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Contribution of School Feeding Program on Learners' Academic Performance in Public Primary Schools in Rwanda

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Abstract

School feeding program plays a significant role in the promotion of students, teachers and school performance. The purpose of this study therefore was to ascertain the contribution of school feeding program on students' academic performance in primary schools of Rwamagana District in Rwanda. The target population was 3302 respondents that provided the sample size of 357 respondents got using Yamane formula. Interview guide, questionnaire and document analysis review were used as data collection instruments. Descriptive survey design was employed. The findings revealed that in primary schools of Rwamagana, there is a program of school feeding although food served to the learners is not enough. In the primary schools of Rwamagana District, there is the program of school feeding. In these schools there are the variations of food served to the learners and the quantity of food served to each learner depends on their level. The learners are given balanced diet which is delicious. The food is not enough and there is not safe drinking water for learners. Despite all measures taken by the government of Rwanda toward education, in primary schools of Rwamagana District, there is poor academic performance. Nevertheless, there is a positive correlation between school feeding program and attendance of the learners as it was agreed by 243(68.1%). School feeding also is a catalyst to academic performance. The learners who take food at school perform better than the learner who does not take food at school. School feeding program is a powerful and integrated way to encourage children to attend school, to support their learning and to prepare them for success. So, school feeding play a tangible role to academic performance. The study recommended that the government with all education stakeholders should build dining room for students so that they have to take food without any challenge. Policy makers and planners should also spread safe water to the schools which haven't water and to the other schools which have insufficient water in order to help learner to have safe water for drinking and to have water needed in cleaning and cooking.

Keywords: *Academic performance, School feeding and public primary school*

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1.0 Introduction

According to a 2004 WFP report, skipping meals had a significant negative impact on learning capacity and had a short-term impact on hunger. The causes of hunger among schoolchildren were numerous. Children had to travel great distances for their meals, cultural meal customs that forgo or limit breakfast because of a lack of family time, and a lack of resources to feed kids well before and/or during the school day. There are several accounts of students dying at school around the world due to hunger. To make it to school on time, some children leave home early in the morning, often as early as five. This is a result of the great distances students must walk to school. Most of them skip breakfast because they leave for work early. Some people choose not to eat breakfast since there is nothing available to them at home (Maijo, 2018).

Due to the frequent shortage of food in poor families' houses and the lack of cafeteria or canteen facilities in the majority of developing country schools, school meals are an effective approach to provide impoverished students with the nutrition they need. Additionally, a full stomach makes it easier for kids to focus on their lessons. The first three Millennium Development Goals (MDGs)—to end extreme poverty and hunger by 2015; achieve universal primary education; and advance gender equality and women's empowerment—are strongly related to FFE. By giving meals to students or their families in exchange for enrollment and attendance at school, it achieves this (Lawson, 2012). In the 1930s, the United States and the United Kingdom adopted food for education (FFE) to improve children's health. The participants in these early programs were served meals or snacks at school as part of school feeding programs (SFPs). One of the initiatives to improve the students' attendance, involvement, and performance was the distribution of meals. Building a learning community would increase performance and attendance.

School feeding programs have existed in developed countries since the beginning of the 19th century (SFP). The United States of America (USA) introduced a school lunch program in 1946. Later, a breakfast program was introduced in schools (World Bank, 2008). According to him (WFP 2009), by 2014, these initiatives had a total annual cost of more than \$8 billion and had touched 78 percent of American kids. The primary goals were to raise children's health and educational achievement. However, a number of issues with the School Feeding Program have prevented this goal from being fully realized. According to the World Health Organization, some programs were initially started in schools to feed disadvantaged children in developing nations, while others were primarily designed to care for orphaned children. Children in Africa did not receive sufficient meals at home due to urbanization, industrialization, and a rise in the number of working mothers; therefore, the school was required to fill this gap.

