

**THE STUDY TO ESTABLISH THE INFLUNCE OF SCHOOL FEEDING  
PROGRAMME ON ACADEMIC  
PERFORMANCE OF PRIMARY SCHOOL PUPILS IN  
OL'KALOU ZONE IN NYANDARUA CENTRAL  
SUB-COUNTY  
KENYA**

**BY  
SAMUEL MACHARIA WAMBUGU  
MDS/2013/51012**

**A RESEACH PROJECT SUBMITTED TO THE MOUNT KENYA  
UNIVERSITY IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTER IN  
DEVELOPMENT STUDIES  
MOUNT KENYAUNIVERSITY**

**JULY 2015**

## ABSTRACT

Education is the key to a better future, a route out of poverty, and a fundamental human right. However, around the world, over 58 million children are still missing out on school. Sub Saharan Africa region account for more than 50% of that population of children missing out on school. In Kenya, it is estimated that over 1 million primary school children were out of school by 2009. This bad situation has been propagated by many factors including costs, hunger, poverty, limited learning opportunities in overcrowded classrooms with insufficient learning materials. To address this situation many schools both in the developed and developing third world countries have implemented school feeding programs to not only retain children in school but also reduce hunger which would make children concentrate in class hence improving performance and ultimately a literate and productive adult. While several studies have shown improvement in academic performance on implementation of school feeding programs, little evidence exist to show case this in Ol Kalou Sub-County. Moreover, academic performance have been declining over the years in a region once considered an academic giant. This study therefore, aims to establish the status of the SFP, the influence of the program to school performance in Ol Kaluo Sub County among the schools implementing the program. The study will apply a descriptive study design approach where schools, teachers, school children and parents will be randomly sampled and interviewed to generate relevant data on the programs. It is anticipated that while conducting this study, challenges will be encountered which may limit the attribution of the program to school performance. These limitations include non-response, resistance by school due to fear of the outcome, access to information and confounder limit conclusive attribution. However, relevant measures will be put in place to ensure all targeted respondents give their response in time, confounders are reduced and all fears are addressed appropriately to ensure a high response rate. It is hoped that the information gathered will inform programs on school feeding programs status, prompt more research in the area and form the basis of future policy decision making in addressing the challenges of education access in remotest of places.