowledge problem from broad perspective for objectives.

For this study, theoretical framework is based on motivation. It is a theory of Abraham Maslow. Motivation has the following functions: Motivates, energize, and sustain behavior. It energizes the behavior of the organisms and arouses it for action. It also sustains behavior for longer periods in the activity. In Maslow hierarchy of needs, the physiological needs must be met; that is why children need food in the right quality and quantity. Food is necessary because it builds, protects and repairs the body. Then,
malnutrition effects on brain development tremendous implications on child performance.

Poorly

2.1. Maslow’s Hierarchy of Needs Pyramid

Source: www.businessballs.com Alan Chapman 2001 – 4 based on Maslow’s Hierarchy of needs

Figure: 2.1 Maslow’s Hierarchy of Needs Pyramid

Deprivation needs

Original Maslow's Hierarchy of Needs model was developed, in 1943 – 1954, and first widely published in Motivation and Personality in 1954. At this time the Hierarchy of Needs model comprised five needs. This original version remains for most people the definitive Hierarchy of Needs.

These initial four levels are considered insufficiency or hardship needs ('D - needs') in that, their fortunes of fulfillment causes an inadequacy that spurs individuals to address
these issues: Physiological requirements, the most minimal level on the chain of importance, incorporate necessities, for example, as air, sustenance and water. These have a tendency to be fulfilled for a great many people; however they wind up dominating when neglected. Amid crises, wellbeing needs, for example, wellbeing and security ascend to the bleeding edge. Once these two levels are met, belongingness needs, for example, getting adoration and personal connections or dear fellowships, wind up vital. The following level, regard needs, incorporate the requirement for acknowledgment from others, certainty, accomplishment and self – regard.

2.5 Conceptual Framework

**Independent variable**

- School Feeding
  - Food ratios and timing of meals
  - Food quality
  - Physical and Material resources

**Dependent variables**

- Students’ Academic Performance
  - Commitment to learning activities
  - Classroom Behavior

**Intervening Variables**

- School policy
- School location
- Parent education

Source: **Researcher (2017)**

Figure: 2.5 Conceptual framework

This conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent preventions, said Rachel and Ramey (1987)
and by Korobo and Tromp (2006). Based on the idea that school feeding program plays an essential role on school outcome, the above conceptual framework is made.

2.6 Summary

This chapter looked at the theoretical literature, the empirical literature of the research where review of related literature was catered for. Next to this, the theoretical and conceptual frameworks also came in and the Valencyexpectory was discussed at it was lead this research. His theory argues that, the strength of the expectation that the act was followed by a given outcome on the attractiveness of the outcome to an individual.

Students who are dissatisfied with their studies and are poorly motivated are not likely to perform well and many even behave like tourists in schools.

Student absenteeism at lunch is quite high, but attendance in classes and official duties accounts for a large proportion of absences, especially at secondary schools. The students ‘performance is there if the students’ motivation which is school feeding is took into consideration. Therefore, the clear relationship between school feeding program and students’ academic performance is too significant.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a brief overview of various steps and methods used by the research. These methods include research designs, target population and sample design, sampling procedures, techniques, and instruments for data collection, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 Research design

This study employed a descriptive survey research design as Frankel and Wallen (2003) purposely tried to explain important behaviors or to predict likely outcome. For this study, a prediction study approach adopted to investigate the relationship between the predictor variable (SFP) and the criterion variable (Students’ academic performance). Two or more scores were obtained from individual in the sample, one score for each variable; which means that mixed methods were used. The pairs of score were correlated, and the resulting correlation coefficient used to indicate the degree of relationship between the school feeding programs and students’ academic performance 12 YBE schools in Rulindo District - Rwanda.

3.2 Target population

This study was done at 12 YBE schools in Rulindo District, targeting 604 Students from the 61 secondary schools Rulindo District, 2016). Also 384 Parents Teachers Association members were targeted and the District Education Officer (DEO). In total therefore, 989 respondents of this study were target population and the composition of the participants.
3.3 Sample Design

This study employed a model developed by Nyanamba (2000) that was suitable use in my study and to determine the sample size of respondents who will participate in the primary data collection as reflected below;

\[ n = \frac{N(cv^2)}{cv^2 + (N-1)e^2} \]

Where \( n \) = Sample size, \( N \) = Target population, \( Cv \) = coefficient of variation taken as 0.5 and \( e \) = total tolerance at desired level taken as 0.05 or 95% confidence level.

With \( N = 988 \) that is 604 Students and 384 Teachers

\[ n = \frac{988(0.5^2)}{0.5^2 + 987 \times 0.05^2} \approx 90.8 \approx 91 \text{ (rounded upwards)} \]

Therefore 91 individuals will participate in this study and there composition is as shown in Table 3.1

Proportionally,

91*604/988 = 56 Students

91*384/988 = 35 Teachers.

The sample size of the schools to be used the formula as:

\[ \text{No. of school} = \frac{32(0.5^2)}{0.5^2 + 32 \times 0.05^2} = 24 \text{ schools.} \]
3.3.1 Sampling Technique

A simple random sampling technique was employed in this study so that every participant is given an equal and independent chance to participate in the study. A list of all teachers, Students and Parents from all the schools were obtained and then randomly sampled using a random sample number generated using Microsoft Excel.

3.4 Data collection

This research study used research assistants in the collection of data from the respondents. These assistants were trained on how to administer the instruments.

The participants were approached and appointed to carry out the task. The convenience was considered so that only days favorable to most respondents were selected. When face to face contact fails, electronic mailing and mobile phone calls were employed. The researcher distributed the instruments and collected them on the very day.

3.4.1 Data collection instruments

This study employed structured questionnaires with both open and closed ended questions and unstructured interviews in order to give detailed level of content. These tools were recognized by scholars for their ability to yield high response rates at a low cost with additional capability of enabling the researcher to explain and answer questions from the respondents according to (Fraenkel & Wallen, 2000). The questionnaires contained personal information, and relevant questions for the study.

3.4.2 Reliability and Validity

Validity is the extent to which an instrument measures what it is supposed to measure. The validity of the instrument is asking the right questions framed from the least
ambiguous way (John & James, 1989). An instrument may be constructed to measure a number of things hence the validity of such instruments must be established (Fraenkel & Wallen, N, 2000). They further stress that before testing the questionnaire, it is important to define the variables to be measured and ask the experts in the area of research to evaluate the content of the questionnaires to determine their content and face validity. For content validity purposes, the supervisor, senior lecturers, research consultants and experienced experts among the prospective respondents was given a copy of the questionnaire to analyze and advise on how to make the questionnaire most relevant.

In order to ensure reliability, two schools were used as pilot study and the test retest was done between spaces of two weeks. The schools were G.S Kigeyo and GS Rushara in Burera District. After the test the questionnaires were readjusted and retested and the correlation analysis conducted between test retest. Once the tools were consistent and the reliability rising higher than P=0.05 the findings were considered reliable. Amin (2005)

3.5 Data analysis Procedure

The responses were organized in tabular format, coded or recoded where necessary and then using SPSS version 22.0 descriptive analysis was performed to generate frequencies. They were used to provide pictorial interpretation of the tabulated data under each variable. Pearson’s correlation was used to establish the relationship between the identified factors influencing attitude and acquisition of technical and vocational skills.

3.6 Ethical Considerations

The respondents’ identity was protected by requesting them not to indicate their names or personal identity in any part of the questionnaire or any other tools used for data collection. The data collection was strictly used for academic purposes that this study is
bound by and any data used for this study was used under the fair use rights and the original author cited and referenced. Permission to collect data was sought from local authorities to avoid illegal information trafficking.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter deals with data analysis, discussions from the respondents, presentation of findings, discussions and the results. The description of demographic information of the respondents helps the researcher to identify and consequently understand similarities as well as differences that may occur in categories of respondents, which influence in one way or another; the presentation and interpretation of the findings. The presentation of findings regards the frequency distribution of data that are tabulated according to how respondents gave each response.

