

KIBOGORA POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF HUMANITIES

**TOPIC: THE IMPACTS OF SCHOOL FEEDING PROGRAM ON
REDUCTION OF STUDENT'S DROPOUT IN 12YBE OF RUBAVU
DISTRICT**

Case of G.S. BWITEREKE

Undergraduate Research Presented in Partial Fulfillment of the Requirements for the Award of
Bachelor's Degree with Honor in History and Geography with Education.

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DECLARATION

Declaration by the candidate

I, Jean Paul NKURUNZIZA and TURINAYO Oscar, we are hereby declare that this is our own work original work and not a duplication of any similar academic work. It has therefore not been previously or concurrently submitted for any other degree, diploma or other qualification to Kibogora polytechnic or any other institution. All material cited in this paper which are not our own have been duly acknowledged.

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Declaration by the supervisor

I declare that this work has been submitted for examination with my approval as KP supervisor

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ABSTRACT

This study sought to investigate the impacts of school feeding program on reduction of student's dropout in 12ybe of Rubavu district in 2022 in GS Bwitereke. To achieve the following objectives namely 1) To examine the school factors which contribute to pupils dropping out of school. (2) To assess the influence of parents' education level of pupils and development of school feeding. (3) To assess the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE. To achieve these objectives, a sample from the total target population were 120 including 111 students, 7 teachers and 2 staff members of GS Bwitereke. However, the researchers targeted only students of ordinary level students who were 160 because there is no advanced level and this was the targeted population from whom a sample was determined. The researchers used the Yamane formula of sample calculation and samples size were 120 were selected out of 160 students, 9 teachers and 3 administration staffs. Among the results obtained from data collected were that GS Bwitereke factors in schools contribute to pupils dropping out of school were that roots cause of school dropout in GS BWITEREKE were child live afar from school got 88.8% while child's family poverty claimed 100% however repetition or failure of children followed by 33.3%, illiteracy of child's parents got 44.4% and child labor got 22.2. This implies that majority of the teacher's respondents agreed that the main causes of school dropout in GS BWITEREKE were Child's family poverty and Child live afar from school which affected learning negatively. Findings regarding to the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE were all respondents questioned whether there is an impact of school feeding program to the decrease of malnutrition of children, 18.3 percent of respondents confirmed that it has a positive impact. Concerning the reduction of school dropout, 72.5percent confirmed its impact. Increase school enrolment rate was agreed as the positive impact of school feeding program at GS Bwitereke by 3.3 percent of respondents. Increase pupil's performance was mentioned to be among the positive impact of school feeding at 5.8 percent. This showed us that the school feeding program had big function on reduce of school dropout. We Recommend the Ministry of Education is to Monitor and evaluate, this can be done through fund raising activities and other arrangement of donations and contributions for School Feeding Programs after being enough awareness creation. The teachers should know the social life of their pupils. Recommendations to the parents encourage their children to attend school on time.

DEDICATION

This book is dedicated to:

Our mother and fathers

Our sister and brother's

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This thesis is the result of joint efforts from various people even if it is so difficult to write their name in this action research, we recognize their role in our studies. thankful the almighty God for his protection during the long journey of our studies from nursery to university level.

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LIST OF ABBREVIATIONS AND ACRONYMES

%:	Percentage
AADP:	Africa Agricultural Development Program
F(x):	Frequency
Fig:	Figure
G.S:	Groupe Scolaire
HGSF:	Home-Grown School Feeding
NCDA:	National Childhood Development Authority
NEPAD:	New Partnership on Africa's Development
NGOs:	Non-Governmental Organizations
SFP:	School Feeding Program
UNHTF:	United Nations Hunger Task Force
UNESCO:	United Nation Education Scientific Cultural Organisation.
WWF:	World Food Program
THR:	Taking Home Ration
FFE:	Food for Education
WHO:	World Health Organization
UPE:	Universal Primary Education
MINEDUC:	Ministry of education
NGOs:	Non-governmental organization
REB:	Rwanda education board.
REG. NO:	Registration number
MDGS:	Millennium Development Goals
SNFSP:	School Nutrition and Food Security Program

CHAPTER ONE: GENERAL INTRODUCTION

This chapter was concerned with the background of the study, statement of the problem, purpose of the study, research questions, and objectives of the study, significance of the study, limitations of the study and the scope of the study. After the collection of data and findings on this research topic entitled Impacts of School feeding program on reduction of students' Dropout in 12YBE Of Rubavu District in 2022, different conclusions and recommendations drawn and those data interpreted using different methods like tables, with the purpose of getting clear reports.

1.0 BACKGROUND OF THE STUDY

Adam, Adom, and Bediako (2016) reported that, the major factors that influence basic school dropout in rural Ghana revealed that Africa has the world's highest drop-out rate. 42% of African school children will leave school early, with about one in six leaving before Grade 2, this means that more than two in five children who start school will not reach the last grade of primary education Africa has been relatively good at getting children into primary school, but poor at inducing them to complete their primary education.

This problem of drop-outs affects many African countries, they spend large amounts of money teaching children who do not stay in school long enough to acquire any qualification. Girls are more likely to dropout in early stages than the boys, the average time spent in school by those who dropout is 2.7 years. In Mozambique, the situation was found to be even worse because fewer than half of those who enter grade one reach grade five, this situation seems to envelop other parts of Africa.

According to Ndiaye (2014) Said that, in Senegal 65% of each age cohort enters grade 1 and 40% of the entrants reach the end of the cycle, whereas in Chad the figures are 83% and 19% respectively.

The study by Sabates, Westbrook, Akyeampong and Hunt (2010), on primary school completion rates indicated low primary school completion rate in 2005 for countries like Benin and Democratic Republic of Congo, due to high dropout rate, as a result of substantial rates of drop

out and non-completion of primary school, many children are leaving schooling without acquiring the most basic skills.

According to Hadley (2010), seasonality and access to education: the case of primary education in sub-Saharan Africa Consortium for Research on Educational Access, Transitions and Equity., Indicated that sub-Saharan Africa region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This meant that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade,

In contrast, dropout rates were lowest in Mauritius (2%) and Botswana (7%), in Tanzania Rajani reported a substantial increase in dropout rates in the school year 1996/1997, especially in standards 5 and 6, increasing from 3.5 percent to 13.6 percent.

The objective of primary education in Tanzania is to provide students with academic and vocational skills as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils' dropout among the primary school pupil's primary education in Tanzania is seven years education cycle. Rajani and Robinson (1999).

It is compulsory in terms of enrollment and terminal in the sense of being complete in itself, in attempt to improve access to education and achieving universal primary education, the government of Tanzania embarked on country wide 8 programmed (PEDP) both phases (I,2002-2006, to ensure that every eligible child gets quality education (URT, 2011).

Despite of the government efforts through PEDP to double the enrolment rates in primary school for stance in 2004 more than 7million children were enrolled in primary school, an increase of nearly 2.2million children as compared to 2001(a 44% increase in pupils' enrolment in three years).

These figures also show that the GER and NER have reached 108.3% and 90.5% respectively which suggests that UPE is closed to being accomplished (URT,2008), but unfortunately, many pupils among them do not complete the primary education due to various reasons including pregnancy among the girls, illness, death, house hold work etc.

For stance in 2004 about 32469 primary school pupils which was 77% dropped out from school and in 2005 about 44603 primary school pupils which was 77.6% also dropped out from school.

Tanzania has their journey to obtaining an education cut short every year as a result of pregnancy.

Also further argued that, Tanzania is said to have one of the highest adolescent pregnancy rates in the World, affecting girls' health, education, and future employment and reaching their full potential in life, every year more than 8000 girls out from school due to pregnancy in which Mtwara seems to be region with the highest dropout rate about 55%.

The New Partnership on Africa's Development (NEPAD) adopted the approach of the United Nations Hunger Task Force (UNHTF) and focuses on the combination of SFP and agriculture.

The NEPAD was founded in 2002, the NEPAD secretariat has formulated a comprehensive Africa Agricultural Development Program (AADP), which functions as a framework for the restoration of agriculture, growth, food security, and rural development in Africa.

As early as the 1930s, the United States and the United Kingdom utilized food for education (FFE) to improve children's health, these early programs took the form of school feeding programs (SFP), where participants were fed meals or snacks at school, this provision of food was seen as one among many strategies that would boost the learners' attendance, participation and performance, boosting performance and attendance would mean building a learning society. Therefore, sustainable education system and development vision 2025 wants Tanzania to have a well-educated population and one that craves for learning and to have a competitive economy capable of producing sustainable growth and shared benefits.

According to Navuri (2013), Stories of pupils fainting at school due to hunger are many. Some children leave home early in the morning, sometimes as early as two in order to get to school on time, this is because they have to walk long distances to school, because they leave home early, most of them do not take breakfast, some do not take breakfast because there is nothing to take for breakfast at home.

School feeding has been an important feature in the schools of Rwanda for years. It consisted of three separate programs:

The 'One Cup of Milk per Child' program was introduced to reduce malnutrition among Rwandan children, with a specific objective of improving the nutrition status of children attending school in order to enhance the development of their brain capacity and to promote

school retention of children attending pre- and primary schools. This program, which in 2019 reached almost 620,000 children, is fully funded by the Government of Rwanda, and managed by the National Childhood Development Authority (NCDA).