Following studies by the WHO that showed malnutrition was widespread in Africa and was affecting school-age children, many nations implemented SFP. World Bank (2008) notes that endemic diseases, weaknesses brought on by poor living conditions, and seasonal food shortages all have a significant impact on children's schooling in many African countries. Conflicts on the African continent and hard economic and environmental conditions contribute to the food insecurity, which threatens child survival (Theodore, 2018). Giving the school meal program top priority is essential to lowering temporary hunger, increasing the learning environment, and providing learners' cognitive function. The school feeding program would make it possible for students to attend class more frequently, which would enhance their academic achievement. According to a study done in Malawi, school feeding programs had an impact on students' enrolment and attendance (Lawson, 2012).

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The primary school students who took part in the school breakfast program had significantly improved academic performance. Furthermore, it has been asserted that, if implemented effectively, school-feeding programs did boost enrolment and attendance. The learning preferences of students in schools are substantially supported by the school meal program (Lawson, 2012). This can encourage students to pay attention and study more effectively, which will enhance their capacity for learning and performance. As a result, it is evident that Tanzanian primary school students' access to meals enhanced their attendance at class and reduced their dropout rates. Since the school feeding program allowed students to attend class more regularly and study more effectively, it gave them access to improving their academic performance (Yunusa, 2012). Children's literature, however, has connected the school feeding program to students' academic success (Taylor & Ogbogu, 2016). School feeding is the practice of feeding children through their educational institutions. It has been shown that offering children a daily meal while they are in school may improve their academic performance in a number of ways, including by increasing attendance, improving particular cognitive functions, and increasing focus in the classroom. The 1994 genocide in Rwanda nearly destroyed the country's educational system, which has yet to fully recover. Children in areas with food hardship typically consume many fewer calories per day than is recommended.

They frequently consume anything in the morning before leaving home and travel great distances to go to school. Their presence and impact are noticeable. Around 7000 000 children, or 18% of all children, live in particularly challenging circumstances. The removal of all factors and obstacles that contribute to educational inequality, including as poverty, gender, etc., is one of the fundamental objectives of Rwandan education policy. One of the policies adopted is the school feeding program. Through two key channels, it is believed that they will raise enrolment. By providing meals at school to support learning, it improves child nutrition and raises the returns on investment in education. Long travels between home and school have been demonstrated to be one of the major contributors to the nation's high school dropout rate. Children who travel great distances struggle to focus in class because they are hungry and exhausted when they arrive (Theodore, 2018).

Many families in Rwanda lack access to sufficient food, and as a result, 34% of the country's population is malnourished. For children, inadequate food consumption is especially dangerous. Children under the age of five are stunted in 52% and underweight in 23% of cases. Stunting prevalence rises with age, from 8% in infants under 6 months to 55% in infants over 12 months. Children frequently suffer from protein-energy malnutrition and micronutrient deficiencies, particularly iron insufficiency. The Ministry of Health as one of the major contributors has cited severe protein-energy malnutrition to morbidity in children under the age of five. The Ministry of Health lists poor feeding practices, big household sizes, and food insecurity as the main contributors to malnutrition. School feeding has been an important aspect of the government's policy to address children's hunger during the school day, to assist Rwanda's human capital production, and to enhance access to educational opportunities for disadvantaged children, particularly those from low-income families.

In order to operationalize the government's school feeding program, a National Comprehensive School Feeding Policy with policy actions that are consistent with and aid in achieving the National Strategy for Transformation (NST1), the Education Sector Strategic Plan (ESSP 2018/19-2023/2024), and other related policies was approved in 2019 (MINEDUC, 2021). Rwamagana

District is one among Rwandan District located in rural areas. The welfare of their population is based on farming. The illiteracy rate is 30% for men and 31% for women compared to 25.3% and 24.3 respectively at the national level. The economy to a service-based economy. Learners dropout the school at early age. The purpose of school feeding programs typically varies, but may include reducing temporary hunger, improving health, school attendance, and cognitive development (Ahmed, 2004). Short-term hunger is a significant issue that affects academic performance in several institutions. However, providing food assistance to primary school students in communities that experience on going food insecurity aims to reduce classroom hunger in the near term. The goal is to raise student learning performance. As a result, the influence of the school feeding program was objectively evaluated. It was discovered that students who receive meals in school do better than those who do not participate in the program.