Objective: One: To examine the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District - Rwanda

4.1.1 Demographic characteristics of the respondents

Table 4.1: Distribution of the respondents by gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>69.2</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>30.8</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data Researcher (2017)

According to Table 4.1, of gender 63 (99.2 %) of the respondents were male while 28, (30.8 %) were female. This implies that male dominated, what drives it mean in my study.
Table 4.2: Type or categories of respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>45</td>
<td>49.5</td>
</tr>
<tr>
<td>PTA</td>
<td>15</td>
<td>16.5</td>
</tr>
<tr>
<td>Students leaders</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>Administrators</td>
<td>11</td>
<td>12.1</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data researcher (2017)

According to Table 4.2, of type 45 (49.5 %) of the respondents were teachers, 15, (16.5 %) were PTA, 20 (22.0%) were students leaders while 11 (12.1 %) were administrators. This means that majority of the respondents were teachers which means that they were direct partnership with parents in Education.

Table 4.3: Distribution of respondents by age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 25 years</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>26-35 years</td>
<td>26</td>
<td>28.6</td>
</tr>
<tr>
<td>36 above</td>
<td>45</td>
<td>49.5</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data researcher (2017)

According to Table 4.3 of age 20 (22.0 %) of the respondents were below 25 years old, 26 (28.6 %) were between 26 – 35 years old, while 45 (49.5 %) were above 36 years old. This implies that below 25 years old dominated in my study.
Table 4.4: Distribution of the respondents by education level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>below bachelor</td>
<td>15</td>
<td>16.5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>47</td>
<td>51.6</td>
</tr>
<tr>
<td>above bachelor</td>
<td>9</td>
<td>9.9</td>
</tr>
<tr>
<td>Secondary students</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data researcher (2017)

According to Table 4.4 of education level, 15 (16.5 %) of the respondents were below bachelor, 47 (51.6%) were bachelor holders, 9 (9.9 %) were above bachelor while 20 (22.0 %) were secondary students; what drives it mean to University level.

Table 4.5: Distribution of respondents by years at school

<table>
<thead>
<tr>
<th>Years at School</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 1 year</td>
<td>9</td>
<td>9.9</td>
</tr>
<tr>
<td>1-3 years</td>
<td>24</td>
<td>26.4</td>
</tr>
<tr>
<td>3 above</td>
<td>58</td>
<td>63.7</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data researcher (2017)

According to Table 4.5 of years at school, 9 (9.9 %) of the respondents were below 1 year, 24 (26.4 %) were between 1- 3 years while 58 (63.7 %) among them were above 3 years; This implies that a large number of respondents by years at school were above 1 year.
Table 4.6: Distribution of respondents by food ratio

<table>
<thead>
<tr>
<th>Food ratio</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Safe drinking water.</td>
<td>48</td>
<td>52.7</td>
<td>31</td>
<td>34.1</td>
</tr>
<tr>
<td>Food is enough</td>
<td>16</td>
<td>17.6</td>
<td>32</td>
<td>35.2</td>
</tr>
<tr>
<td>Food type changed</td>
<td>15</td>
<td>16.5</td>
<td>36</td>
<td>39.6</td>
</tr>
<tr>
<td>Quantity equals level</td>
<td>23</td>
<td>25.3</td>
<td>44</td>
<td>48.4</td>
</tr>
<tr>
<td>Students get satisfied</td>
<td>21</td>
<td>23.1</td>
<td>38</td>
<td>41.8</td>
</tr>
<tr>
<td>Served on time</td>
<td>22</td>
<td>24.2</td>
<td>38</td>
<td>41.8</td>
</tr>
</tbody>
</table>

Source: Primary data from the respondents (2017)

Referring to Table 4.6 of food ratio it is seen that 48 (52.7 %) strongly disagreed, 31 (34.1 %) disagreed, 12 (13.2 %) were not sure. This implies that majority of the respondents strongly disagreed that the school had safe drinking water.

Question about quantity of food, 16 (17.6 %) strongly disagreed, 32 (35.2 %) disagreed, 32 (35.2 %) were not sure, while 11 (12.1 %) agreed. This means that the majority of the respondents disagreed or was not sure that the school provided enough food.

Concerning food type changed 15 (16.5 %) strongly disagreed, 36 (39.6 %) disagreed, 29 (31.9 %) were not sure, while 11 (12.1 %) agreed. This means that majority of respondents disagreed that the school had food type changed.

Regarding to quantity equals level 23 (25.3 %) strongly disagreed, 44 (48.4 %) disagreed, 24 (26.4 %) were not sure. This implies that majority of the respondents disagreed that the school had quantity equals level.

On how students get satisfied food, 21 (23.1 %) of respondents strongly disagreed, 38 (41.8 %) disagreed, 32 (35.2 %) were not sure. This means that majority of respondents disagreed that students get satisfied food from the school.

Lastly, served on time 22 (24.2 %) strongly disagreed, 38 (41.8 %) disagreed, 31 (34.1 %) were not sure. This means that majority of respondents disagreed that food was served on time.
4.1.2 Distribution of food ratio by category or type

Table 4.7: Mean response for each category

<table>
<thead>
<tr>
<th>Type</th>
<th>Type</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water.</td>
<td>Teachers</td>
<td>1.58</td>
<td>.81</td>
<td>1.53</td>
<td>.52</td>
<td>1.75</td>
<td>.55</td>
<td>1.55</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.60</td>
<td>.81</td>
<td>1.53</td>
<td>.52</td>
<td>1.75</td>
<td>.55</td>
<td>1.55</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.65</td>
<td>.75</td>
<td>1.65</td>
<td>.67</td>
<td>1.75</td>
<td>.55</td>
<td>1.55</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
</tr>
<tr>
<td>Food is enough</td>
<td>Teachers</td>
<td>2.89</td>
<td>.68</td>
<td>1.60</td>
<td>.51</td>
<td>1.65</td>
<td>.75</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.60</td>
<td>.51</td>
<td>1.60</td>
<td>.51</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.65</td>
<td>.75</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
</tr>
<tr>
<td>Food type changed</td>
<td>Teachers</td>
<td>2.84</td>
<td>.71</td>
<td>1.60</td>
<td>.51</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.60</td>
<td>.51</td>
<td>1.60</td>
<td>.51</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.65</td>
<td>.75</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
<td>1.65</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
<td>3.00</td>
<td>.77</td>
</tr>
<tr>
<td>Quantity equals level</td>
<td>Teachers</td>
<td>2.11</td>
<td>.83</td>
<td>1.93</td>
<td>.26</td>
<td>1.85</td>
<td>.59</td>
<td>2.00</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.93</td>
<td>.26</td>
<td>1.93</td>
<td>.26</td>
<td>1.85</td>
<td>.59</td>
<td>2.00</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.80</td>
<td>.77</td>
<td>1.80</td>
<td>.77</td>
<td>1.80</td>
<td>.77</td>
<td>1.80</td>
<td>.77</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td>Students get satisfied</td>
<td>Teachers</td>
<td>2.40</td>
<td>.69</td>
<td>1.53</td>
<td>.52</td>
<td>1.80</td>
<td>.77</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.53</td>
<td>.52</td>
<td>1.53</td>
<td>.52</td>
<td>1.80</td>
<td>.77</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.80</td>
<td>.77</td>
<td>1.80</td>
<td>.77</td>
<td>1.80</td>
<td>.77</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td>Served on time</td>
<td>Teachers</td>
<td>2.49</td>
<td>.51</td>
<td>1.13</td>
<td>.35</td>
<td>1.75</td>
<td>.79</td>
<td>2.45</td>
<td>.52</td>
</tr>
<tr>
<td></td>
<td>PTA</td>
<td>1.13</td>
<td>.35</td>
<td>1.13</td>
<td>.35</td>
<td>1.75</td>
<td>.79</td>
<td>2.45</td>
<td>.52</td>
</tr>
<tr>
<td></td>
<td>Students leaders</td>
<td>1.75</td>
<td>.79</td>
<td>1.75</td>
<td>.79</td>
<td>1.75</td>
<td>.79</td>
<td>2.45</td>
<td>.52</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>2.45</td>
<td>.52</td>
<td>2.45</td>
<td>.52</td>
<td>2.45</td>
<td>.52</td>
<td>2.45</td>
<td>.52</td>
</tr>
</tbody>
</table>

Source: Primary data from the respondents (2017)

As it is shown on Table 4.7 findings showed that mean of safe drinking water, the mean score of teachers was 1.58 (standard deviation = 0.81), PTA was 1.53 (standard deviation = 0.52), students leaders were 1.75, (standard deviation = 0.55), administrators were 1.55 (standard deviation = 0.82). This implies that all the respondents strongly disagreed that school had safe drinking water.