In public and Government-aided secondary day and boarding schools, the program is community based and parents are primarily responsible to provide food for their children either in kind or in cash. The Government provides 56 FRW per day per student to supplement parents' contributions, reaching about 490,000 students this program too, is funded by the Government of Rwanda and managed by the Ministry of Education.

Finally, WFP's Home-Grown School Feeding (HGSF) Program provides daily meals to primary students in 107 schools in Nyaruguru, Nyamagabe, Rutsiro and Karongi Districts where poverty and food insecurity is considered high. In combination, these programs serve nearly 700,000 students (17.6% coverage, 2019 figures). In the Comprehensive National School Feeding Policy, the Government has decided as of the school year 2020/21 to provide healthy and nutritious school meals to all students in pre-primary, primary and secondary schools, integrating all of the above initiatives the present Operational Guidelines seek to describe in detail how this can be achieved, and what all the involved actors will have to do to make it work.

1.1. PROBLEM STATEMENT

According to WFP (2007) reported that SFP is an organized program that aims at alleviating short-term hunger while supporting education, health and community development, SFPs provide meals or snacks to be eaten during school hours or distributed as dry take home food rations to pupils at the end of each day, month or school term, SFPs are implemented with the aims of improving nutritional status, alleviating short-term hunger, improving school attendance and class concentration and improving household food security.

SFP provides an important new opportunity to assist poor families and to feed hungry children. The program helps to combat hunger and support nutrition to children, various studies have examined the effectiveness and benefits of school feeding program suggest that appropriately designed school feeding programs increase access to educate and improve children's health and nutrition, especially when integrated into comprehensive school health and nutrition programs.

The problem of dropout is an intricate issue which should not just be limited to known factors, this is because human capital which is the accumulation of investments in people such as education is necessary for the growth of an economy. Undeniably, many authors posit human capital as the key ingredient of economic growth has also attributed much of the US economic success in the twentieth century to the accumulation of human capital (Lucas, 1993).

On the determinants of direct foreign investment: evidence from East and Southeast Asia, has claimed that ‘the main engine of growth is the accumulation of human capital of knowledge and the main source of differences in living standards among nations is differences in human capital’. This calls for further exploratory studies to be conducted on dropouts based on individual community characteristics as a step to tackling the problems facing every community holistically (Lucas,1993).

However, the contribution of school feeding programs on reduction of students’ dropout in 12YBE of RUBAVU district in 2022, school feeding program encourages students from the poor family for permanent studies whereas, money that can be paid as school feeding used to buy different requirements for learners to accomplish a given level of studies.

Due to the learner’s presence through day per day this will improving academic performances as the results of schools feeding program. Basing on that background, the researcher was inspired to carry out this particular study to examine the extent to which school feeding program contributes to reduce students’ dropout in 12 YBE schools in Rubavu District. The findings of this study therefore, will provide facts in a deeper sense, to all education stakeholders’ area of emphasis and improvement in the program.

1.2. PURPOSE OF THE STUDY

The purpose of this study would be to examine the Impacts of School feeding on student’s dropout of secondary school of Rubavu district in 2022 most especially at G.S Bwitereke where this study conducted in Nyamyumba Sector.

1.3 GENERAL OBJECTIVE OF THE STUDY

The purpose of this study was to investigate the impacts of school feeding program on reduction of student’s dropout in 12ybe of Rubavu district in 2022 in GS Bwitereke, in order to suggest

measures on how to strengthen and improve school feeding policy which impacts on reduction of students' dropout.

1.3.1 SPECIFIC OBJECTIVE OF THE STUDY

1. To examine the school factors which contribute to pupils dropping out of school.
2. To assess the influence of parents' education level of pupils and development of school feeding.
3. To assess the impact of school feeding program on reduction of students' dropout in G.S. BWITEREKE.

1.4 RESEARCH QUESTIONS

1. What are the factors in schools contribute to pupils dropping out of school?
2. What is the influence of parents' education level of pupils and development of school feeding?
3. What is the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE?

1.5. SIGNIFICANCE OF THE STUDY

1.5.1. To The Researcher

This work was the scientific contribution to the knowledge of the impact of providing of school feeding program in 12YBE on reduction of students' dropout in Rubavu district.

1.5.2. To The Scholar

Scientifically this study is intended to enrich the existing literature, in addition this work was served as a reference for other researchers who would be motivated by the desire to deepen this area and allow others to open other areas of research for deepening of the theme. This work was the scientific contribution to the knowledge of the impact of providing of SFP in 12YBE on reduction of dropout in Rubavu.

1.5.3. To The Educational Stakeholders

The result of this study was helped different social workers and local authorities while defining social policies in order to improve the girls' education. It is necessary to consider that students

are the future manpower of the society and therefore they have to be well prepared in order to serve the society. In addition, the study was helped all education stakeholders, including: - government officials, education administrators, district councils, school owners and managers, parents and guardians to realize the importance of school feeding to pupils hence to include SFP in the provision of education to children.

1.5.4. To Kibogora Polytechnics

As required by most universities, it was also a general rule for the second cycle finalists at Kibogora polytechnic to present a dissertation.

Therefore, in order to meet the academic requirements, we would be able to make comparison between the theoretical concepts of the research topic and the practical work by preparing a research work to the impact of providing of school feeding program in 12YBE on reduction of students' dropout in Rubavu district.

1.6. LIMITATIONS OF THE STUDY

Our study would be limited in time, space and domain to avoid confusion of concepts.

- In time, our study will be limited in schools' years 2021/2022.
- In space, it would be limited in Nyamyumba sector, RUBAVU district.

In domain, it would be limited in education especially in 12YBE schools. Respondents was included students, teachers, and staff from G.S Bwitereke. The study can be affected by physical constraints such as unimproved roads linking our sample schools, fluctuating weather and high mountains among other which can prevent the researcher from attending on time. To solve this investigator was a used motorcycle for transport and was reserved boat, raincoat and umbrella to be used in the case of need. Other limiting factors can include the irregularity of respondents. For this the researcher will contact respondent prior to the visit in order to confirm their presence.

1.7. Geographical Scope

The study would be carried out at GS Bwitereke in Nyamyumba sector located in Rubavu district, western province of Rwanda. Our respondents were included 120 students in secondary level, 7 teachers and 2 staff members from G.S Bwitereke.

1.7.1. Content Scope

This study was limited in content, space and time. Regarding its content scope, the study was investigating the impacts of school feeding Program on reduction of Students' dropout in 12YBE in Rubavu District.

1.7.2. Time Scope

The study was covered the period from May to August in 2022. This 2021 is the year where the program of school feeding in primary schools has started in Rwanda while 2022 is the year in which the study would be done.

1.8 ORGANIZATION OF THE STUDY

The study is organized into five chapters. Chapter one presents general introduction, background of the problem, statement of the problem, objectives of the study, research questions, and significance of the study, the limitations of the study and the scope of the study.

Chapter two which is Literature review presents introduction as overview of the chapter, history of the school feeding program, empirical findings on influence of the school feeding program, the challenges faced school feeding program, Research Gap, Conceptual framework, Theoretical Framework.

Chapter three (research methodology) presents introduction, research approach and research design, target population and sample procedures, Sample size and data collection process, reliability and validity of measurements, data analysis.

Chapter four (Analysis and discussion of findings) presents Introduction, Presentation of findings and discussion of findings and Summary.

Finally, chapter Five (Conclusion and Recommendations) provides Introduction, Conclusion and Recommendations and suggestion for further study.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter was covered different ideas from various researchers on impact of school feeding on the reduction of students 'dropout; it defines the key terms used in this paper, it deeply explains the meaning of school feeding and focuses on its impacts on School dropout.

2.1. DEFINITIONS OF KEY TERMS AND CONCEPTS

a. School

According to Orodho (2008), school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is sometimes compulsory. In these systems, students' progress through a series of schools.

b. School dropout

According to De Witte (2013), School dropout also known as early "withdrawal", or "attrition" has been defined as "leaving education without obtaining a minimal credential

c. School Feeding Programs

According to Raine McIntyre and Dayle (2003), school meal or school lunch is a meal provided to students and sometimes teachers at a school, typically in the middle or beginning of the school day. Countries around the world offer various kinds of school meal programs.

According to Espejo and Bundy (2009), School feeding and health programs empower boys and girls by dissuading parents from marrying them off early, which halts their education and can result in child pregnancies. School feeding program act as an incentive for families to enroll and keep children in school.

It has been defined by World Bank as a targeted social safety net that provides both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing truancy, improving food security at the household level. Beyond improvements in access to food, school feeding programs also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving the overall levels of country and human development (Shuti, 2014).

d. Impact

The capacity to have an effect on character, development or behavior of someone or something or the effect itself. These effects can be positive or negative, long or short term, direct or indirect and intended or unintended from the provision of the School Feeding Programs according to the study.

e. Absenteeism

Research also indicates that irregular attendance can be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that school absenteeism can be somewhat negatively more effective for early dropout from school female students.