1.1 Problem Statement

The preference and convenience of parents, the accessibility of school facilities, and the employment opportunities for both children and adults with varying levels of education will all affect how many children attend school in a country where the law, or legal provisions for compulsory education, are not fully implemented. For primary school students (ages 7 to 12), the national Net Attendance Rate (NAR) remained constant (87.9% in EICV4 and 87.6% in EICV5). Girls (88%) had a slightly higher NAR for primary school than did boys (87%). At the provincial level, Northern Province had the greatest NAR (91%), while Eastern Province had the lowest (84%). According to the 2018/2019 Integrated Household Living Conditions Survey, EICV, 303,000 Rwamagana adults aged 6 and older have ever attended school (men: 88%, women: 87.7%). This translates to a NAR in Rwamagana of 88.2%. The remaining 11.8% of non-attendees are accounted for by parents' inability to pay tuition, parent poverty, family hunger, their lack of knowledge and responsibility, and children's long distance. Consequently, children who don't attend the school as it must be face the problem of lack of performance resulting to school dropout (Wasswa, 2021). Despite all measures taken by the government toward education for all and the quality of education; in Rwamagana District, there are still the issues of uneducated people and poor performance. According to EICV 5- 2019 report, the net attendance rate in primary 88.1% (84.9% for boys and 91.3% for girls) promotion rate in primary is 77% (74.3% for boys and 80.9% for girls). Repetition rate is at 22.4% (25.7% for boys and 19.1% for girls).

1.2 Research Objective

The objective of this study was to ascertain the contribution of school feeding program on students' academic performance in primary schools of Rwamagana District in Rwanda.

2.0 Literature Review

2.1 Status of School Feeding Program

Children's food and nutritional needs have long been met through school nutrition programs. The concept of school feeding dates back to the 1930s, when programs were launched in the US and the UK with the express purpose of promoting children's physical development. Brazil and India have developed school feeding programs through passing laws (Lawson, 2012). Now that school lunches are available almost everywhere in the world, 368 million students in kindergarten through 12th grade receive food at their schools each day. More than any other international organization, WFP has carried out the largest-scale school feeding operations, which annually help millions of kids and their families. It supported school nutrition initiatives in 64 countries in 2002, benefiting

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close to 16 million kids. Additionally, a number of international non-governmental organizations and some donors assist school feeding initiatives in underdeveloped nations (via bilateral agreements) (Theodore, 2018). Governments understand the importance of school meals for the growth and development of kids, communities, and society at large. According to statistics from WFP (2013), only 18% of pupils in low-income countries receive free lunches, compared to 49% in middle-income nations. This implies that coverage is still the lowest where there is the greatest need due to hunger, poverty, and bad social indices.

2.2 Home Grown School Feeding Program

The practice of feeding students while they are at school is known as "in-school feeding." It can be divided into two groups: Non-HGSFP and Home Grown School Feeding Program (HGSFP). The program that provides home-cooked meals goes by the name of HGSFP. HGSFP can be broadly defined as a school feeding program that distributes food made and purchased within a country to the greatest extent possible. The non-HGSFP is an outside sourced common school feeding program. Alderman and Bundy emphasized the trend toward so-called homegrown school feeding, which is a movement toward encouraging the local purchasing of FFE programs. Quality and procurement are hence taking on greater significance. The emphasis placed on food bought in the communities near the school enhances both the quality of the meals and the rural economy (Alderman & Bundy, 2012).

The Home-Grown School Feeding Program hypothesis aims to increase enrollment, encourage regular school attendance and retention, and combat food and nutrition insecurity within the educational system in order to boost student learning. School-age children, small-scale farmers (food producers), and community stakeholders were the three target groups for the HGSFP (food preparation job prospects, food security). School-aged children who lack access to appropriate and nourishing food at home are the main target population. Thus, for school-aged children, the main advantages of the HGSFP theory are improved nutritional status, decreased absenteeism and dropout rates, higher enrollment or attendance, and improved attention or performance (Alderman & Bundy, 2012). HGSFP can significantly help with the Sustainable Development Goals (SDGs), particularly SDG 2 and SDG 4 (on eradicating hunger, achieving food security, improving nutrition, and promoting sustainable agriculture) (on quality education).

