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## School Feeding Program Implementation and Students' Discipline in Twelve Years Basic Education in Rwanda

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### Abstract

The effective implementation of school feeding program plays a significant role in the promotion of students' retention and discipline in general. The purpose of this study therefore, sought to determine the effect of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge district in Rwanda. This study employed correlation research design. The target population of this study was 194 people corresponding to the sample size of 131 respondents by using Solvin's formula. Questionnaire and guided interview were used as data collection instruments. The findings revealed that the implementation of school feeding influences the students' discipline at 64.9% as indicated by the R-Square. The findings also revealed that timely food provision, meal/snacks provision. Community participation and functional monitoring and evaluation system as well as school feeding management can improve students' discipline. It was concluded that effective implementation of school feeding program influences students' discipline somewhere between 49.2 percent and 78.2 percent. The study concludes that the implementation of the school feeding program has a significant positive impact on student discipline in the 12-year basic education system in Nyarugenge District, Rwanda. Teachers largely agree that the program has merits, from timely submission of assignments to community involvement in feeding initiatives. The study recommends that Ministry of Education in Rwanda should consider standardizing the school feeding program across all schools in the 12-year basic education system. In addition, it is crucial for educational planners to work in collaboration with school administrators to develop strategies that strengthen student discipline through the school feeding program. This may include training programs for school staff on how to effectively manage and monitor the feeding program, as well as creating channels for parents to be more involved, given their crucial role in the program's success. Daily oversight by school principals, as well as regular feedback mechanisms, should be put in place to ensure that the program is achieving its goals, both in terms of nutrition and student discipline.

**Keywords:** *Student, discipline, School feeding, students' discipline and school feeding program.*

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## 1.0 Introduction

Food for education (FFE) has been used in the United States and the U K since the 1930s to enhance children's healthiness (Gokah, 2018). School feeding suites (SFP) were the first of such programmes, and students were provided meals at school. The supply of food was viewed as one of several measures for increasing attendance of students, involvement, and performance. Building a learning society would imply supervised training and participation. The Central American and Panamanian Institute of Nutrition (INCAP, (2010) has made significant influences to the research of the impact of hunger on learning. This study reviews research from the 1960s to 1998 on the link between diet and children's development and learning (Bayat *et al.*, 2016). Using a quasi-experimental methodology, the Oriente Longitudinal research looked at the impact of two forms of supplements on the development and growth of mothers and their children. School feeding programs have acquired favor among government politicians in developing countries in Asia, Africa, and Latin America as a community safety net. John Agyekum Kufuor, the previous leader of Ghana, and John Agyekum Kufuor, the former head of state of Brazil, shared the 2011 World Food Prize for their effective social programs, which included school feeding. Brazil and India both passed legislation establishing school feeding programs, with Brazil including it in its laws (Bundy *et al.*, 2016). The Ultimate Court of India ruled in 2001 that all state supervisions serve cooked lunches in nominated high schools in order to boost both discipline in schools and academic progress (Afridi, 2017). Since 1947, the National School Lunch Program has provided school meals, and since 1966, the School Feeding Program has been administered in a variety of methods to reduce dropout rates and tardiness in the United States of America.

According to data from the Children, Young People, and Communities Research and Education Network from 1967, school feeding programs have many benefits. According to a Harvard study, students who participate in breakfast programs at their schools are more likely to attend class and are less likely to be late. They also perform better academically, have better concentration, consciousness, and energy in class, and score higher on standardized tests. (Bell, 2015). School feeding is a mechanism that now effectively allows hundreds of millions of disadvantaged children in industrialized and developing nations to attend school. One of the benefits of school feeding is that, in addition to enabling learning, it has beneficial direct and indirect effects on a variety of other development objectives, such as equality of the sexes, reducing poverty, and hunger alleviation (UNEP, 2016). Ghana's succeeding administrations have implemented programs and policies aimed at making education, particularly at primary level, inexpensive and available to everyone school children as well as improving educational achievements. Free education in the three northern areas, free books and notebooks for elementary school students, a capitation award to relieve families of the economic strain of their children's education, and a school food program are among the programs (Osei-Fosu, 2018).