According to Manacorda, (2012), argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school, there are some causes for girls' dropout because of absenteeism.

For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout, girls also can more drop out because of absenteeism due to child labour or household work, this is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls.

Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, indicates that female students were more likely to be absent, if their toilets at school were dirty. In addition, in Ethiopia, female students were often absent in class during menstruation and frequent absence led them to dropout from school.

2.2. HISTORY OF THE SCHOOL FEEDING PROGRAM

Afridi (2007) reported that, a school feeding programme was first implemented in Uganda after the 1979 war, covering all schools. Recognising that Karamoja had the worst social indicators of any district in Uganda, Government and the World Food Programme started a school feeding Project 2417 in 1983, to be followed by Project 2642 between 1993 and 1998. Just how bad these indicators were is shown by the fact that in 1977 adult literacy rate was 12% for males and

6% for females. The 1991 census has 92-93 % of Karamojong children of school going age never having attended any school. In 1999, only 44% of the 68,468 girls and 68,325 boys of school going age were enrolled in school. Even this enrolment figure was plagued by high absenteeism and dropout rates. In contrast, the National literacy rate in the same period was 54%, overall, and 44.9% for females. Less than 12% of all Karimojong girls who enrolled in Primary (P)1 completed P7, compared to the national rate of 35%.

According to Hardley, (2010) referred to report of WFP under this component supplied 42,108 metric tons of assorted food items mainly maize meal, beans and vegetable cooking oil. This activity is accomplished under great security risk to aid personnel, and with complex logistics requirements. This represented sustenance to approximately 300,000. It is noteworthy that in 2001 there was general euphoria that the destructive civil conflict prosecuted by the Lord's Resistance Army was ending, and this component had been designed as part of a recovery strategy. The label had quickly to change from "recovery" to "relief."

In 1930s, the United States and the United Kingdom utilized food for education (FFE) to improve children's health, these early programs took the form of school feeding program (SFP), when participants were fed meals or snacks at school. In Brazil after the Second World War in 1945, School Nutrition and Food Security Program (SNFSP) in schools was introduced (Swartz ,2009).

In the implementation of this program, Brazil adopted a decentralization approach as a strategy to manage the program. Brazil also introduced the local school meals councils, which involved representatives from the government, teachers, parents and civil society organizations (Bundy ,2009).

South Africa also introduced free supply of milk as school feeding program in the early 1940's for schools of whites and colored, the program provided fortified biscuits, nutrient supplementation or full meals.

The SFP was also introduced in Malawi and it was called Food for Education (FFE), it served school meals and/or snacks in order to reduce short-term hunger and achieve commonly expected academic outcomes to improve school enrollment, attendance and learning capacity

that reduce students' dropout. In Malawi in general this program, targeted learners from poor families especially girls, orphans and vulnerable children (Swartz, 2009).

2.3. FINDINGS FROM EMPIRICAL STUDY ON INFLUENCE OF THE SCHOOL FEEDING PROGRAM

In 2001 in India, the Supreme Court mandated that all state governments must provide cooked meals to targeted schools. In School Feeding Programs (SFP), participants were fed a meal or a snack at school. By using different-in-different estimation, girls' attendance was found to increase to 10.5% in schools that implemented the school feeding program in grade 1. The number of girls attending grade one increased by 1.77% per school day and in grade 3 by 0.81% due to the school's meal program, while attendance for boys showed a positive but insignificant increase for grade (Afridi, 2010).

Using a difference approach for a comparison with areas that had yet to make the change, the study found significant improvements in English and sciences subjects. This study suggested that food quality affected education outcomes even for children in a rich country who were not undernourished.

The Ghana School Feeding Program (GSFP) commenced in 2005 with the intermediate objective of reducing hunger and malnutrition; increasing school enrollment, retention and attendance and to boost local food production. The GSFP is an initiative under the comprehensive Africa Agricultural Development Pillar 3 that seeks to enhance food security and reduce hunger in line with the UN-Millennium Development Goals (MDGs).

Most communities reported the outcomes of the GSFP that the food served to the pupils was of poor quality, insufficient and delayed in arriving at schools. Schoolchildren had sometimes washed their plates, as serving plates were inadequate contrary to the provisions in the operational manual. Also, the community had not enough information about the program (Belot and James, 2011).

Alderman (2009), the situation led to the program fail to meet its expected objectives, in Burkina Faso, Alderman (2009), found that both Taking Home Ration (THR) and SFP interventions had a statistically significant impact on the overall enrollment and the enrollment of girls. In THR

villages, schools increased new enrollment overall by 6.2%, and girls' enrollment increased by 5.6%; SFP schools saw an increase of 5% for new girls' enrollment.

Kazianga 2009 reported that "attendance conditional on enrollment was likely to be low with the program than without the program, this means that attendance is not likely to change for students who were in the program before the FFE program was introduced, but for new enrollees in the schools, the household may still value the child labor lost over the education gained and will occasionally utilize that child labor, thus increasing overall absenteeism in the school. Families in THR schools may choose to send children to school for only the minimum number of days needed to receive the benefits.

Families in SFP schools would send their children to school only when the household values the school meals more than the child labor, they also noted that the interventions did not eliminate the child labor supply problem, but shifted the allocation of child labor (especially among girls) away from productive activities and more toward domestic activities that the children may be more able to combine with school activities. In connection to that, WFP had provided school meals to children in Kenya for the last 28 years, in 2008, school meals were provided to about 1,210,000 children in more than 3,800 schools in vulnerable areas within 63 districts and Nairobi slums the main objective of the program is to increase school enrolment and attendance in order to reduce students' dropout.

The targeted districts have the lowest school enrollment and attendance rates, as well as gender ratios, in the country compared with national averages, mainly as the result of cultural values, the poor state of school facilities, poverty and hunger (Bundy, 2009).

In Rwanda, school feeding programs are implemented by looking the three options to make the scheme as inclusive as possible, the first option is for parents to pay a fixed amount of money for schools to feed their children; the second is for children to pack food to eat while at school; while the third option allows parents who cannot afford the first two options to work as casual laborers at the same school and then the latter would feed their children.

The Ministry of Education, while acknowledging the complexities involved, has embarked on a sensitization campaign to urge local leaders to support the schools in getting all the concerned parents to participate. The objective, officials say, is for all children in 12 (YBE) schools to have

their lunch at school, without child going hungry. The ministry continues to engage parents, schools and local leaders on what each party can do to make the program as success. “Parents should feed their children at school like they do at home, they should bring their contribution or food items to feed their children so they can study well,” the Minister of State for Primary and Secondary Education, Olivier Rwamukwaya, said. He added: “In case one is unable to raise the required money or get their children food to take to school, they should negotiate for casual jobs with the schools so there, children can be fed.

Shuti (2014) reported that, some parents and schools remain skeptical argue that some parents are too poor to afford the money for the program Overall SFPs have been shown to directly increase the educational and nutritional status of recipient children, and indirectly impact the economic and social lives of the children and their families. Additionally, school feeding directly addresses the Millennium Development Goals (MDGs) of reducing hunger by one-half, achieving universal primary education, and achieving gender parity in education by (Shuti, 2014).

2.4. INFLUENCE OF THE SCHOOL FEEDING PROGRAM

SFP is essential in any country whether it was developed or developing, the primary assumption of SFP is that education and learning depend on good nutrition, School health and nutrition also determined factors that kept children out of school and reduced their ability to learn effectively save the childrens was mainly implemented with the purpose of achieving the following results: It reduce school dropout, Alleviation of short –term hunger in learners, Increased learners’ performance, Increased enrolment and attendance, Improve quality of education.

2.4.1 It Reduce School Drop Out

According to Levinger (1986), increasing enrolment and attendance of both boys’ and girls’ reduction of dropout rates, particularly after primary 2 where the need to help with domestic chores increases the dropout rate dramatically. to reduce the gender gap in the higher classes (grades) from 4-7 girls will receive 25 kgs of fortified corn soy blend and 3.7 litres of fortified vegetable oil for 80% attendance in the school term.

As Ahmed (2004), research found that in Niger when SFP was terminated, immediate and high dropout rates followed and children were withdrawn from school hence the school year could not

commence until food stocks arrived. The researcher opines that lack of SFP reduces opportunities for children to complete primary education and increase dropout rates.

UNICEF (2009), revealed that of the pupils entering standard one, only 55% of boys and 35% of girls reached standard eight due to poverty and food insecurity. Further, pupils were asked to indicate whether the termination of SFP had impact on dropout rates.

According to Lewin (2008), behavior outcomes SFP are premised on the expectation that serving food at school will increase enrollment and daily attendance of students. Thus, school feeding programs are hypothesized to alter the schooling decision for families who would not have sent their children to school otherwise, this behavioral change by both the parents and the children is reflected in the rates of increase in such outcomes as enrollment, attendance, and length of schooling, and decrease in dropout rate, tardiness, and absenteeism.