Mean if food is enough. The mean score of teachers was 2.89 (standard deviation = 0.68), PTA was 1.60 (standard deviation = 0.51), students leaders 1.65 (standard deviation = 0.75), administrators 3.00 (standard deviation = 0.77). This implies that all the respondents disagreed or were not sure that food served was enough.

Mean of food type changed. The mean score of teachers was 2.84 (standard deviation = 0.71), PTA was 1.60 (standard deviation = 0.51), students leaders was 1.65 (standard
deviation = 0.67) administrators was 3.00 (standard deviation = 0.77). This implies that all the respondents disagreed that school had type of food changed.

Mean of quality equals level. The mean score of teachers was 2.11 (standard deviation = 0.83), PTA was 1.93 (standard deviation = 0.26), students leaders was 1.85 (standard deviation = 0.59), administrators was 2.00 (standard deviation = 0.89). This implies that all the respondents disagreed that the school had quality equals level.

Mean if students get satisfied. The mean score of teachers was 2.40 (standard deviation = 0.69). PTA was 1.53 (standard deviation = 0.52), students leaders was 1.80 (standard deviation = 0.77), administrators was 2.36 (standard deviation = 0.67). This implies that all the respondents disagreed that students get satisfied.

Mean if food ratio is served on time. The mean score of teachers was 2.49 (standard deviation = 0.51), PTA was 1.13 (standard deviation =0.35), students leaders was 1.75 (standard deviation =0.79), administrators was 2.45 (standard deviation =0.52). This implies that all the respondents disagreed that food was served on time.
Table 4.8: Distribution of respondents by food quality

<table>
<thead>
<tr>
<th>Food Quality</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The food prepared in this school is delicious</td>
<td>38</td>
<td>41.8</td>
<td>28</td>
<td>30.8</td>
</tr>
<tr>
<td>Food is often well prepared before it is served to students</td>
<td>16</td>
<td>17.6</td>
<td>28</td>
<td>29.7</td>
</tr>
<tr>
<td>Students queue for food immediately after hearing the lunch break bell</td>
<td>8</td>
<td>8.9</td>
<td>52</td>
<td>48.4</td>
</tr>
<tr>
<td>Students have freedom to freely comment on the food served</td>
<td>20</td>
<td>22.0</td>
<td>26</td>
<td>28.6</td>
</tr>
<tr>
<td>Students feed on only Posh and beans</td>
<td>17</td>
<td>18.7</td>
<td>27</td>
<td>29.7</td>
</tr>
<tr>
<td>Students are reluctant to pick food from kitchen</td>
<td>5</td>
<td>5.6</td>
<td>44</td>
<td>48.4</td>
</tr>
<tr>
<td>Rice and Meat are served on specific days of a week/month.</td>
<td>4</td>
<td>4.4</td>
<td>57</td>
<td>62.6</td>
</tr>
<tr>
<td>Students are often excited at lunch time</td>
<td>33</td>
<td>38.8</td>
<td>27</td>
<td>31.8</td>
</tr>
<tr>
<td>Students are served warm food</td>
<td>23</td>
<td>25.3</td>
<td>43</td>
<td>47.3</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)

From the results in Table 4.8, it is clearly seen that food quality, concerning the food prepared in this school is delicious, 38 (41.8%) strongly disagreed, 28 (30.8%) disagreed, 25 (27.5%) were not sure. This implies that large number of the respondents strongly disagreed that in their schools the food prepared is delicious.

Food quality if food is often well prepared before it is served to students, the respondents said the following; 16 (17.6%) strongly disagreed, 44 (48.4%) disagreed, while 31(34.1%) were not sure. No one agreed. This implies that a large number of the respondents disagreed that food was well prepared before it is served to students in their schools.

Food quality concerning students queue for food immediately after hearing the lunch break bell; the respondents said the following; 8 (8.9%) strongly disagreed, 52 (57.8%)
disagreed, while 30 (33.3%) were not sure. No one agreed. This implies that a large number disagreed that students queue for food immediately after hearing the lunch break bell.

Food quality if students have freedom to freely comment on the food served. The respondents said the following: 20 (22.0%) strongly disagreed, 26 (28.6%) disagreed, 45 (49.5%) were no sure, no one agreed. This implies that large number of the respondents was not sure that students have freedom to freely comment on the food served.

Food quality if students feed only posh and beans, the respondents said the following; 17 (18.7%) strongly disagreed, 27 (29.7%) disagreed, 47 (51.6%) were not sure, no one agreed. This implies that a large number of the respondents was not sure that students feed only posh and beans in their schools.

On question if students are reluctant to pick food from kitchen, the respondents said the following; 5 (5.6%) strongly disagreed, 44 (48.9%) disagreed, 31 (34.4%) were not sure, while 10 (11.1%) agreed. This implies that a large number disagreed that students are reluctant to pick food from the kitchen in their schools.

Food quality if rice and meat are served on specific days of a week / month, the respondents said the following; 4 (4.4%) strongly disagreed, 57 (62.6%) disagreed, 30 (33.3%) were not sure, no one agreed. This implies that a large number of the respondents disagreed, that rice and beans are served only on specific days in their schools.

Food quality if students are often excited at lunch time, the respondents said the following; 33 (38.8%) strongly disagreed, 27 (31.8%) disagreed, 25 (29.4%) were not sure, no one agreed. This implies that a large number of the respondents strongly disagreed, that students are often excited at lunch time in their schools.

Food quality if students are served warm food. The respondents said the following; 23 (25.3%) strongly disagreed, 43 (47.3%) disagreed, 20 (22.0%) were not sure, while only 5
(5.5%) agreed. This implies that large number of the respondents disagreed that students were served warm food in their schools.

**Table 4.9: Mean scores**

<table>
<thead>
<tr>
<th>Type</th>
<th>Teachers Means</th>
<th>Standard deviations</th>
<th>PTA Means</th>
<th>Standard deviations</th>
<th>Students leaders Means</th>
<th>Standard deviations</th>
<th>Administrators Means</th>
<th>Standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The food is delicious</td>
<td>2.11</td>
<td>.83</td>
<td>1.27</td>
<td>.46</td>
<td>1.65</td>
<td>.75</td>
<td>2.00</td>
<td>.89</td>
</tr>
<tr>
<td>well prepared</td>
<td>2.40</td>
<td>.69</td>
<td>1.73</td>
<td>.46</td>
<td>1.85</td>
<td>.67</td>
<td>2.36</td>
<td>.67</td>
</tr>
<tr>
<td>Students eat hot food</td>
<td>2.49</td>
<td>.51</td>
<td>1.80</td>
<td>.41</td>
<td>1.89</td>
<td>.66</td>
<td>2.45</td>
<td>.52</td>
</tr>
<tr>
<td>Free to comment</td>
<td>2.71</td>
<td>.63</td>
<td>1.67</td>
<td>.49</td>
<td>1.50</td>
<td>.51</td>
<td>2.73</td>
<td>.65</td>
</tr>
<tr>
<td>Food is only Posh and beans</td>
<td>2.82</td>
<td>.39</td>
<td>1.47</td>
<td>.52</td>
<td>1.60</td>
<td>.60</td>
<td>2.82</td>
<td>.40</td>
</tr>
<tr>
<td>Students are reluctant to pick food from kitchen</td>
<td>2.87</td>
<td>.69</td>
<td>2.00</td>
<td>.00</td>
<td>1.90</td>
<td>.64</td>
<td>2.82</td>
<td>.75</td>
</tr>
<tr>
<td>Rice and Meat are served on specific days of a week/month.</td>
<td>2.49</td>
<td>.51</td>
<td>1.87</td>
<td>.35</td>
<td>2.05</td>
<td>.51</td>
<td>2.45</td>
<td>.52</td>
</tr>
<tr>
<td>Students are often excited at lunch time</td>
<td>2.02</td>
<td>.83</td>
<td>1.87</td>
<td>.99</td>
<td>1.70</td>
<td>.66</td>
<td>1.90</td>
<td>.88</td>
</tr>
<tr>
<td>Students are served warm food</td>
<td>2.07</td>
<td>.81</td>
<td>2.40</td>
<td>.83</td>
<td>1.85</td>
<td>.88</td>
<td>2.09</td>
<td>.83</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)

Referring to the Table 4.9, it is seen that mean scores if food is delicious, the mean score of teachers was 2.11, (standard deviation = 0.83), mean score of PTA was 1.27, (standard deviation = 0.46), mean score of students leaders was 1.65, (standard deviation =0.75), mean score of administrators was 2.00, (standard deviation = 0.89).
Mean scores if food is well prepared, mean score of teachers was 2.40, (standard deviation = 0.69), mean score of PTA was 1.73, (standard deviation = 0.46), mean score of students leaders was 1.85, (standard deviation = 0.67), mean score of administrators was 2.36, (standard deviation = 0.67).