With the intention of achieving the Millennium Development Goals on education and the goal of universal primary education by 2015, the state of Ghana announced the School Feeding Programme (NSFP) in the academic year 2005/2006. Under this program, each student enrolled in the system is provided with a feeding grant of GH0.30 per day (Nsowah, 2016). These measures resulted in significant increases in enrollment, years of schooling, and involvement both in primary and secondary education. Over seventy percent (70%) of teenager pupils from Sub-Saharan Africa

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and South Asia acquire basic education as an outcome of the school feeding program, according to a 2002 assessment by the World Bank's Self-Governing Assessment Group. Tanzania's systems and economic vision 2025 envision a populace which is well and eager to learn, as well as a successful economy capable of generating long-term growth and mutual benefits (UNESCO, 2013). Furthermore, the authorities noticed that some students leave home early morning without eating cereal so as to go to school on time because they must travel large distances to school, while others do not have food as there is nothing to eat at home for breakfast (Navuri, 2016).

After many instances of students fainting at school due to starvation, the government implemented a school food program in day secondary schools, with parents agreeing to contribute in addition to national payments (Brief ;2015). Since maximum schools in developing states, like Tanzania, are lacking mess or cafeteria assistance, this is a major contributing factor to children leaving primary school, arriving late, dropping out, and performing poorly. As a result, school meals are a great way to provide children with the essential sustenance they need because having a full stomach also tends to help them focus well on their lessons and learning. FFE offers nutrition to schoolkids or one's family members in interchange for enlistment and participation in school, and it unswervingly relates to the first three Millennium Development Goals (MDGs): ending world hunger, achieving free public education, and promoting gender equality and women's empowerment by 2015. (Lawson, 2012).

Rwanda's government and UNICEF prioritized school feeding as a successful tactic for battling acute malnutrition among the country's youngsters, according to Feeding Rwanda (2012). School dinners can improve educational results, such as punctuality and ability to study at school, in addition to boosting nutrition. According to the World Food Programme (WFP), school - based feeding programs encourage impoverished children, particularly females, to attend and stay in school, hence improving their learning ability. In areas with documented food insecurity, the government currently provides school meals in collaboration with the World Food Program. The World Food Programme wants to stop sponsoring the school feeding program by 2012 and turn everything over to the government. WFP changed its plan of action in 2011, aiming to deliver 30% more school meals to children while equipping the government and local communities for taking over the program's management.

### **1.1 Problem statement**

According to the 1948 Human Rights Charter, The right to an education is an essential one. Education is a driver for economic progress and human development since it heals most societal evils, increases incomes, improves health and reduces poverty (The World Bank, 2018). Most African governments introduced school feeding programs for supporting education for all where governments provide funds in order to promote both students' academic performance and students' discipline. Students' discipline, which relates to the appropriate conduct that students ought to have in order to comply with school guidelines and regulations, should also be emphasized in this region's educational system (Ahmad,2015). School feeding programs can improve student discipline, which can improve education quality in Sub-Saharan African countries (SSAC) like Rwanda.



School feeding programs are important not just for increasing academic achievement but also for developing character in pupils (Bush,2013). Students conduct well, perform better, exhibit positive attitudes, have higher graduation rates, and have stronger social values as result of the school feeding program being implemented in such a way that food is provided on time, meals or snacks are provided, parents participate in the program, and a functional monitoring and evaluation system and school feeding management are established (Musoni,2016). However,12 YBE students' discipline is low owing to inconsistent student attendance, late assignment submission, and low attention span, as well as a low homework completion rate as a result of the school food program's inadequate execution (Bonaventure, 2020). When compared to students in 12 YBE, Researchers suggest that one of the root causes of pupils' indiscipline is the low execution of the school food program, which is viewed as a serious problem in Rwandan education. Students at boarding schools where the school meal program is successfully implemented exhibit a positive mindset and good conduct (Joseph, 2020). This study therefore, sought to determine the effect of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge District in Rwanda.