2.4.2. Alleviation of Short –Term Hunger in Learners

Ahmed (2004) reported that, the effects of short–term hunger related to learning capacity in which learning ability was affected greatly by hunger due to skipped meals, many factors contributed to hunger among school children, these included long distances children had to travel, meal practices based on culture that include no or small breakfasts due to lack of family time and resources to provide adequate meals to children before and/or during the school day. The provision of SFP, for example, of small snack at the start of the day or mid-morning, alleviated the short-term hunger, had been linked to increase awareness, activeness, and improved learning capacity.

2.4.3 Increased Learners' Performance

Ahmed (2004) in Bangladesh, the findings showed that there was an increase of enrollment and completion rates, improvement in achievement tests by children receiving meals/food at schools. Taras (2005), reviewed research on micronutrient supplementation had shown that iron appears to improve cognitive performance in which the program of providing food with micronutrient, helped to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. School meals acted as a good way to channel vital nourishment to poor

children, providing pupils with food therefore helped them to increased attention and concentration in their learning in addition, SFP effectively reduced absenteeism and increased the duration.

2.4.4 Increased Enrolment and Attendance

Del Rosso and Marek (1996), the provision of food acted as a strong incentive for children to attend school on a regular basis, in many communities, girls mostly benefited from SFP because most of families, girls were culturally disadvantaged such that in hardship situations, male children were given opportunity over girls to go to school, SFP could provide a way in which parents could save money by spending less food and thereby allowed girls to attend school.

In Jamaica, a study carried out by Del Rosso and Marek (1996), showed that the provision of breakfast to primary school students significantly increased attendance, the pilot study conducted by WFP over three months in Malawi showed that SFP increased enrolment by 5% and up to 36% improvement in attendance.

In addition, the evaluation findings of SFP in Burkina Faso indicated that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls.

According to the analysis done by Gell, Meir and Espejo (2006), assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005, the findings showed 14 percentage yearly increase in school enrolment for both boys and girls.

The study carried out by Lambers (2009), in Burkina Faso came up with the findings showed that in rural schools at four provinces of the Sahel region in which the school gross enrollment was the lowest in the country (48.8 % vs. 72.5%) with high gender disparity, especially at the beginning of SFP in 2003. The program started with 234 schools and 30,000 pupils in which statistics showed that the admission rate increased from 50.5 % in 2003/4 the first year of the program to 69.7 in 2008 while the gross rate enrolment also increased from 21.8% to 48.8% over the same period.

2.4.5 Improve Quality of Education

According to Renault (2008), Support education through enhanced learning ability combined with quality education, the SFP shall increase enrolment, attendance, cognition and contribute to learning.

Silverman (2005), reported fourteen studies looked at the impact of FFE programs on the cognitive development of school children of these, six looked at impacts on academic performance, while ten looked at other cognitive effects.

According to Ahmed (2004), provides a summary of the results of academic performance and other cognitive development measuring tests found in the studies reviewed.

In the Bangladesh Ahmed (2004), study tested 1,648 grade five students from the treatment groups to see the effects of fortified snacks on school performance, since students had not finished grade five at the time of the testing, all students were tested using a grade four test, The test scores for three subjects, Bengali, English, and mathematics, and a combined score were all estimated using Tobit regressions.

2.5. THE CHALLENGES FACED SCHOOL FEEDING

2.5.1 Shortage of Enough Food.

According to Takyi (2009), a small, landlocked country with a population of 12 million people growing at 2.4 percent annually, Rwanda is one of the most densely populated countries in Africa, Since the 1994 genocide the Government of Rwanda has recorded significant achievements in poverty reduction, gender equality, environmental sustainability, food production, education and public health, in line with the Millennium Development Goals. However, 38.2 percent of the population continues to live below the poverty line and almost one fifth is food insecure.

Levels of stunting among young children remain very high, at 35 percent More importantly that the major challenges were; shortage of water, food insecurity, inaccessibility, insecurity and harsh climatic conditions It was recommended that the government and all the stakeholders should develop possible measures to deal with finances and cost options.

2.5.2. Lack of Enough Funds

According to REB (2020), Cases of insufficient funding the large investments required with respect to school infrastructure, and not least the response to and effects of COVID 19, are presently exerting strong pressure on Government resources. For this reason, for the school year 2020/2021, the Government has decided to start with a universal subsidy of school meals of 56 RWF. If other contributors (parents, local governments and potentially private sector and external donors) cannot compensate for this reduced contribution from the government, available funds will stay below the above-mentioned average costs, therefore parents' contribution is paramount to allow school feeding program to succeed.

MINEDUC (2020), If schools are not able to make the required savings through adequate substitution of food items, they should provide reduced meals throughout the school year, and for the time being mainly focus on macronutrients to provide an incentive for pupils to come to school, to combat short term hunger and to give children the energy they need for their schooling and provide micronutrients as well as possible. For example, at the above-mentioned average costs in 2019, a reduced meal with the full quantities of fortified maize meal, beans, fortified vegetable oil and fortified salt would cost an average of 85 RWF in rural areas outside Kigali, and 110 RWF in Kigali, and should thus be affordable even with the presently reduced government subsidies. This meal can potentially be supplemented with some own production from school gardens. This will ensure the reliable provision of school meals on all days, with positive effects on education and local agriculture and economy and reduced positive effects on nutrition and social protection. With respect to boarding schools, the base menu for boarding schools, including small portions of milk and egg, costs around 770 RWF/day/child. Even this estimate is low, and costs are bound to increase with increased diversity and potential top-ups for adolescent girls and boys, this means that boarding schools will require significant subsidies beyond what is foreseen by the policy to ensure three daily diverse and nutritious meals for their pupils.

2.5.3 Hunger and Poverty in the Society

As Lewin (2008), view was that targeting could address who the program should serve and where these groups are found. This meant that targeting should only select the needy pupils in

the schools. Then, in those schools where hunger hinders education of pupils, such should be targeted for the SFP to maximize participation of the neediest population and improve efficiency of the program in the area of study. This is in line with the World Food Program (2009) that, SFP should be placed purposively in particularly vulnerable regions or schools where poverty constraints are most binding.

2.5.4 Research Gap

A research gap is a question or a problem that has not been answered by any of the existing studies or research within your field. Sometimes, a research gap exists when there is a concept or new idea that hasn't been studied at all. Sometimes you'll find a research gap if all the existing research is outdated and in need of new/updated research (studies on Internet use in 2001)

Through the analysis of empirical studies done in various places, it shows that the SFP in schools is a great phenomenon and the research done in other countries worldwide shows that school feeding program exists in schools and needs to be combated using different ways in order to ensure the realization of universal education. Most of the researchers who researched on this matter have come up with crucial intervention towards for improving school feeding for every child basing to the facts that the research environment differs from one area and another, the small number of children who take food at school still problem still is persisting in our schools. Therefore, there is a gap to be filled especially in terms of Impacts of School feeding program in reduction of students' Dropout in 12YBE Of Rubavu District in 2022 in Rwanda.

2.6. Theoretical Framework

School Feeding program Theory was advanced by Dewey (1946), the theory expresses that there should be equal opportunities of similar treatment of people in every area including education as evidenced by education for all in Rwanda, the basic assumption of this theory is that every child is born with innate talents and capabilities therefore; education systems should be designed with a view of a pupil taking advantage of the inborn talents that could accelerate social promotion.

Triandis (1995), this theory demands that opportunities including education to be availed to individuals at schools and barriers for instance hunger to be curbed through provision of food

through school feeding program. This would enable the learners to be more effective in learning in relation to retention. This Theory suits this study because the independent variable (SFP) will have effect on dependent variable (Students' dropout), when food is provided to schools it will enable pupils from different family backgrounds to access education equally and at ease. Free primary education and education for all may be achieved through the provision of food to the pupils at schools, the theory assumes that positive impact will be posted through high retention rates.

According to Jerome (2013), that has been used in this study is Abraham Maslow's theory of human motivation which was developed in 1943, the theory explains that at while human beings aim to meet their basic needs, they equally aim to meet successfully higher needs in the form of a pyramid as established by Maslow. Maslow's Hierarchy of needs have often been presented in a hierarchical pyramid with five levels with the largest and most fundamental at the bottom and the need for self-actualization at the top. At the base of the hierarchy are the physiological needs, followed by safety needs, love/belonging, esteem, and self-actualization, which is the topmost need at the top of the pyramid.