Mean score if students eat hot food, the mean score of teachers was 2.49, (standard deviation = 0.51), mean score of PTA was 1.80 (standard deviation = 0.41), mean score of students leaders was 1.89 (standard deviation = 0.66), mean score of administrators was 2.45 (standard deviation =0.52)

Mean if students are free to comment, the score of teachers was 2.71 (standard deviation = 0.63), mean score of PTA was 1.67 (standard deviation = 0.49), mean score of students leaders was 1.50 (standard deviation = 0.51), mean score of administrators was 2.73 (standard deviation = 0.65).

Mean if food is only posh and beans, mean score of teachers was 2.82 (standard deviation = 0.39), mean of PTA was 1.47 (standard deviation = 0.52) mean of students leaders was 1.60 (standard deviation = 0.60), mean score of administrators was 2.82 (standard deviation = 0.40).

Mean scores if students are reluctant to pick food from kitchen, mean score of teachers was 2.87 (standard deviation = 0.69), mean score of PTA was 2.00 (standard deviation = 0.00), mean score of students leaders was 1.90 (standard deviation = 0.64), mean score of administrators was 2.82 (standard deviation = 0.75).

Mean scores if rice and meat are served on specific days of a week / month, mean score of teachers was 2.49 (standard deviation = 0.51), mean score of PTA was 1.87 (standard deviation = 0.35), mean score of students leaders was 2.05 (standard deviation = 0.51), mean score of administrators was 2.45 (standard deviation = 0.52).
Mean scores if students are often excited at lunch time, mean score of teachers was 2.02 (standard deviation = 0.83), mean score of PTA was 1.87 (standard deviation =0.99), mean score of students leaders was 1.70 (standard deviation =0.66), mean score of administrators was 1.90 (standard deviation = 0.88).

Mean scores if students are served warm food, mean score of teachers was 2.07 (standard deviation =0.81), mean score of PTA was 2.40 (standard deviation = 0.83), mean score of students leaders was 1.85 (standard deviation = 0.88), mean score of administrators was 2.09 (standard deviation = 0.83).

Table 4.10: Distribution of respondents by physical resources and materials

<table>
<thead>
<tr>
<th>Physical resources and materials</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school has enough teaching facilities</td>
<td>12</td>
<td>13.2%</td>
<td>17</td>
<td>18.7%</td>
<td>23</td>
<td>25.3%</td>
<td>39</td>
</tr>
<tr>
<td>This school has got enough toilets</td>
<td>6</td>
<td>7.1%</td>
<td>26</td>
<td>30.6%</td>
<td>31</td>
<td>36.5%</td>
<td>22</td>
</tr>
<tr>
<td>Girls have their independent toilets</td>
<td>17</td>
<td>18.7%</td>
<td>27</td>
<td>29.7%</td>
<td>30</td>
<td>33.0%</td>
<td>17</td>
</tr>
<tr>
<td>This school has a permanent building for kitchen</td>
<td>13</td>
<td>14.3%</td>
<td>33</td>
<td>36.3%</td>
<td>34</td>
<td>37.4%</td>
<td>11</td>
</tr>
<tr>
<td>We have spacious dining hall in our school</td>
<td>12</td>
<td>13.2%</td>
<td>23</td>
<td>25.3%</td>
<td>39</td>
<td>42.9%</td>
<td>17</td>
</tr>
<tr>
<td>This school has a filter tank for Kitchen</td>
<td>6</td>
<td>7.1%</td>
<td>26</td>
<td>30.6%</td>
<td>31</td>
<td>36.5%</td>
<td>22</td>
</tr>
<tr>
<td>This school has a cleaned and attractive kitchen</td>
<td>17</td>
<td>18.7%</td>
<td>27</td>
<td>29.7%</td>
<td>30</td>
<td>33.0%</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: Primary data from the respondents (2017)

According to Table 4.10 concerning physical resources and materials, if this school has enough teaching facilities, 37 (40.7%) strongly disagreed, 21 (23.1%) disagreed, 21 (23.1%) were not sure, while 12 (13.2%) agreed. This implies that majority disagreed or were not sure that school had enough teaching facilities. Physical resources and materials
if the school has got enough toilets, 22 (25.9%) of the respondents strongly disagreed, 33 (38.8%) disagreed, 29 (34.1%) were not sure, 1 (1.2%) agreed. This means that majority of the respondents disagreed that school got enough toilets.

Concerning the question if girls have their independent toilets 22 (26.2%) strongly disagreed, 29 (34.5%) disagreed, 32 (38.1%) were not sure, 1 (1.2%) agreed. This implies that majority of the respondents were not sure.

To know if the school has a permanent building for kitchen, 13 (14.3%) of the respondents strongly disagreed, 33 (36.3%) disagreed, 34 (37.4%) were not sure, 11 (12.1%) agreed. This implies that majority of the respondents were not sure.

The question if we have specious dining hall in our school, 12 (13.2%) strongly disagreed, 23 (25.3%) disagreed, 39 (42.9%) were not sure, 17 (18.7%) agreed. This implies that majority of the respondents were not sure that the school had specious dining hall.

The question if this school has a filter tank for kitchen, 6 (7.1%) strongly disagreed, 26 (30.6%) disagreed, 31 (36.5%) were not sure, 22 (25.9%) agreed. This implies that majority were not sure that school had a filter tank for kitchen.

To know if this school has a cleaned and attractive kitchen, 17 (18.7%) of respondents strongly disagreed, 27 (29.7%) disagreed, 30 (33.0%) were not sure, 17 (18.7%) agreed. This implies that majority of the respondent were not sure that the school had a cleaned and attractive kitchen.
Objective: Two: To determine the level of students’ academic performance in 12 YBE in Rulindo District – Rwanda

Table 4.11: Mean score of physical resources and materials and type of respondents

<table>
<thead>
<tr>
<th>Physical resources and materials</th>
<th>Type</th>
<th>Teachers Mean</th>
<th>PTA Mean</th>
<th>Students leaders Mean</th>
<th>Administrators Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Standard Deviation</td>
<td>Standard Deviation</td>
<td>Standard Deviation</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>This school has enough teaching facilities</td>
<td></td>
<td>2.16</td>
<td>1.24</td>
<td>2.07</td>
<td>.26</td>
</tr>
<tr>
<td>This school has got enough toilets</td>
<td></td>
<td>2.32</td>
<td>.69</td>
<td>1.67</td>
<td>.72</td>
</tr>
<tr>
<td>Girls have their independent toilets</td>
<td></td>
<td>2.47</td>
<td>.68</td>
<td>1.40</td>
<td>.63</td>
</tr>
<tr>
<td>This school has a permanent building for kitchen</td>
<td></td>
<td>2.89</td>
<td>.68</td>
<td>1.73</td>
<td>.70</td>
</tr>
<tr>
<td>We have spacious dining hall in our school</td>
<td></td>
<td>3.18</td>
<td>.61</td>
<td>1.80</td>
<td>.68</td>
</tr>
<tr>
<td>This school has a filter tank for Kitchen</td>
<td></td>
<td>3.42</td>
<td>.50</td>
<td>1.80</td>
<td>.41</td>
</tr>
<tr>
<td>This school has a cleaned and attractive kitchen</td>
<td></td>
<td>3.09</td>
<td>.70</td>
<td>1.33</td>
<td>.49</td>
</tr>
</tbody>
</table>

Source: Primary data from the respondents (2017)

As it is showed on Table 4.11 findings showed that mean score of physical resources and materials, the mean score of teachers was 2.16 (standard deviation =1.24), mean score of PTA was 2.07 (standard deviation = 0.26), mean score of students leaders was 1.80 (standard deviation =0.89), mean score of administrators was 2.36 (standard deviation =
1.36), that the school had enough teaching facilities. This implies that all the respondents agreed that the school got enough teaching facilities.

