

**IMPACTS OF SCHOOL FEEDING PROGRAMME ON ACADEMIC PERFORMANCE
: A CASE STUDY OF CHINGA ZONE NYERI SOUTH DISTRICT.**

BY

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ABSTRACT

Previous studies carried out to determine the impact of SFP have yielded mixed results. While some studies revealed that SFP improves school attendance, performance and retention others reported no impact (Powell & Grantham-McGregor, 1983). The study sought to reconcile these conflicting research findings by assessing whether SFP had enhanced participation of children in primary education in Nyeri South District and specifically in Chinga Zone. The objectives of the study were to: establish how School Feeding Programme was being implemented in public primary schools in Chinga Zone, investigate the extent to which SFP has affected enrolment trends and investigate the impacts of School Feeding programme on performance of pupils in public primary schools in Chinga Zone Nyeri South district. The study was based on the Classical Liberal Theory of Equal Opportunity advanced by John Dewey, which argues that education systems should be designed with a view of removing barriers of any nature that hinder children from lower economic backgrounds from taking advantages of the inborn talents that could accelerate social promotion. The study employed a descriptive survey research design targeting ten public primary schools in Chinga Zone, Nyeri south district. The target population was 10 head teachers, 100 teachers, 3,000 pupils and one District SFP Officer. The study sample comprised of 10 (100 %) head teachers, 30 (100 %) teachers, 100 (100 %) pupils. Data was collected using questionnaires for teachers, pupils, head teachers and interview schedule. Prior to the actual data collection procedure, a pilot study was conducted in two schools to test the reliability and validity of the instruments. Data collected was coded and entered in computer for analysis using the Statistical Package for Social Sciences (SPSS). Data analysis procedures employed involved both quantitative and qualitative procedures. Quantitative data was analyzed using descriptive statistics such as frequency counts and percentages. The qualitative data was analyzed and presented thematically in line with the objectives of the study. The study established that SFP has an impact on enrolment and retention in the schools. It established the schools had recorded improvements in implementation of SFPs in relation to number of pupils served, amount of food served, consistency in food supply, facilities for food preparation and community participation in the programme. The study also helped to establish SFP has played a big role in improving academic performance of pupils. It helped to conclude that SFP has greatly improved participation of children in primary education in Chinga Zone, Nyeri South District in relation to access, retention and academic achievement. The study deduced that 75% of the respondents agreed that SFP has improved academic performance. More than 60% of the respondents showed SFP is effectively implemented. Enrolment trends showed that primary schools enrolment shot up after the introduction of SFP. The study showed that challenges affecting SFP existed and solutions needed to be put in place among them formal training on SFP management course. The study recommends that the government should ensure that there is proper and regular feeding programme in all public primary schools in Chinga Zone, Nyeri south district; and it should deliver food on time to all public primary schools for effective running of the feeding programme and the local leaders should educate parents on the importance of sending their children to school, with or without the SFPs.