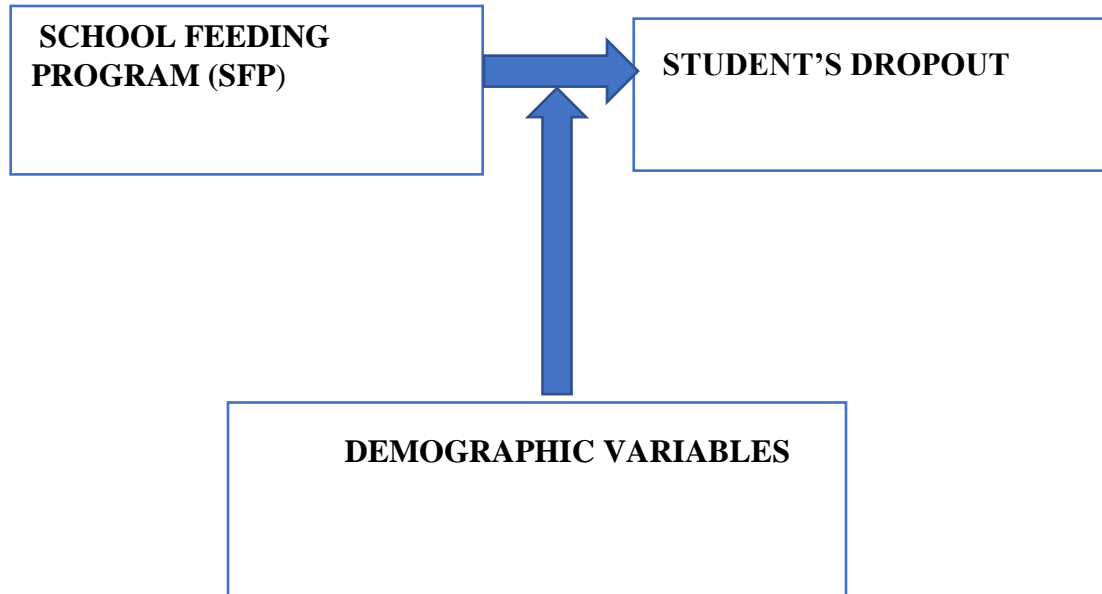
2.6.1 Conceptual Framework

A conceptual framework shows the relationship between the independent and the dependent variables. The interaction of the variables' relationship is indicated by the arrows. In this study, the conceptual framework was based on the relationship between school feeding program in relation to pupils' dropout in G.S Bwitereke School /Rubavu District. The school feeding program is the independent variable, while the students' dropout is the dependent variables in relation to demographic variables as respondents that will influence both independent and dependent variables as shown in the figure below

Figure 1 Conceptual Framework on Impacts of School Feeding on Reduction of Students' Dropout in Rubavu District In 2022.

INDEPENDENTS VARIABLES

DEPENDENTS VARIABLES



Source field data (2022)

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 INTRODUCTION

Kothari (2004) reported that, research methodology is a science of studying how research is conducted scientifically. This chapter deals with the description of the methods that were applied in carrying out the proposed research study. It is therefore organized under the following sub-topics: research approach, research design, target population and sampling procedures, sample size, research instruments for data collection and data collection procedures and ethical issues, reliability and validity measurements, data analysis.

3.1. RESEARCH APPROACHES

The aim of this study was to investigate the impacts of school feeding program on reduction of student's dropout in 12ybe of Rubavu district in 2022 in GS Bwitereke. There are fundamentally two different research approaches, one is qualitative and other is quantitative in nature. The study adopted mixed research approach (qualitative and quantitative approach). This is because it focused on describing how someone thinks and his/her natural ability to understand a given phenomenon.

Denzin and Lincoln (2008), Claims that qualitative research involved an interpretive and naturalistic approach. This means that qualitative researchers study things in their natural settings, attempting to make sense or to interpret phenomena in terms of meaning people bring to them.

Kothari, Rudman, Dobbins, Rouse, Sibbald and Edwards (2012), Defined qualitative approach as the use of descriptions, observations and impressions to gain a holistic picture and depth in understanding of a situation or events.

According to Rhodes, Upshaw, Harris, Meehan, Walling, Navrátil and Webber (2014), quantitative approach defined as the gathering information's focuses on describing a phenomenon across a larger number of participants thereby providing the possibility or summarizing characteristics across group or relationships. The following were mentioned by him; as the advantages of quantitative approach; enables gathering information from relatively large number of participants, can conduct in numbers of group allowing for comparison, allows generalizing to broader

population. Limitations of quantitative were mentioned as follows; difficulty in recognizing new and untouched phenomena and caution in interpretation without control group.

3.2 RESEARC DESIGN

According to Wilson (1995), a research design is a framework or a plan for the study used as a guide in collecting and analyzing data. It is an outline that is followed in completing a study. He further defines a research design as a plan of action, for the purposes of this study; as researchers we were adopt a descriptive method i.e., survey and correlational as research designs.

3.2.1 TARGET POPULATION

According to Jackson, Tenenhouse, and Robertson (2000), population is defined as any group of individuals who have one or more characteristics in common that are of interest to the researcher. This study was conducted in RUBAVU District, Nyamyumba Sector and focused on G.S Bwitereke Staff members, teachers and students. All respondents mentioned above were the immediate stakeholders of Secondary schools in their jurisdiction. They were fully responsible to the development of schools; the study also explored their perceptions on school feeding program. G.S Bwitereke has 160 students in secondary level, 9 teachers and 3 staff members. Then the study population was involved 160 students, 9 teachers and 3 staff totalling 172. However, the researcher was targeted only students of ordinary level because G.S Bwitereke does not have Advanced levels. So ordinary level has 160 students and 9 teachers and 3 staff members. this would be the targeted population from whom a sample would be determined.

Table 1 Study population distribution

Category of respondents		Target population		
		Male	Female	Total
Students by class levels	Senior one	32	21	53
	Senior two	30	18	48
	Senior three	22	37	59
Teachers		6	3	9
Staff		2	1	3
Grand Total ordinary level students, teachers and staff members		92	80	172

Sources: G.S Bwitereke (2022)

3.3 SAMPLING PROCEDURES

This is the process of selecting a number of individuals (a sample) from a population in a way that the individuals are represented as a large group from which Sample they were selected. Both the population and the sample of this research will consider the gender balance; males and females. The sample would be selected from both teachers and students and staff in the way that the differences in number between both genders should be regarded.

Sampling is a method that allows researchers to infer information about a population based on results from a subset of the information, without having to investigate every individual. Barratt, H. (2009). In this research, probability (random) sampling technique has been chosen because in this way a researcher starts with a complete sampling frame of all eligible individuals from which the sample is selected; and then all eligible individuals have a chance of being chosen for sample.

Kothari (2004), defines sampling techniques as the process of obtaining information about an entire population by examining only a part of it. Sampling is indispensable and inevitable when the population contains infinitely many members, the study used cluster and stratified random sampling, simple random sampling and purposive sampling.

In this research, Simple random sampling is used to select Students, teachers, staff to be included in the sample. Teachers were selected because they are aware of teaching methodologies adopted and also Staff possess right information related to their students. Researchers also adopted the simple random sampling to select O'level students which form the target population of the current study.

3.4. SAMPLE SIZE

The sample size in this study was determined using Taro Yamane's formula of determining the sample (n) for a finite population. According to Taro Yamane the formula is given as:

$$n = \frac{N}{(1 + Ne^2)}, \text{ where; } N = \text{population, } n = \text{sample size, and } e = \text{desired degree of confidence level.}$$

A 95% degree of confidence level was used.

In this work researchers considered the targeted population of one hundred seventy-two (172) students in secondary in addition to nine (9) teacher and 3 staff found at GS Bwitereke. The sample was here below calculated using the Yamane's formula as the following:

$$n = \frac{N}{(1 + Ne^2)} = 120$$

$$n = 120$$

Since the researchers dealt with human beings and not figures, the study went to the nearest whole number making the sample to be 111 students, 7 teachers and 2 staff. For staff the researchers preferred to collect data from seven teachers and two administrative staff including Head-teacher, bursar. In total the study used 111 students and 7 teacher and 2 staff which makes a total of 120 respondents.

Table 2 Distribution of the population sample in strata

Strata /Levels	Level	Population	Sample	Percentage
Ordinary Level	S1	53	$n = \frac{Ni * n}{N} = n = \frac{53 * 120}{172}$	36.9≈37
	S2	48	$n = \frac{Ni * n}{N} = n = \frac{48 * 120}{172}$	33.4≈33
	S3	59	$n = \frac{Ni * n}{N} = n = \frac{59 * 120}{172}$	41.4≈41
	Teachers	9	$\frac{Ni * n}{N} = n = \frac{9 * 120}{172}$	6.5≈7
	School staff	3	$\frac{Ni * n}{N} = n = \frac{3 * 120}{172}$	2
TOTAL		172		120

Source: Primary data; G.S Bwitereke (2022)

As indicated in the above table, N = is total population; Ni = number of populations per class; n= sample size is 120.

Based on this, the total sample size is 120 including 111 students of ordinary level because school has only ordinary levels and 7 teachers and 2 staff members. The sample of teachers and staff was obtained with purposive sampling, which means that the total sample size for all groups was 120 respondents.

3.5. RESEARCH INSTRUMENTS FOR DATA COLLECTION

According to Orodho (2008) reported that, the most commonly used instruments in education and social science research are questionnaires, interviews and observation forms, in carrying out the study, both primary and secondary data were used through the following methods of documentary reviews, questionnaires and interviews.

The data collection procedures describe how data will be collected using the questionnaire, interviews and direct observation, entered in computer software for editing, coded for simplification and tabulated in order to make a summary of it.

3.5.1 Documentary Reviews

The documentary search provided an insight into problem being studied by cross validating and augmenting information obtained from other sources of data. These are secondary data, which may either be published or unpublished data. Usually published data were available in various publications of the central state or local governments, books, public records, and statistics, letters and reports prepared by researchers.