Mean score if school has got enough toilets, the mean score of teachers was 2.32 (standard deviation = 0.69), mean score of PTA was 1.67 (standard deviation = 0.72), mean score of students leaders was 1.85 (standard deviation = 0.93), mean score of administrators was 2.40 (standard deviation = 0.70) that the school had got enough toilets.

Mean scores if girls have their independent toilets in this school, the mean score of teachers was 2.47 (standard deviation = 0.68), mean score of PTA was 1.40 (standard deviation = 0.63), mean score of students leaders was 1.84 (standard deviation = 0.83), mean score of administrators was 2.50 (standard deviation = 0.71), that girls had their independent toilets in that school.

Mean scores if the school has a permanent building for kitchen, mean score of teachers was 2.89 (standard deviation = 0.68), mean score of PTA was 1.73 (standard deviation = 0.70), mean score of students leaders was 1.80 (standard deviation = 0.70), mean score of administrators was 3.00 (standard deviation = 0.77), that the school had a permanent building for kitchen.

Mean scores if they have specious dining hall in their school, mean score of teachers was 3.18 (standard deviation = 0.61), mean score of PTA was 1.80 (standard deviation = 0.68), mean score of students leaders was 1.85 (standard deviation = 0.75), mean score of administrators was 3.27 (standard deviation = 0.65), that the school had specious dining hall.

Mean scores if the school has a filter tank for kitchen, mean score of teachers was 3.42 (standard deviation = 0.50), mean score of PTA was 1.80 (standard deviation = 0.41),
mean score of students leaders was 2.00 (standard deviation = 0.56), mean score of administrators was 3.50 (standard deviation = 0.53) that the school had a filter tank for kitchen.

Mean scores if the school has a cleaned and attractive kitchen, mean score of teachers was 3.09 (standard deviation = 0.70), mean score of PTA was 1.33 (standard deviation = 0.49), mean score of students leaders was 1.75 (standard deviation = 0.64), mean score of administrators was 3.18 (standard deviation = 0.75) that the school had a cleaned and attractive kitchen.

**Table 4.12: Commitment to learning activities**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count Row N %</td>
<td>Count Row N %</td>
<td>Count Row N %</td>
<td>Count Row N %</td>
</tr>
<tr>
<td>Students of this school exhibit high performance in terminal exams</td>
<td>16 17.6%</td>
<td>23 25.3%</td>
<td>52 57.1%</td>
</tr>
<tr>
<td>Students regularly attend classes in this school</td>
<td>4 4.4%</td>
<td>24 26.4%</td>
<td>58 63.7%</td>
</tr>
<tr>
<td>Students often consult teachers for further clarifications on lesson</td>
<td>3 3.3%</td>
<td>34 37.4%</td>
<td>49 53.8%</td>
</tr>
<tr>
<td>Students enthusiastically welcome regular or periodical assignments.</td>
<td>3 3.3%</td>
<td>31 34.1%</td>
<td>57 62.6%</td>
</tr>
<tr>
<td>Students regularly attend prep programs.</td>
<td>6 6.6%</td>
<td>49 53.8%</td>
<td>36 39.6%</td>
</tr>
<tr>
<td>Students always entertain academic seminars in the school.</td>
<td>2 2.2%</td>
<td>29 32.2%</td>
<td>48 53.3%</td>
</tr>
<tr>
<td>Students report teachers who come late to teach or victims of absenteeism.</td>
<td>4 4.4%</td>
<td>32 35.2%</td>
<td>44 48.4%</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)
From the results in Table 4.12, it is seen that commitment to learning activities 16 (17.6%) strongly disagreed, 23 (25.3%) disagreed, 52 (57.1%) were not sure, 0 (0.0%) agreed. This means that majority of the respondents were not sure if students of this school exhibit high performance in terminal exams.

Commitment to learning activities if students regularly attend classes in this school, 4 (4.4%) strongly disagreed, 24 (26.4%) disagreed, 58 (63.7%) were not sure, 5 (5.5%) agreed. This means that majority of the respondents were not sure that students regularly attend classes in this school.

Commitment to learning activities if students often consult teachers for further clarifications on lessons, 3 (3.3%) strongly disagreed, 34 (37.4%) disagreed, 49 (53.8%) were not sure, 5 (5.5%) agreed. This means that majority of the respondents were not sure that students often consult teachers for further clarifications on lesson.

Commitment to learning activities if students enthusiastically welcome regular or periodical assignments, 3 (3.3%) strongly disagreed, 31 (34.1%) disagreed, 57 (62.6%) were not sure, 0 (0.0%) agreed. This means that majority were not sure that students enthusiastically welcome regular or periodical assignments.

Commitment to learning activities if students regularly attend preps programs, 6 (6.6%) strongly disagreed, 49 (53.8%) disagreed, 36 (39.6%) were not sure, 0 (0.0%) agreed. This means that majority of the respondents disagreed that students regularly attend preps programs in their schools.

Commitment to learning activities if students always entertain academic seminars in the school, 2 (2.2%) strongly disagreed, 29 (32.2%) disagreed, 48 (53.3%) were not sure, 11 (12.2%) agreed. This means that majority of the respondents were not sure that students always entertain academic seminars in the school.
Commitment to learning activities if students report teachers who come late to teach or victims of absenteeism, 4 (4.4%) strongly disagreed, 32 (35.2%) disagreed, 44 (48.4%) were not sure, 11 (12.1%) agreed. This means that majority were not sure that students report teachers who came late to teach or victims of absenteeism in their schools.

**Table 4.13: Mean scores of respondents by type**

<table>
<thead>
<tr>
<th>Type</th>
<th>Teachers</th>
<th>PTA</th>
<th>Students leaders</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td><strong>Standard Deviation</strong></td>
<td><strong>Mean</strong></td>
<td><strong>Standard Deviation</strong></td>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Students of this school exhibit high performance in terminal exams</td>
<td>2.47</td>
<td>.84</td>
<td>2.13</td>
<td>.52</td>
</tr>
<tr>
<td>Students regularly attend classes in this school.</td>
<td>2.96</td>
<td>.52</td>
<td>2.40</td>
<td>.63</td>
</tr>
<tr>
<td>Students often consult teachers for further clarifications on lesson</td>
<td>2.78</td>
<td>.60</td>
<td>2.27</td>
<td>.46</td>
</tr>
<tr>
<td>Students enthusiastically welcome regular or periodical assignments.</td>
<td>2.73</td>
<td>.45</td>
<td>2.47</td>
<td>.64</td>
</tr>
<tr>
<td>Students regularly attend preps programs.</td>
<td>2.31</td>
<td>.47</td>
<td>2.60</td>
<td>.74</td>
</tr>
<tr>
<td>Students always entertain academic seminars in the school.</td>
<td>3.09</td>
<td>.56</td>
<td>2.29</td>
<td>.47</td>
</tr>
<tr>
<td>Students report teachers who come late to teach or victims of absenteeism.</td>
<td>3.02</td>
<td>.62</td>
<td>2.33</td>
<td>.62</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)
According Table 4.13 mean scores if students of this school exhibit high performance in terminal exams, mean score of teachers was 2.47 (standard deviation = 0.84) mean score of PTA was 2.13 (standard deviation = 0.52), mean score of students leaders was 2.35 (standard deviation = 0.75), mean score of administrators was 2.55 (standard deviation = 0.82), that the school exhibited high performance in terminal exams.

Mean scores if students regularly attend classes in this school, mean score of teachers was 2.96 (standard deviation = 0.52), mean score of PTA was 2.40 (standard deviation = 0.63), mean score of students leaders was 2.20 (standard deviation = 0.62), mean score of administrators was 3.00 (standard deviation = 0.45), that students regularly attend classes in their schools.