2.3 School feeding Program in Rwanda Primary Schools

The Government of Rwanda's overall objective is to reduce poverty, which will ultimately improve the population's quality of life. In this framework, education's goal is to combat ignorance and illiteracy as well as to equip Rwanda's people resources with the required skills to support the country's socioeconomic development. By ensuring equal access to high-quality education with a focus on eliminating illiteracy, fostering science and technology, critical thinking, and positive values, the Ministry of Education seeks to transform Rwandans into skilled human capital for the country's socioeconomic development. This goal works in tandem with and in support of that mission. It is thought that success in this objective will undoubtedly help the government of Rwanda achieve its main objectives of eliminating poverty and enhancing the welfare of the Rwandan people (Theodore, 2018). School feeding has been an important aspect of the government's policy to address children's hunger during the school day, to assist Rwanda's human capital production, and to enhance access to educational opportunities for disadvantaged children, particularly those from low-income families.

In order to operationalize the government's school feeding program, a National Comprehensive School Feeding Policy with policy actions that are consistent with and aid in achieving the National Strategy for Transformation (NST1), the Education Sector Strategic Plan (ESSP 2018/19-2023/2024), and other related policies was approved in 2019. (MINEDUC, 2021). The Government of Rwanda has expanded the School Feeding Program from pre-primary to secondary schools to implement its school feeding policy.

In addition, it has supplied schools with kitchens and cooking stoves and a subsidy for each student's lunch to supplement parents' contributions. In order to effectively implement a high quality, safe school feeding program by utilizing food produced by local farmers and cooperatives while boosting the local economy, the Ministry of Education created School Feeding Operational Guidelines with assistance from the UN World Food Programme, (MINEDUC, 2021). The Ministry of Education hereby requests that the best use be made of these guidelines by all public, government-subsidized, and private nursery, primary, secondary, general education, and TVET schools. These guidelines provide an overview of the Comprehensive National School Feeding Policy, guidance on school meals and costing, as well as suggestions for school meal procurement, food management, preparation and serving, monitoring, and management at the school. This is a living document, and the recommendations on some topics, such school meals (basic meal, substitute, and costing), are not prescriptions or inflexible laws, but rather serve as guidelines and recommendations for best practices that can be applied to the school feeding program (MINEDUC, 2021).

3.0 Research Methodology

This study employed descriptive research design in order to ascertain the contribution of school feeding program on students' academic performance in primary schools of Rwamagana District in Rwanda. The target population was 3302 people that provided the sample size of 357 respondents got using Yamane formula. Interview guide, questionnaire and document analysis review were used as data collection instruments. The purposive sampling was used to select professional teachers. Stratified sampling method was used for selecting students of primary schools in different schools. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study. Data analysis consisted of tabulation and coding.

4.0 Findings

The finding of this study was present due to objective which was to ascertain the contribution of school feeding program on students' academic performance in primary schools of Rwamagana District in Rwanda.

4.1 Extent of school feeding in primary schools of Rwamagana District, Rwanda

Table 1 displays the status of the school feeding program in various primary schools within Rwamagana District.

Table 1: The level of school feeding program in primary schools of selected schools in Rwamagana District

Statements	Disagree		Not sure		Agree	
	Frequencies	Percentages	Frequencies	Percentages	Frequencies	Percentages
Students are given safe drinking water dairy.	335	93.8%	2	0.5%	20	5.6%
Students receive enough lunch at school	249	69.7%	20	5.6%	88	24.6%
In our school students change the types of food	0	0%	0	0%	357	100%
Food quantity served to students depends on their level	0	0%	0	0%	357	100%
Students get satisfied with the food served to them	249	69.7%	20	5.6%	88	24.6%
Students receive lunch immediately after the lunch bell has been rung	40	11.2%	21	5.9%	296	82.9%
The food prepared in this school is delicious	32	8.9%	8	2.3%	317	88.8%
Food is often well prepared before it is served to students	32	8.9%	8	2.3%	317	88.8%
Students are often excited at lunch time	20	5.6%	2	0.5%	335	93.8%
Students have freedom to freely comment on the food served	40	11.2%	21	5.9%	296	82.9%
This school has a permanent building for kitchen	0	0%	0	0%	357	100%
This school has a cleaned and attractive dining room for students.	357	100%	0	0%	0	0%