According to Kothari (2004) reported that, secondary data must make minute scrutiny because it is just possible that the secondary data may be unsuitable or may be inadequate in the context of the problem, which the researcher wants to study in the span of two years from 2021 to 2022. The following were the documents reviewed by the researcher; the admission books, pupils' class attendances, examination records and documents which showed the amount of food received from different donors like parents, non-government organization (NGO), and organs of the United Nations. For this study parents only were the contributors of SFPs.

3.5.2 Questionnaires

A questionnaire is a useful means of getting data from a relatively large number of participants, Kothari and Short (2009), questionnaires can contain either closed-ended or open-ended questions or both. The open-ended questions allow the respondents to answer the questionnaire items in their own words and give unprompted opinions, Questionnaires entail questions structured and non-structured response categories.

The following were mentioned as the among of the advantages of applying questionnaires: can be analyzed more scientifically and objectively than other forms of the research, large amount of information can be collected from a large number of people in short period of the time and in a

relatively cost-effective way and results of the questionnaires can be usually be quickly by either a researcher or through the use of a software package.

Among the limitations of the questionnaires were; argued to be inadequate to understand some forms of information, lacked validity and there was no way to tell how a truthful respondent was being. The questionnaires for head teachers and teachers are found in Appendix I and Appendix II respectively.

3.5.3 Interviews

Kothari (2004) reported that, an interview involves presentation of oral stimuli verbal and reply of oral verbal responses, the respondents were identified by using stratified sampling from which both respondents were obtained and were requested to answer the questions. The researcher noted down the responses given. This method of collecting information was carried out by the use of pre- determined structured and non-structured questions. It was characterized by a flexibility of approach to questioning. The interviewer was free to ask more questions in case of need, supplementary information or omit some questions if the situation requires him/her to do so. Interview guide interview guide for leaders from G.S Bwitereke. These interview guides are found in Appendices VI respectively.

3.6. ETHICAL CONSIDERATIONS

According to Kothari (2004), the researcher should expect ethical issues to arise during the research process. During this study, approval and permission from KP to carry out the study was considered and research clearance was taken. The research clearance letter from the KP facilitated getting permission to carry out the study from authorized persons from the area of the study involving Local Government. Students below 18 years old was presented the consent permissions from their parents before participating in this research, Confidential also should be there to keep secrets for respondents internal or external harm due to information provided to the researcher.

3.6.1 RELIABILITY AND VALIDITY MEASUREMENTS

Validity was defined as the extent to which an instrument measured what it claims to measure.

While reliability was concerned with the accuracy of the actual measuring instrument or procedure, validity was concerned with the study's success at measuring what the researchers set out to measure, (Shamoo and Resnik, 2009). In this study, the adequate instruments such as the

questionnaire would be suitably set and used in such a way that if other researchers using similar instrument in different times will obtain the same results. This was depended on the validity of used data collection instruments and valid research methodologies.

Reliability

To test the liability of the data collection instruments, a pre-survey would be done on the field to measure the applicability of the research instruments and the results they were generated. The survey will be done in schools of G.S BWITEREKE as selected school.

Validity

To prove the validity of the study instruments, the researcher was presented her research instruments to experts in research to examine and check them. The instrument would be first of all presented to the supervisor of this research and then to other lecturers of Kibogora Polytechnic. After being proved valid, the questionnaires then would be administered to the respondent.

Reliability implies that the results obtained in research can be obtained if the test is repeated again. This is why the researchers must carry a pre-test questioning. Thereafter, some slight corrections are made, and then the instrument (questionnaire) is presented again to the intended respondents.

Reliability Statistics

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Kothari, 2008). To ensure that the instrument of this research is valid, the researchers will verify prudently their questionnaire for consistency of issues, clarity and logical alignment and then they will present the questionnaire to the supervisor.

Naresky (1970) defines reliability as the degree of consistency and reliability of the result. In qualitative research, reliability could be regarded as a fit between what the researcher records as data and what actually occur in the natural setting that is being researched or a degree of accuracy and comprehensiveness of coverage. The aim of increasing reliability in this study helped the research doing predictions, through improving the ability to construct, plan and

produce, through increasing knowledge; minimize errors and bias in the study for the future provision of SFP worldwide. Questionnaires were tested on small group to determine their usefulness and reliability through self-administering pre-testing questions to 10 respondents selected through probability and purposive sampling to ensure participation of both genders. (Bogdan & Biklen, 1997).

3.7. DATA ANALYSIS

Data from the structured interviews and questionnaires would be entered in a computer in order to compute and analysed them. The percentage numbers of respondents' answers according to variables would be computed and presented using tables. Data from focus group discussions would be interpreted presented and discussed using analytical approach. Quantitative data would be treated and presented in terms percentages and in graphs and charts. This would be done with the enablement of computer program called MICROSOFT ECXEL.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION

4.0. INTRODUCTION

In this chapter, the researcher presents and analyses data collected from respondents. These data collected are analysed and interpreted in accordance with research objectives and research questions. The purpose of the study was to find out whether or not School Feeding Program has impact on reduction of students' dropout in G.S Bwitereke in RUBAVU district.

The findings presented in tables the interpretation of findings is also supported by other researchers of studies connected to this topic.

4.1 DATA PRESENTATION AND ANALYSIS

Table 3: Distribution of respondents according to gender.

Category of respondents		Male	Female	Total
Students by class levels	Senior one	17	20	37
	Senior two	15	18	33
	Senior three	22	19	41
Teachers		4	3	7
Staff		1	1	2
Grand Total ordinary level students, teachers and staff members		59	61	120

Source: Field results, July 2022

The information about gender of our respondents enabled as to know if our respondents concern all categories of gender

4.1.1. Identification of Respondents by ages Group

Age group	Percentage
Below 20 years	60
Between 21-25years	38.3
Above 25 years	1.6
Total	100

Source: Field results, July 2022

The results in this table show that 60% are aged below 20 years. 38.3% are aged between 21-25 years and 1.6% is aged above 35years old. It seems that the majority of our respondents are aged below 20 years old. This explains that during our research we have been interested in the respondents with different categories in order to get more information about our topic.

4.1.2. Educational Level

The information about education enables us to know the level of education of our respondents.

Table 4: Distribution of our Respondents According to the Level of Qualification

School	Level of qualification	Percentage
GS Bwitereke	Secondary level	11.1
	Advanced diploma	33.3
	Bachelor's degree level	55.5

Source: Field survey results, July 2022

From the table above, the information provided by the respondents are as follows: 7 teachers' respondents about 11.1 % teachers have secondary level certificate, 33.3 teachers' respondents have advanced diploma, and about 55.5% have Bachelor's degree level. The researcher realized that the teachers with university level are the ones who teach in secondary level and those with secondary level are the teachers of Primary level.

4.1.3. To Asses if G.S Bwitereke has School Feeding Program.

The investigators addressed a question to the learner’s respondents “Does this school have the school feeding program?” The purpose was to check whether school has school feeding program. The information obtained is as follows:

Table 5. To asses out if GS Bwitereke has school feeding program.

RESPONSE	Percent %
Yes	100%
Total	100

Source: primary data (2022)

The information concerning the if GS Bwitereke has school feeding program. showed that 100% of student’s respondents confirmed that school has school feeding program.

4.1.4. To examine if G.S Bwitereke has case of school dropout.

The investigators addressed a question to the teacher’s respondents “Do you use to observe children dropout case within your school?” The purpose was to check whether school has case of school dropout. The information obtained is as follows:

Table 6. To examine if GS Bwitereke has case of school dropout.

RESPONSE	Percent %
Yes	100%
Total	100

Source: primary data (2022)

The information concerning the if GS Bwitereke has case of school dropout. Showed that 100% of student’s respondents confirmed that school has case of school dropout.

4.1.5. The extent level of implementation of school feeding program.

The investigators addressed a question to the teacher’s respondents “At which level children participated in the school feeding program?” The purpose was to check whether the extent students participated in school feeding program in GS Bwitereke. The information obtained is as follows:

Table 7. The extent level of implementation of school feeding program

RESPONSE	Percent %
High	55.5
Middle	33.3
Low	11.1
Total	100

Source: primary data (2022)

By referring to the information in the above teachers of Bwitereke the extent students participated in school feeding program in GS Bwitereke as follow: High 55.5%, Middle 33.3% and Low 11.1%, it showed us that the extent students participated in school feeding program in GS Bwitereke which affected positively on reduce school dropout.

4.1.6. The main causes of school dropout

The investigators addressed a question to the teacher’s respondents “What are the main causes of dropout in this school?” The purpose was to check the main causes of school dropout in GS Bwitereke. The information obtained is as follows:

Table 8. The main causes of school dropout

The main causes of school dropout.	Percent %
Child live afar from school	88.8
Child's family poverty	100
Repetition or failure of children	33.3
Illiteracy of child's parents	44.4
Child labor	22.2

Source: primary data (2022)

In the above table all teacher’s respondents showed that roots cause of school dropout in GS BWITEREKE were child live afar from school got 88.8% while child's family poverty claimed 100% however repetition or failure of children followed by 33.3%, illiteracy of child's parents got 44.4% and child labor got 22.2. This implies that majority of the teachers’ respondents

agreed that the main causes of school dropout in GS BWITEREKE were Child's family poverty and Child live afar from school which affected learning negatively.