Mean scores if students often consult teachers for further clarification on lesson, mean score of teachers was 2.78 (standard deviation = 0.60), mean score of PTA was 2.27 (standard deviation = 0.46), mean score of students leaders was 2.40 (standard deviation = 0.75), mean score of administrators was 2.82 (standard deviation = 0.60), that students often consult teachers for further clarifications on lesson in their schools.

Mean scores if students enthusiastically welcome regular or periodical assignments, mean score of teachers was 2.73 (standard deviation = 0.45), mean score of PTA was 2.47 (standard deviation = 0.64), mean score of students leaders was 2.30 (standard deviation = 0.66), mean score of administrators was 2.73 (standard deviation = 0.47), that students enthusiastically welcome regular or periodical assignments in their schools.

Mean scores if students regularly attend preps programs, mean score of teachers was 2.31 (standard deviation = 0.47), mean score of PTA was 2.60 (standard deviation = 0.74), mean score of students leaders was 2.15 (standard deviation = 0.75), mean score of
administrators was 2.36 (standard deviation = 0.50), that students regularly attend preps programs in their schools.

Mean scores if students always entertain academic seminars in the school, mean score of teachers was 3.09 (standard deviation = 0.56), mean score of PTA was 2.29 (standard deviation = 0.47), mean score of students leaders was 2.15 (standard deviation = 0.59), mean score of administrators was 3.09 (standard deviation = 0.54), that students always entertain academic seminars in their schools.

Mean scores if students report teachers who come late to teach or victims of absenteeism, mean score of teachers was 3.02 (standard deviation = 0.62), mean score of PTA was 2.33 (standard deviation = 0.62), mean score of students leaders was 2.05 (standard deviation = 0.60), mean score of administrators was 2.91 (standard deviation = 0.70), that students reported teachers who came late to teach or victims of absenteeism in their schools.
Table 4.14: Distribution of respondents by classroom behavior

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagreed</th>
<th>Disagreed</th>
<th>Not Sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students pay maximum attention to teachers during teaching sessions</strong></td>
<td>Count 4</td>
<td>Row N</td>
<td>% 4.4%</td>
<td>Count 51</td>
</tr>
<tr>
<td><strong>Students observe classroom rules and guidelines offered by teachers</strong></td>
<td>Count 22</td>
<td>Row N</td>
<td>% 24.2%</td>
<td>Count 16</td>
</tr>
<tr>
<td><strong>Students are loyal and obedient to teachers.</strong></td>
<td>Count 12</td>
<td>Row N</td>
<td>% 13.2%</td>
<td>Count 24</td>
</tr>
<tr>
<td><strong>Students are respectful to classroom leadership.</strong></td>
<td>Count 7</td>
<td>Row N</td>
<td>% 7.7%</td>
<td>Count 10</td>
</tr>
<tr>
<td><strong>Students have positive relationship with each other</strong></td>
<td>Count 4</td>
<td>Row N</td>
<td>% 4.4%</td>
<td>Count 18</td>
</tr>
<tr>
<td><strong>Students have positive relationship with their teachers in and outside classroom.</strong></td>
<td>Count 10</td>
<td>Row N</td>
<td>% 11.0%</td>
<td>Count 27</td>
</tr>
<tr>
<td><strong>Students are free to seek lesson clarification in class and out of class</strong></td>
<td>Count 8</td>
<td>Row N</td>
<td>% 8.8%</td>
<td>Count 44</td>
</tr>
<tr>
<td><strong>Students pay maximum attention to teachers during teaching sessions</strong></td>
<td>Count 2</td>
<td>Row N</td>
<td>% 2.2%</td>
<td>Count 46</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)

Referring to Table 4.14 it is seen that classroom behavior if students pay maximum attention to teachers during teaching sessions, 4 (4.4%) strongly disagreed, 51 (56%), disagreed, 36 (39.6%) were not sure, while 0 (0.0%) agreed. This means that majority of the respondents disagreed that students pay maximum attention to teachers during teaching sessions.

Classroom behavior if students observe classroom rules and guidelines offered by teachers 22 (24.2%) strongly disagreed, 16 (17.6%) disagreed, 42 (46.2%) were not sure, 11 (12.1%) agreed. This means that majority of them were not sure that students observed classroom rules and guidelines offered by teachers in their schools.
Classroom behavior if students are loyal and obedient to teachers, 12 (13.2%) strongly disagreed, 24 (26.4%) disagreed, 44 (48.4%) were not sure, while 11 (12.1%) agreed. This means that majority of the respondents were not sure on students ‘loyalty and obedient to teachers.

Classroom behavior if students are respectful to classroom leadership 7 (7.7%) strongly disagreed, 10 (11.0%) disagreed, 63 (69.2%) were not sure, 11 (12.1%) agreed. This means that majorities were not sure that students were respectful to classroom leadership.

Classroom behavior if students have positive relationship with each other 4 (4.4%) strongly disagreed, 18 (19.8%) disagreed, 59 (64.8%) were not sure, 10 (11.0%) agreed. This means that majority of the respondents were not sure if students had positive relationship with each other.

Classroom behavior if students have positive relationship with their teachers in and outside classroom, 10 (11.0%) strongly disagreed, 27 (29.7%) disagreed, 38 (41.8%) were not sure, 16 (17.6%) agreed. This means that majority of the respondents were not sure on students ‘positive relationship with their teachers in and outside classroom.

Classroom behavior if students are free to seek lesson clarification in class and out of class, 8 (8.8%) strongly disagreed, 39 (42.9%) were not sure, 0 (0.0%) agreed. This means that majority of the respondents disagreed that students were free to seek lesson clarification in class and out of class.

Classroom behavior if students pay maximum attention to teachers during teaching sessions, 2 (2.2%) strongly disagreed, 46 (50.5%) disagreed, 38 (41.8%) were not sure, 5 (5.5%) agreed. This means that majority of the respondents disagreed the state of students to pay maximum attention to teachers during teaching sessions.
### Table 4.15: Mean score

<table>
<thead>
<tr>
<th>Type</th>
<th>Teachers</th>
<th>PTA</th>
<th>Students leaders</th>
<th>Administrators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pay maximum attention to teachers during teaching sessions</td>
<td>0</td>
<td>2 (Standard Deviation 0)</td>
<td>2 (Standard Deviation 1)</td>
<td>3 (Standard Deviation 1)</td>
<td>2 (Standard Deviation 1)</td>
</tr>
<tr>
<td>Students observe classroom rules and guidelines offered by teachers</td>
<td>1</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
<td>3 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
</tr>
<tr>
<td>Students are loyal and obedient to teachers.</td>
<td>1</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
<td>3 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
</tr>
<tr>
<td>Students are respectful to classroom leadership.</td>
<td>0</td>
<td>3 (Standard Deviation 0)</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 0)</td>
<td>3 (Standard Deviation 1)</td>
</tr>
<tr>
<td>Students have positive relationship with each other</td>
<td>0</td>
<td>2 (Standard Deviation 1)</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 3)</td>
<td>0 (Standard Deviation 3)</td>
</tr>
<tr>
<td>Students have positive relationship with their teachers in and outside classroom.</td>
<td>1</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
<td>3 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
</tr>
<tr>
<td>Students are free to seek lesson clarification in class and out of class</td>
<td>1</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 2)</td>
<td>1 (Standard Deviation 2)</td>
</tr>
<tr>
<td>Students pay maximum attention to teachers during teaching sessions</td>
<td>1</td>
<td>2 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
<td>3 (Standard Deviation 1)</td>
<td>1 (Standard Deviation 1)</td>
</tr>
</tbody>
</table>

**Source:** Primary data from the respondents (2017)

According Table 4.15, mean scores if students pay maximum attention to teachers during teaching sessions, mean score of teachers was 3 (standard deviation = 0), mean score of PTA was 2 (standard deviation = 0), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 1), total mean score was 2 (standard deviation = 1).

Mean scores if students observe classroom rules and guidelines offered by teachers, mean score of teachers was 3 (standard deviation = 1), mean score of PTA was 2 (standard deviation = 1), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 1) the total score was 2 (standard deviation =1). Mean scores if students are loyal and obedient to teachers, mean score of teachers...
Mean scores if students are respectful to classroom leadership, mean score of teachers was 3 (standard deviation = 0), mean score of PTA was 3 (standard deviation = 0), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 0), the total mean score was 3 (standard deviation = 1).