The above table shows that the majority of respondents 335(93.8%) disagreed that students are given safe drinking water dairy and are often excited at lunch time. 20(5.6%) respondents agreed with these statements. Only 2(0.5%) respondents are not sure whether students are given safe drinking water and are excited at lunch time. All respondents 357(100%) agreed that in our school

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students change the types of food, food quantity served to students depends on their level and all schools has permanent building for kitchen. None who disagreed with all these statements. This table also shows that the majority of respondents 249(69.7%)disagreed that students receive enough lunch at school and are being satisfied with the food served to them. 88(24.6%) agreed that students receive enough lunch at school and are being satisfied with the food served to them. Only 21(5.6%) are not sure about the quantity of food served to the students at school. It also shows that the majority of respondents 296(82.9%) agreed that students receive lunch immediately after the lunch bell has been rung and students have freedom to freely comment on the food served. 40(11.2%) respondents disagreed that students receive lunch immediately after the lunch bell has been rung and students have freedom to freely comment on the food served. Only 21(5.9%) were not sure about all these statements. The majority of respondents 317(88.8%) agreed that the food prepared in the school is delicious, balanced diet and it is well prepared before it is served to students. 32(8.9%) disagreed that food prepared at school is delicious, balanced diet and it is well prepared before it is served to students. 8(2.3%) respondents were not sure about the preparation, quality and taste of food served at school. All respondents 357(100%) disagreed that the school has a cleaned and attractive dining room for students. Means that all selected primary schools have not dining room for students.

4.2 Status of students’ performance in primary school of Rwamagana

Table 2 shows the academic performance metrics of primary schools in Rwamagana District.

Table 2: The performance in primary schools of Rwamagana District

Statements	Disagree		Not sure		Agree	
	Frequencies	Percentages	Frequencies	Percentages	Frequencies	Percentages
The students at this school perform better test and exams prepared by teachers	225	63%	12	3.4%	120	33.6%
All learners have better performance in District Exams	219	61.3%	21	5.9%	117	32.8%
The learners have the best performance in NESA Exams	240	67.2%	19	5.3%	98	27.5%
All learners get boarding letter after passing Leaving National Examination	215	60.2%	19	5.3%	123	34.5%
All parents send their children to study in this school because of better performance	195	54.6%	21	5.9%	141	39.5%

The above table shows that the majority of respondents 225(63%) disagreed that the students perform better test and exams prepared by teachers. 120(33.6%) agreed that students perform better test and exams prepared by teachers. Only 12(3.4%) don’t have information about the performance of the students at school. It also shows that the majority of respondents 219(61.3%)

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disagreed that all learners have better performance in District exams. 117(32.8%) agreed that the learners have better performance in District Exams. 21(5.9%) respondents don't have any information about the performance of learners in their District exams. The majority of respondents 240(67.2%) disagreed that the learners have the best performance in NESA Exams; 98(27.5%) respondents agreed that the learners have the best performance in NESA Exams.19(5.3%) were not sure about the performance of learners in NESA Exams. This figure also shows that the majority of respondents 215(60.2%) disagreed that all learners get letter after passing Leaving National Examinations. 123(34.5%) respondents agreed that all learners get boarding letter after passing Leaving National Examination. Only 19(5.3%) respondents were not sure about the letter gotten after passing Leaving National Examination. The majority of respondents 195(54.6%) disagreed that all parents send their children to study to our school because of better performance. 141(39.5%) respondents agreed that all parents send their children to study in this school because of better performance. 21(5.9%) respondents were not sure about this information.

4.3 Contribution of school feeding program on learner's attendance in primary schools of Rwamagana District, Rwanda

Table 3 illustrates how the school feeding program affects student attendance in selected Rwamagana District schools.