As for staff members in the interview held with Head master about question asked 1. Can you mention some main causes of school dropout in GS Bwitereke? their responses had something in common main causes of school dropout were, School location were many learners they left school due to long distance from home to school, other main causes of dropout were conflict between teachers and students and Family socio-economic status like poverty and famine where more parents failed to pay school feeding fees for their children that influences learners to dropout.

As for staff members in the interview held with Head master and Bursar about question asked 2. Describe the impact of school feeding program in GS BWITEREKE? their responses had something in common main impact of school feeding program in GS BWITEREKE were to reduce students' dropout because by using documents you will found that the number of students who dropout before implementation of School feeding program and after implementation of this program” The high studens'dropout before implantation of SFP in G.S BWITEREKE as evidence of the influence of SFP in the school that we lead “said by Headmaster.

4.1.7. The main influence of parents on reduction of school dropout.

The investigators addressed a question to the teacher's respondents “In your suggestion, what are the main influence of parents on reduction of school dropout?” The purpose was to check the main influence of parents on reduction of school dropout in GS Bwitereke. The information obtained is as follows:

Table 9. The main influence of parents on reduction of school dropout.

The main influence of parents on reduction of school dropout	Percent %
Pay school feeding fees	100
Motivate the students	55.5
Provide all materials to the children	88.8
Helps them to make revision	33.3

Source: primary data (2022)

In the above table all teacher's respondents on the main influence of parents on reduction of school dropout were 100% of teacher's respondents confirmed pay school feeding fees while 55.5% of teacher's respondents confirmed motivate the students however Provide all materials to the children got 88.8% and helps them to make revision claimed 33.3%. This showed us that majority of the teacher's respondents confirmed that pay school feeding fees and provide all materials to the children were the main contribution of parents on reduction high number of school dropout in GS BWITEREKE which affected teaching and learning positively.

4.1.8. The extent level of school dropout before implementation school feeding program in GS Bwitereke.

The investigators addressed a question to the learner's respondents "Compare the extent level of school dropout before implementation school feeding program in GS Bwitereke?" The purpose was to check the extent level of school dropout before implementation school feeding program in GS Bwitereke. The information obtained is as follows:

Table 10. The extent level of school dropout before implementation school feeding program in GS Bwitereke.

Responses	Percent %
Below 10 students per academic years	2.5
Between 11 to 20 per academic years	5.8
Between 21 to 35 per academic years	8.3
Total	100

Source: primary data (2022)

As statistics can show it, the only 2.5% confirmed that below 10 student’s dropout per academic years, 5.8% confirmed Between 11 to 20 drop out per academic years however Between 21 to 35 per academic years got 8.3 and 75% confirmed that Above 35 students per academic years they drop out of school before implementation of school dropout in GS BWITEREKE. What is observed from this data is that the high number of students they left from school due to famine and shortage of school meal during learning study. This is true because, the higher the student’s dropout range is high before implementation of school dropout. This was the main cause for which the researcher investigated on the rate of school dropout after implementation of school dropout.

4.1.8. The extent level of school dropout after started implementation school feeding program in GS Bwitereke.

The investigators addressed a question to the learner’s respondents “Compare the extent level of school dropout before implementation school feeding program in GS Bwitereke?” The purpose was to check the extent level of school dropout after started implementation school feeding program in GS Bwitereke. The information obtained is as follows:

Table 10. The extent level of school dropout after started implementation school feeding program in GS Bwitereke.

Responses	Percent %
Below 10 students per academic years	76.6
Between 11 to 20 per academic years	8.3
Between 21 to 35 per academic years	6.6
Total	100

Source: primary data (2022)

As statistics can show it, the all 76.6 % confirmed that below 10 student’s dropout per academic years, 8.3% confirmed Between 11 to 20 drop out per academic years however Between 21 to 35 per academic years got 6.6 and no one. This implies that school feeding program contributed reduction of school dropout in GS BWITEREKE, as conclusion by comparing the extent level of

school dropout before and after implementation school feeding program in GS Bwitereke, we discovered that school feeding program influence in reduction of school dropout.

4.1.9. The impacts of school feeding program in GS BWITEREKE.

The investigators addressed a question to the learner’s respondents “What are the impacts of school feeding program in GS BWITEREKE?” The purpose was to check the impacts of school feeding program in GS BWITEREKE. The information obtained is as follows:

Table 11. The impacts of school feeding program in GS BWITEREKE.

The impacts of school feeding program in GS BWITEREKE	Percent %
Decrease malnutrition	18.3
Reduce school dropout rate	72.5
Increase school enrolment rate	3.3
Increase pupil’s performance	5.8
Total	100

Source: primary data (2022)

The table above show that that out of all respondents questioned whether there is an impact of school feeding program to the decrease of malnutrition of children, 18.3 percent of respondents confirmed that it has a positive impact. Concerning the reduction of school dropout, 72.5percent confirmed its impact. Increase school enrolment rate was agreed as the positive impact of school feeding program at GS Bwitereke by 3.3 percent of respondents. Increase pupil’s performance was mentioned to be among the positive impact of school feeding at 5.8 percent. This showed us that the school feeding program had big function on reduce of school dropout. This was the main cause for which the researcher investigated on the contribution of school feeding program in GS Bwitereke.

4.1.10. The contribution of school feeding program in GS Bwitereke

The investigators addressed a question to the teacher’s respondents “What are the contribution of school feeding program in GS Bwitereke?” The purpose was to check the contribution of school feeding program in GS Bwitereke. The information obtained is as follows:

Table 12. The contribution of school feeding program in GS Bwitereke

The contribution of school feeding program in GS Bwitereke	Percent %
Improve academic performance	33.3
Reduce school dropout rate	100
Help students to acquire knowledge and skills.	44.4
Help teacher and students during teaching and learning process	77.7

Source: primary data (2022)

Above table teachers about agreement are the contribution of school feeding program in GS Bwitereke where from the above table the first thing that you see is the biggest range of responded that school feeding had the contribution of school feeding program in GS Bwitereke.

4.2 DISCUSSION OF FINDINGS

Research question one (1) what is the factors in schools contribute to pupils dropping out of school. which was analyzed. From the analysis of data, it is discovered that GS Bwitereke factors in schools contribute to pupils dropping out of school were that roots cause of school dropout in GS BWITEREKE were child live a far from school got 88.8% while child's family poverty claimed 100% however repetition or failure of children followed by 33.3%, illiteracy of child's parents got 44.4% and child labor got 22.2. This implies that majority of the teachers' respondents agreed that the main causes of school dropout in GS BWITEREKE were Child's family poverty and Child live afar from school which affected learning negatively.

Research question two (2) what is the influence of parents' education level of pupils and development of school feeding. From the analysis of data, the influence of parents' education level of pupils and development of school feeding identified were; the main influence of parents on reduction of school dropout were 100% of teacher's respondents confirmed pay school feeding fees while 55.5% of teacher's respondents confirmed motivate the students however Provide all materials to the children got 88.8% and helps them to make revision claimed 33.3%. This showed us that majority of the teacher's respondents confirmed that pay school feeding fees and provide all materials to the children were the main contribution of parents on reduction high number of school dropout in GS BWITEREKE which affected teaching and learning positively.

Research question three (3) assess the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE. Was analyzed. From the analysis of data, it was discovered that school feeding program had impacts on reduction of student's dropout in G.S. BWITEREKE the all 76.6 % confirmed that below 10 student's dropout per academic years, 8.3% confirmed Between 11 to 20 drop out per academic years however Between 21 to 35 per academic years got 6.6 and no one. This implies that school fee implementation school feeding program in GS Bwitereke, we discovered that school feeding program influence in reduction of school dropout.

By comparing the above the students and teachers' respondents we discovered that school feeding program contributed on reduction of school dropout in GS Bwitereke where from the above information the first thing that you see is the biggest range of responded that school feeding had the contribution of school feeding program in GS Bwitereke.

4.3 SUMMARY OF THE FINDINGS

This chapter was dealt with following the three objectives which were 1) To examine the school factors which contribute to pupils dropping out of school. (2) To assess the influence of parents' education level of pupils and development of school feeding. (3) To assess the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE. Some of the major findings in this research were the follow:

Findings related to the school factors which contribute to pupils dropping out of school were all teacher's respondents showed that roots cause of school dropout in GS BWITEREKE were child live a far from school got 88.8% while child's family poverty claimed 100% however repetition or failure of children followed by 33.3%, illiteracy of child's parents got 44.4% and child labor got 22.2. This implies that majority of the teachers' respondents agreed that the main causes of school dropout in GS BWITEREKE were Child's family poverty and Child live afar from school which affected learning negatively.

The findings also revealed to the influence of parents' education level of pupils and development of school feeding were all teacher's respondents on the main influence of parents on reduction of school dropout were 100% of teacher's respondents confirmed pay school feeding fees while 55.5% of teacher's respondents confirmed motivate the students however Provide all materials to the children got 88.8% and helps them to make revision claimed 33.3%. This showed us that

majority of the teacher's respondents confirmed that pay school feeding fees and provide all materials to the children were the main contribution of parents on reduction high number of school dropout in GS BWITEREKE which affected teaching and learning positively.