Mean scores if students have positive relationship with each other, mean score of teachers was 3 (standard deviation = 0), mean score of PTA was 2 (standard deviation = 1), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 0), the total mean score was 3 (standard deviation = 1).

Mean scores if students have positive relationship with their teachers in and outside classroom, mean score of teachers was 3 (standard deviation = 1), mean score of PTA was 2 (standard deviation = 1), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 1), the total mean score was 3 (standard deviation = 1).

Mean scores if students are free to seek lesson clarification in class and out of class; mean score of teachers was 2 (standard deviation = 1), mean score of PTA was 2 (standard deviation = 1), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 2 (standard deviation = 1), the total mean score was 2 (standard deviation = 1).

Mean scores if students pay maximum attention to teachers during teaching sessions, mean score of teachers was 3 (standard deviation = 1), mean score of PTA was 2 (standard deviation = 1), mean score of students leaders was 2 (standard deviation = 1), mean score of administrators was 3 (standard deviation = 1), the total mean score was 3 (standard deviation = 1).
deviation =1), mean score of students leaders was 2 (standard deviation =1), mean score of administrators was 3 (standard deviation =1), the total mean score was 3 (standard deviation =1).

**Objective Tree: To establish the relationship between school feeding program and students’ academic performance**

4.1.3 **Relationship between school feeding program and students’ academic performance**

**Table 4.16: Model summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.764*</td>
<td>.584</td>
<td>.570</td>
<td>3.831</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Physical and Material Resources, Food quality, Food ratios and timing of meals

The predictors (constant) in this research showed that, there was relationship between school feeding program and students’ academic performance. That is why, predictors were needed: Physical and material resources, food quality, food ratios, timing of meals and type of service.
<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
<th>Low Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15.752</td>
<td>2.013</td>
<td></td>
<td>7.827</td>
<td>.000</td>
<td>11.752</td>
<td>19.752</td>
</tr>
<tr>
<td></td>
<td>Food ratios and timing of meals</td>
<td>.195</td>
<td>.216</td>
<td>.102</td>
<td>.901</td>
<td>-.235</td>
<td>.625</td>
</tr>
<tr>
<td></td>
<td>Food quality</td>
<td>.768</td>
<td>.155</td>
<td>.540</td>
<td>4.948</td>
<td>.000</td>
<td>.460</td>
</tr>
<tr>
<td></td>
<td>Physical and Material Resources</td>
<td>.267</td>
<td>.107</td>
<td>.215</td>
<td>2.486</td>
<td>.015</td>
<td>.054</td>
</tr>
</tbody>
</table>

Dependent variable: Performance

There were relationship between school feeding program and students’ performance where SFP played a big role in completion of homework, exercises, classroom participation and improved grades.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes findings of the study conclusions and necessary recommendations. It also provides recommendations and suggestions for further studies. The study was guided by the following objectives:

i To examine the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District – Rwanda.

ii To determine the level of students’ academic performance in 12 YBE in Rulindo District – Rwanda.

iii To establish the relationship between school feeding program and students’ academic performance in 12 YBE schools in Rulindo District – Rwanda.

5.1 Summary of findings

An intention of this research was to find out the relationship between school feeding and students’ academic performance in twelve years basic education schools in Rulindo District–Rwanda, it was conducted for 12 YBE. Questionnaires were given to 91 respondents; teachers, PTA, student leaders, and administrators. 45 questionnaires were given to teachers and all of them were returned back at a rate of 59.5%, PTA were given 15 questionnaires and all of them were returned back with percentage of 16.5% students leaders were given 20 questionnaires and all of them were returned back with percentage of 22.0%. Administrators were given 11 questionnaires with were returned back with percentage of 12.1%. Basing on the primary data from the respondents, the result showed
that there is relationship between school feeding and students’ academic performance in twelve years basic education. Students whose parents / school invest more or provide lunch or breakfast, students perform well in their schools.

5.1.1 Objective one:

The first objective was to examine the level of effectiveness of school feeding program in twelve years basic education schools in Rulindo District - Rwanda. With this, majority of the respondents approved that food ratio was not effective at 40.15%, this means that the level of effectiveness was less effective in many schools which requires improvement.

5.1.2 Objective two:

Regarding on the results, as they have been outlined in the previous chapter, to determine the level of student’s academic performance in twelve years basic education in Rulindo District – Rwanda. Majority of the respondents were not sure at 54.07%, the findings shown about the level of students ‘academic performance were signs that SFP needs to be clear with its impact on students’ academic performance.

5.1.3 Objective three:

As the third, to establish the relationship between school feeding program and students’ academic performance in twelve years basic education schools in Rulindo District – Rwanda the study showed that student’s error of the estimate was 3.831, findings shown on relationship between SFP and students performance were key point that lunch or breakfast are needed not only in twelve years basic education but also in all levels of schools.
5.2 Conclusion

This study entitled “School feeding and students’ academic performance in twelve years basic education schools in Rulindo District Rwanda”. Finally, it concluded that school feeding program is necessary in schools. There is also correlation between school feeding program and students’ academic performance. The positive impact of school feeding on students is students’ academic performance. In addition, it is daily attendance, zero rate of drop out, healthy strong students and good result outcome.

5.3 Recommendations

Based on the study, findings and conclusion, the following recommendations are made: Communication between teachers, students, parents and administrators can promote school feeding program and students’ academic performance, as well as opinions of parent’ teacher association.

Local government and school administrators can meet as much time as possible to discuss on school feeding program.

Parents should re-examine the school feeding program and know their role, they have to provide food, show the right way to feed students and help the Head Teachers in kitchen management.

The government at all levels should establish and equip both kitchen facilities and school facilities. It should maintain school feeding program at all levels from nursery schools.

The researcher recommends to parents to play their role in Education, contribution build kitchens, buy kitchen materials and provide food to the schools for their children.

School teacher and Head teacher can collaborate with parents all the time.
Suggestions for further studies

This research was to examine the school feeding and students’ academic performance in twelve years basic education schools in Rulindo District – Rwanda as day schools.

The further research can investigate the parents’ contribution in school feeding and students’ academic performance that can be done for boarding schools. It can also investigate the contribution of churches on school feeding program and students’ academic performance.

Another study could be carried out on the contribution in school feeding and students’ academic performance in primary schools and country at large.
REFERENCES


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APPENDIX I: AUTHORIZATION LETTER

Mount Kenya University
MKUR
INSTITUTE OF POST GRADUATE STUDIES & RESEARCH

INTRODUCTION LETTER

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

MR. NIYONZIMA THEODORE ME/2015/24888

This is to confirm that the above named person is a bona fide student of Mount Kenya University (Kigali Campus). He is currently carrying out research work to enable him complete his Master of Education (Educational Planning and Management Option) degree program. The title of his research is:

SCHOOL FEEDING AND STUDENTS’ ACADEMIC PERFORMANCE IN TWELVE YEARS BASIC EDUCATION SCHOOLS IN RULINDO DISTRICT-RWANDA

The information received will be confidential and for academic purpose only.

Any assistance accorded him to complete this study will be highly appreciated.

Thank you.

[Signature]
David Nyambane, Ph.D.
Ag. DIRECTOR INSTITUTE OF POST GRADUATE STUDIES & RESEARCH

14TH March 2017
The Mayor of Rulindo District

Dear Sir,

RE: APPLICATION TO CONDUCT A RESEARCH STUDY

I am currently undertaking a Master of Planning and Management at Mount Kenya University (Kigali Campus), and I am expected to conduct a research study as a requirement for the degree.

Therefore, I would like to request you the permission to conduct this study in different secondary schools, located in Rulindo District.

The topic for research is “School feeding and students’ academic performance in twelve years basic education schools in Rulindo District - Rwanda”.

This is a quantitative study as it involves the use of a data collection from and a questionnaire to collect data to assets school feeding and students’ academic performance in twelve years basic education schools in Rulindo District - Rwanda.

I would be grateful for your permission and assistance in facilitating data collection with school administrators, Head Teachers, and students. I have already received Research authorization from the Director Institute of post graduate studies and research at Mount Kenya University to conduct this study. See attachment.