Table 3: The contribution of school feeding program on learners' attendance in selected schools of Rwamagana District

Statements	Responses			Total
	Disagree	Not sure	Agree	
Food attracts hungry children to school.	3	7	16	26
Hunger is among the factors that contribute to the increased students' dropout rate	7	12	37	56
School feeding program is successful method ensuring the children to attend to school	10	6	43	59
Poor children are likely to drop out of school	7	2	28	37
School feeding program lower dropout rate in primary schools	5	12	23	40
School feeding program encourage students to go to school	3	5	43	51
School feeding program promote student's attendance	9	2	27	38
School feeding program encourage parents to send their children to school.	7	3	12	22
Students are free to seek lesson clarification in class after getting lunch at school	8	6	14	28
Total	59	55	243	357

The questionnaires were given to 357 respondents, the majority of respondents 243(68.1%) agreed that there is relationship between school feeding program and attendance of the learners in primary schools of Rwamagana, 59(16.5%) respondents disagreed that there is relationship between school feeding program and attendance of the learners; while 55(15.4%) are not sure about the correlation between school feeding and attendance of the learners. This means that there is correlation between school feeding program and students' attendance in primary schools of Rwamagana District. In

the research conducted by Shabani Maijo on the impact of school feeding program on learners' academic performance in Mlunduzi Ward Tanzania, found out that the impact of school feeding indicates to function both through the improvements of the school environment, enrollment and attendance in better learning and reduce the dropout rate in school. Constantly, the school feeding in developing countries was connected with increased school enrollment, regular attendance, lower dropout rates and higher success rates on national examinations. The findings of the study also showed that the school feeding program has increased attendance among learners. However, it has been reported that school feeding was effective in increasing enrollment and attendance in primary schools (Maijo, 2018)

Table 4: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.861 ^a	16	.006

$$x^2 = 33.861 > 26.296, df = 16 \text{ at } p = 0.05 > 0.006$$

The table 4 shows the result found on school feeding program and learners' attendance in selected primary schools of Rwamagana. The analysis from results revealed that the calculated χ^2 at 0.05 is 33.861; the table value is

$\chi^2_{5\%}(16) = 26.296$. Means that the calculated x^2 is greater than table value. Therefore, the result were significant at 0.05 significant level and 16 degrees of freedom. And then we say that since the p-value 0.006 is less than significant level 0.05, we conclude that here is relationship between school feeding and attendance of the learners.

4.4 Contribution of school feeding program on students' academic performance in selected primary schools in Rwamagana District, Rwanda

The first question was what are the components of food served at this school? Respondents gave answer to these questions whereas it seemed that the food served different schools are the same. These are included beans, cabbage, legumes, rice, maize, maize bread, oil, onion, salt, water and sometime fruits. Second question was how does the time of taking lunch affect the teaching and learning timetable? The given answer to this question was that whenever learners eat late, afternoon timetable cannot be followed as it must be. But unless there is late in taking food for learners, there is no problem in timetable. Another question was how does school participation improve feeding program in this school? Here, all respondents said that school feeding program is a crucial component which play a tangible role to academic performance. Once it will be neglected by school staff, it will affect performance. So, participation of school to school feeding program improve school managements, where found reserved to school feeding will be well managed and learners get balanced diet every day.

The fourth question was how does lack of food affect pupils' performance in our school? Respondents said that school feeding is a program that allows children to reduce short and long term hunger. A hungry man is an angry man. So when learners are hungry, they will not attend school as it must be resulting to school poor performance. The following question was how does school feeding affect enrolment of the pupils in this schools? Respondents said that school feeding program allow students to attend class more regularly and effectively. It increases attendance and

active participation of the learners during teaching and learning activities which will enhance students' academic achievements. Other question asked was how was the performance of the learners before school feeding program in this school? Respondents said that before school feeding program, academic performance was poor. The poor performance was caused by absenteeism and lack of concentration for some students because of hunger. The next question was how is the performance of the learners after school feeding program? For this question, respondents said that there are improvements on learners' academic performance since school feeding program started in their schools. The learners perform better than before school feeding program at primary schools.