Findings related to the level of school dropout before implementation school feeding program in GS Bwitereke were the only 2.5% confirmed that below 10 student's dropout per academic years, 5.8% confirmed Between 11 to 20 drop out per academic years however Between 21 to 35 per academic years got 8.3 and 75% confirmed that Above 35 students per academic years they drop out of school before implementation of school dropout in GS BWITEREKE. What is observed from this data is that the high number of students they left from school due to famine and shortage of school meal during learning study. This is true because, the higher the student's dropout range is high before implementation of school dropout. This was the main cause for which the researcher investigated on the rate of school dropout after implementation of school dropout.

Findings related to the level of school dropout after implementation school feeding program in GS Bwitereke were the all 76.6 % confirmed that below 10 student's dropout per academic years, 8.3% confirmed Between 11 to 20 drop out per academic years however Between 21 to 35 per academic years got 6.6 and no one. This implies that school feeding program contributed reduction of school dropout in GS BWITEREKE.as conclusion by comparing the extent level of school dropout before and after implementation school feeding program in GS Bwitereke, we discovered that school feeding program influence in reduction of school dropout.

Findings regarding the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE were all respondents questioned whether there is an impact of school feeding program to the decrease of malnutrition of children, 18.3 percent of respondents confirmed that it has a positive impact. Concerning the reduction of school dropout, 72.5percent confirmed its impact. Increase school enrolment rate was agreed as the positive impact of school feeding program at GS Bwitereke by 3.3 percent of respondents. Increase pupil's performance was mentioned to be among the positive impact of school feeding at 5.8 percent. This showed us that the school feeding program had big function on reduce of school dropout. This was the main

cause for which the researcher investigated on the contribution of school feeding program in GS Bwitereke.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0. INTRODUCTION

The study aimed at exploring the impacts of school feeding program on reduction students' dropout in 12ybe of Rubavu district in 2022. This chapter presents conclusion, recommendations, suggestion for further study.

5.1. CONCLUSION

This study sought to investigate the impacts of school feeding program on reduction of student's dropout in 12ybe of Rubavu district in 2022 in GS Bwitereke.

To achieve its objectives planned namely 1) To examine the school factors which contribute to pupils dropping out of school. (2) To assess the influence of parents' education level of pupils and development of school feeding. (3) To assess the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE. Furthermore, a sample from the total target population were 120 including 111 students, 7 teachers and 2 staff members of GS Bwitereke was determined using statistical formula and simple random sampling as well as purposive sampling techniques. This sample was used to collect needed data which were also collected through data collection tools namely questionnaire, interview, as well as documentation method. For this end the research used quantitative and qualitative approach and descriptive design to account and analyse the collected data.

Among the results obtained from data collected were that that GS Bwitereke factors in schools contribute to pupils dropping out of school were that roots cause of school dropout in GS BWITEREKE were child live a far from school got 88.8% while child's family poverty claimed 100% however repetition or failure of children followed by 33.3%, illiteracy of child's parents got 44.4% and child labor got 22.2. This implies that majority of the teachers' respondents

agreed that the main causes of school dropout in GS BWITEREKE were Child's family poverty and Child live a far from school which affected learning negatively.

Findings regarding to the also revealed to the influence of parents' education level of pupils and development of school feeding were all teacher's respondents on the main influence of parents on reduction of school dropout were 100% of teacher's respondents confirmed pay school feeding fees while 55.5% of teacher's respondents confirmed motivate the students however Provide all materials to the children got 88.8% and helps them to make revision claimed 33.3%. This showed us that majority of the teacher's respondents confirmed that pay school feeding fees and provide all materials to the children were the main contribution of parents on reduction high number of school dropout in GS BWITEREKE which affected teaching and learning positively.

Findings regarding to the impact of school feeding program on reduction of student's dropout in G.S. BWITEREKE were all respondents questioned whether there is an impact of school feeding program to the decrease of malnutrition of children, 18.3 percent of respondents confirmed that it has a positive impact. Concerning the reduction of school dropout, 72.5percent confirmed its impact. Increase school enrolment rate was agreed as the positive impact of school feeding program at GS Bwitereke by 3.3 percent of respondents. Increase pupil's performance was mentioned to be among the positive impact of school feeding at 5.8 percent. This showed us that the school feeding program had big function on reduce of school dropout. This was the main cause for which the researcher investigated on the contribution of school feeding program in GS Bwitereke.

5.2. RECOMMENDATIONS

Based on the findings and conclusion of the study the following recommendations for action and for further research studies are put forward as follows:

5.2.1 Recommendations for Ministry of Education

The Ministry of Education should have the political will to support SFPs through the budget decentralization to the district education offices for primary pupils and secondary students at the district level. The SFPs had shown positive improvement therefore the Ministry of Education should make sure teaching and learning materials are available, school environments should be improved in order to meet the needs of the students. More schools should be built to minimize

overcrowded classrooms and long distance to and from schools. Non-governmental Organizations, institutions, parents and other educational stakeholders should be encouraged to maintain the culture of contributing food and other support services for the effective implementation of SFPs. This can be done through fund raising activities and other arrangement of donations and contributions for School Feeding Programs after being enough awareness creation.

5.2.2. To the teachers

- To execute correctly the milk providing program.
- Teachers should know the social life of their pupils.
- To work with determination and self-confidence to accomplish the program fixed.
- To be able to participate in decision making.

5.2.3. To the Parents

- They must follow up education of their children
- Encourage their children to attend school on time
- Give to their children the materials needed in order to perform well
- Collaborate closely with the teachers of their children and with the schools' authorities in general.

5.3. SUGGESTION FOR FURTHER STUDY

Researchers should also seek to further undertake studies under the following topics:

- The impact of school feeding on improves students' performance in secondary school.
- The contribution of school feeding program on creation child friend school.
- The impact of school feeding program on eradicates malnutrition among Rwandan.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

NKURUNZIZA Jean Paul and TURINAYO Oscar, students at Kibogora Polytechnic, (KP) in the Faculty of Education, History and Geography Option and; we would like to conduct research entitled “entitled Impacts of School feeding program in students’ Dropout in 12YBE Of Rubavu District in 2022. A case of GS Bwitereke.

The purpose of our research will be to gather accurate and reliable information concerning the above-mentioned title, and then get to know whether there are really the impacts of School feeding programme in Students’ Dropout in 12YBE in Rubavu district at GS Bwitereke. For that reason, we kindly request you to give us all necessary information required for a successful completion of the above study.

To assure you, your information will be kept confidentially and will only be used for research purpose. Therefore, your assistance and co-operation will be highly appreciated. Please feel free to provide the information as you have it.

APPENDIX II: QUESTIONNAIRES FOR STUDENTS

Identification of the respondents:

Provide your personal information

A. Gender:

i. Female

ii. Male

B. Age:

i. Below 20 years

ii. Between 21-35 years

iii. Above 35 years

1. Does this school have the school feeding program?

a) Yes

b) No

2. Compare the extent level of school dropout before and after implementation school feeding program in GS Bwitereke?

a) Below 10 students per academic years

b) Between 11 to 20 per academic years

c) Between 21 to 35 per academic years

d) Above 35 students per academic years

3. What are the impacts of school feeding program in GS BWITEREKE?

a) Decrease malnutrition

b) Reduce school dropout rate

c) Increase school enrolment

d) Increase pupil's performance

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

Identification of the respondents:

I. What is your gender?

a) Male

b) Female

II. What is your level of educational qualification?

a) Secondary and technical certificate

b) Advanced diploma

c) Bachelor's degree

III. How long have you been in education career?

a) Below one year

b) Between 1-3 years

c) Between 3-5 years

d) 5 years and above

1. Do you use to observe children dropout case within your school?

a) Yes

b) No

2. At which level children participated in the school feeding program?

a) High,

b) Middle

c) Low

3. What are the main causes of dropout in this school?

- a) Child live afar from school
- b) Child's family poverty
- c) Repetition or failure of children
- d) Illiteracy of child's parents
- e) Child labor

3. What is the contribution of school feeding program in GS Bwitereke?

- a) Improve academic performance
- b) Reduce school dropout rate
- c) Help students to acquire knowledge and skills.
- d) Help teacher and students during teaching and learning process

4. In your suggestion, what are the main influence of parents on reduction of school dropout?

- a) Pay school feeding fees
- b) Motivate the students
- c) Provide all materials to the children
- d) Helps them to make revision

5. Compare the extent level of school dropout before and after implementation school feeding program in GS Bwitereke?

- e) Below 10 students per academic years
- f) Between 11 to 20 per academic years
- g) Between 21 to 35 per academic years
- h) Above 35 students per academic years

Thank you very much for your time and participation!!!

APPENDIX VI INTERVIEW GUIDE FOR LEADERS

1. Can you mention some main causes of school dropout in GS Bwitereke?
2. Describe the impact of school feeding program on reduction of school dropout in GS BWITEREKE?

Thank you very much for your time and participation!!!