If you require any additional information, please, contact me at niyonzimatheos2014@gmail.com or at 0788565023

Thank you for your fine and consideration. I look forward to hearing from you.

Yours sincerely

NIYONZIMA Theodore
APPENDIX III: LETTER OF ACCEPTANCE FROM RULINDO DISTRICT

REPUBLIC OF RWANDA

Rulindo, 5/18/2017
N°....CR 2017 07.0401.04

NORTHERN PROVINCE
RULINDO DISTRICT

Dear Theodore NIYONZIMA,

RE: PERMISSION TO CONDUCT RESEARCH IN RULINDO DISTRICT SCHOOLS

This letter serves to inform you that permission has been granted for you to conduct research in Rulindo District schools for your Master Program in Educational planning and management on “School feeding and students' academic performance in twelve years basic education schools in Rulindo District – Rwanda”, with specific reference in 5 Sectors.

We request you to share with us the findings of your research and recommendations.

Thank you for taking our District as point of reference.

I wish you success in your studies

Yours Sincerely,

KAYIRANGA Emmanuela
Mayor of Rulindo District

C.C:
The Governor of Northern Province, KIGYENZE

E-mail: rulindodistrict@rulindo.gov.rw
BP: 6892 Kigali
Tel: 0788527312
Dear Respondent,

I am a Masters student in Mount Kenya University carrying out research on ‘School Feeding program and students’ academic performance in twelve years basic education schools in Rulindo District - Rwanda’. This aims at examining the relationship between school feeding program and students’ academic performance in 12 YBE schools in Rulindo District - Rwanda. Within this context, you are kindly requested to participate in the study by answering the questionnaire. Kindly please do not leave any option unanswered. Any data you provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thank you in advance for your cooperation.

Instructions:

a) You are required to fill in the blank space (s) or tick (√) against the answer that you think is correct.

b) Each question tick (√) the appropriate answer.

c) Use a pen and not pencil to answer this questionnaire.

NIYONZIMA Theodore
APPENDIX V: SELF-ADMINISTERED QUESTIONNAIRE FOR ADMINISTRATORS

Date ………../…………… /2017

Name of the school ………………………………………………………………………………….

A: Demographic information

1. Gender of respondents
   i. Male ( )
   ii. Female ( )

2. Age
   i. 25 and below ( )
   ii. 26-35 ( )
   iii. 36 and above ( )

3. Education Level.
   a) Below bachelor
   b) Bachelor
   c) Postgraduate

4. For how long have you been a student in this school?
   i. Below 1 year
   ii. 1-3 years
   iii. Above 3 years
5. Administrative status (Tick (√) the appropriate one)

i. Head Prefect (    )

ii. School Prefect (    )

iii. Class Monitor(    )

iv. Councilor (    )

v. Student (    )

A - Objectives One:

To examine the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District- Rwanda.

Please tick what is most appropriate to you in each statement using this scale: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree.

<table>
<thead>
<tr>
<th>1. Food ratios and timing of meals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students are given safe drinking water daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Students receive enough lunch at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) In our school students change the types of food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Food quantity served to Students depends on their level</td>
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<td><strong>Physical and Material Resources</strong></td>
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<td>This school has got enough toilets</td>
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</table>
c) Girls have their independent toilets

d) This school has a permanent building for kitchen

e) We have spacious dining hall in our school

f) This school has a filter tank for Kitchen

g) This school has a cleaned and attractive dining room for students
Objectives Two: To determine the level of students’ Academic Performance in 12 YBE in Rulindo District -Rwanda.

- Please tick what is most appropriate to you in each statement using this scale: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4= agree, 5 = strongly agree

<table>
<thead>
<tr>
<th></th>
<th>Commitment to learning activities</th>
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2. **Classroom Behavior**

a) Students pay maximum attention to teachers during teaching sessions

b) Students observe classroom rules and
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<th>guidelines offered by teachers</th>
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APPENDIX VI: B. SELF-ADMINISTERED QUESTIONNAIRE
FOR TEACHERS, STAFF AND PTA MEMBERS

Date ………../………… /2017

Name of the school ……………………………………………………………………………………………

A: Demographic information

1. Gender of respondent
   i. Male (  )
   ii. Female (  )

2. Age
   i. 25 and below (  )
   ii. 26-39 (  )
   iii. 40 and above (  )

3. Education Level .
   a) Ordinary Level
   b) Advanced Level
   c) Diploma
   d) Bachelor
   e) Post graduate

7. For how long have you been in this school?
   i. Below 1 year
   ii. 1-3 years
   iii. Above 3 years
8. Administrative status (Tick (✓) the appropriate one)

vi. Head Teacher (   )

vii. DOS (   )

viii. Classroom Teacher (   )

ix. Teacher (   )

x. Parent/Guardian (   )
A - Objectives One: To examine the level of effectiveness of school feeding program in 12 YBE schools in Rulindo District- Rwanda.

Please, using this scale: 1= strongly disagree, 2= disagree, 3 = not sure, 4= agree, 5= strongly agree. Tick what is the most appropriate to you in each statement.

<table>
<thead>
<tr>
<th>I. Food ratios and timing of meals</th>
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<th>2</th>
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<tr>
<td>a) Students are given safe drinking water daily.</td>
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<td>b) Students receive enough lunch at school</td>
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<td>c) In our school students change the types of food</td>
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II. Food Quality

<p>| a) The food prepared in this school is delicious |   |   |   |   |   |
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B - Objectives Two: To determine the level of Students’ Academic Performance in 12 YBE in Rulindo District -Rwanda.

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APPENDIX VII: A. INTERVIEW GUIDE FOR DEO/SEO AND HEAD TEACHERS

Date ……………/………./2017

Name of school/Sector………………………………………………………………..

1. When the school was established?

_____________________________________________________________________

2. When the feeding scheme was introduced in the school?

_____________________________________________________________________

3. Which organization is/are supporting the program?

_____________________________________________________________________

4. During the academic year 2015/2016 what is the total enrollment of children under the feeding scheme?

Boys …………………girls …………………total ……………………………………

5. What type of food is served?

_____________________________________________________________________

6. How much quantity of food is allocated for each student during the school day?

_____________________________________________________________________

7. What time of day are meals served?

_____________________________________________________________________

8. Where does the food come from?

_____________________________________________________________________

9. Who is responsible for cooking and monitoring the feeding session?

_____________________________________________________________________

10. Is every child in the school entitled to the feeding scheme? If not why?
11. How do you evaluate the impacts of feeding program on school performance (enrollment, attendance and grades)?

12. In your opinion, what other factors affect participation of students in your school?

13. Do you encourage students to write a poem, song or short story based on what they eat and drink?

14. Do you encourage students to write literacy works which can be displayed in the dining room?

15. What are the associated problems with School feeding, if any?

16. What is your over all comment on the program?
APPENDIX VIII: B. INTERVIEW GUIDE FOR STUDENTS

1. Do you get food from school every day?

_____________________________________________________________________

2. How much food do you get from the school every day?

_____________________________________________________________________

3. Does the food you get from school satisfy you? If not, why?

_____________________________________________________________________

4. Have you been hungry during the school hours? If yes, what did you do?

_____________________________________________________________________

5. Why did you choose this school to study?

_____________________________________________________________________

6. a) Have you ever been absent from school during the last one year? 1. Yes 2. No

b) If yes, how many times? Why?

_____________________________________________________________________
7. Did you quit your study during the last one academic year? If yes, why?

_____________________________________________________________________

8. What is your opinion regarding the school feeding program?

_____________________________________________________________________

APPENDIX IX: C. INTERVIEW GUIDE FOR PARENTS TEACHERS ASSOCIATION MEMBERS

1. What is your role in the school feeding program?

_____________________________________________________________________

2. Do you think that school feeding program has improved enrollment? Why?

_____________________________________________________________________

3. Do you think that school feeding program has improved school attendance? Why?

_____________________________________________________________________

4. Do you believe that school feeding program has reduced drop-out? Why?

_____________________________________________________________________

5. What other factors affect enrollment of children to school?

_____________________________________________________________________

6. What other factors affect school attendance?
APPENDIX X: MAP OF RULINDO DISTRICT

Source: www.google.com