The question follow was what can the government do to support feeding program? If there in any support, why the government support school feeding program? The government support school feeding program by supporting every child. It gives 135frw/day for each student to support school feeding program in primary schools. The government supports school feeding program because it needs to sustain best welfare for its citizens. It also needs to build economy based on Education. So it is its duties to support its citizens. The other question asked was how can the community assist in the school feeding program? The community assists school feeding program by paying 975rwmoney to that program. The school also buy local food from community. Among the members of school feeding commute, there are parents come from community. So community assist a lot in school feeding program for better on going. The respondents also were asked this question: Are you agreed with this statement? If yes, why? "Withdrawal of government support of school feeding will negatively affect enrolment rate in school".

All respondents were agreed with the statement said that withdrawal of government support of school feeding will negatively affect enrolment rate in school. Because this will hinder school feeding program resulting to poor academic performance. In this research, this question also was asked. What is the impact of school feeding program on national examination? School feeding program play a tangible role to performance of the learners not only in their school assessment but also in all assessment given to them including national examination. Learner, who studies well, performs well. The feeding providing to the learners, catalyse their teaching and learning activities which improve their academic performance. The last question was how des school feeding program affect attainment of objective for teachers? Teaching and learning objective of teacher can be achieved when learners are active in the lesson. The leaner will be active when they are not hungry as French proverb said "La ventre affamé n' a pas des oreilles". This means that when a child is hungry, he/she cannot hear clearly what is said. So, school feeding program allow teacher to attain objective by allowing learners to be more active in the lesson so that they have to understand what is planned by teacher to be taught.

5.0 Summary of findings

The objective of this study was to ascertain the contribution of school feeding program on students' academic performance in primary schools of Rwamagana District in Rwanda. It was found out that there is positive correlation between school feeding program and students' attendance as it was agreed by the majority of respondents 243(68.1%). The analysis from results revealed that the calculated χ^2 at 0.05 is 33.861; the table value is χ^2 5%(16) = 26.296. means the calculated χ^2 is greeter than table value .Therefore, the result were significant at 0.05 significant level and 16 degrees of freedom. So we say that since the p-value 0.006 is less than significant level 0.05, we conclude that there is relationship between school

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feeding program and attendance of the learners. School feeding program is a program which is supported by the government of Rwanda whereas it gives 135rwf/day for each learners and the parents pay 975rwf per term. When the government withdrawal support of school feeding, it will negatively affect enrolment rate in school as it will hinder school feeding program resulting to poor academic performance. School feeding program is a powerful and integrated way to encourage children to attend school, support their learning and prepare them for success. It plays a tangible role to performance of the learners not only in their school assessment but also in all assessment including national examination. There are improvements on learners' academic performance since school feeding started in their schools. The learners perform better than before school feeding program.

6.0 Conclusion

This study concludes that a learner who attends well frequently and actively, have to perform better in all assessments and evaluation. The study indicated a positive correlation between school feeding program and academic performance. It is a program which reduces short term hunger, improve student attendance, diminish school dropout, attract students to come to school, improve active participation on the learners and help teacher to attain to teaching and learning objectives. School feeding programs have a significant impact on both student attendance and academic performance in Rwamagana District's primary schools. Despite some skepticism among respondents regarding the extent of performance enhancement, the majority acknowledge the positive effects of these programs. The government's support of 135 RWF per day per student and the parental contribution of 975 RWF per term emerge as pivotal elements in sustaining the program. The findings echo those from similar research in Tanzania, highlighting the effectiveness of school feeding programs in increasing enrollment, regular attendance, and lowering dropout rates. The positive responses to the program, reflected in the strong agreement among respondents, underscore its value in fostering an environment conducive to learning. These programs not only attract students to school but also enable them to concentrate and excel academically, thereby fulfilling the government's aim to foster an educated and thriving populace.

7.0 Recommendations

Basing on the presented findings and drawn conclusion, the following recommendations were addressed:

- All education stakeholders must take all policy which will help to improve academic performance so that quality of education in Rwanda will be achieved.
- To make school feeding program more sustainable, there will be need more advice and engagement of community in cost sharing of school feeding program.
- The government should augment funds and materials given to learners for school feeding program so that the food served to them will be enough.
- Policy makers and planners should also spread safe water to the schools which haven't water and to the other schools which have insufficient water in order to help learner to have safe water for drinking and to have water needed in cleaning and cooking.

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