## **1.2 Objective of the Study**

The objective of this study was to determine the effect of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge District in Rwanda.

## **2.0 Literature Review**

### **2.1 Concept of school feeding program**

School nourishing programs relate to meal arrangements in schools that are consumed by students in exchange for a school's effort to feed its kids during school hours. Numerous studies and assessments have looked into the efficiency and reimbursements of school feeding programs. Bundy et al.'s (2016) research, carefully designed school based feeding programs enhance children's nutrition and health and boost right to schooling and learning, particularly when incorporated into grammar school nutrition and health programs. In order to improve children's health, food for education (FFE) was introduced in the 1930s in the US and the United Kingdom (Gokah, 2018). The first of these initiatives was the school feeding program (SFP), in which students were provided meals at school. The School Nutritional and Food Safety Program (SNFSP) was introduced in schools in Brazil in 1945, following World War II (Swartz, 2019). Brazil used a decentralized model to handle the program during its implementation. Local school meals committees were also established in Brazil, with members from the administration, educators, families, and civil society groups participating (WFP, 2009).

In the early 1940s, South Africa began a free milk supply as part of a school feeding program for both white and colored students. Fortified biscuits, vitamin supplements, or entire meals were available through the initiative (Tomlinson, 2017). The first nation to carry out the SFP, also known as Food for Education (FFE), was Malawi. By accomplishing the generally anticipated academic achievements, it supplied school meals or snacks to lessen temporary starvation and to encourage enrollment in school, attendance, and learning ability. This program primarily targeted low-income students in Malawi, focusing on females, orphans, and children in need (Swartz,

2019). According to Kristiansen et al., (2017), a methodical overview of school feeding programs predicated on 18 studies, school dinners have some minor paybacks for underprivileged youth as evaluated by metrics of body development and cognitive skills. Accordingly, a new study by Jomaa et al. (2015) discovered that school feeding has consistently positive effects on children's intake of calories, micronutrient status, students numbers, and involvement compared to children who do not participate. The impact of school feeding on growth, cognition, and attainment in school was deemed to be less convincing in an article by Jomaa et al. (2015).

## **2.2 The concept of students' discipline**

According to Schon (2018), schools should give knowledge to all students and teach them on how to behave in and out of the classroom. Students' misbehavior has an impact on education, interfering with teaching and learning, as well as parents' education of their children. Mbiti (2017) conducted study in which he coined the term discipline to describe an individual's moral spirit as it develops into a human character, which may be associated with individual control. Discipline is a method through which an individual might improve his or her conduct in order to learn more effectively (Mwangi, 2016). Due to the formation of healthy attitudes and values, discipline aids pupils in progressing in their learning. To make significant academic improvement, students must become more disciplined (Charles, 2015). Discipline may be described as having acceptable conduct that is accepted by society, whereas students' discipline relates to possessing acceptable behaviors that are in accordance with school norms and regulations. A study by Kohlberg (2018), chastisement is a fundamental objective of education, and scholars need to be strongly inspired to have positive attitudes and actions. According to Max (2011), discipline is the process of changing and trying to shape a student's discipline in order to help them achieve the desirable action. The researcher went on to say that there needs to be a set of rules and regulations in place to guide their actions, inspiring good behavior while dissuading undesirable behavior.

## **2.3 Importance of school feeding program**

Since governments implemented school feeding programs to meet the Millennium Development Goals, including Education for all, policies to promote school advancement and minimize the number of children dropping out of school have been developed (UNICEF, 2015). School feeding program plays crucial role in education especially in day secondary schools Known as Twelve Years Basic Education as it attracts children from low socio-economic status families attend school regularly. According to the World Bank (2016), school feeding programs exist in so many emerging economies' educational systems because they have not reached the goals of Education for All, leading in high school dropout rates. Poverty has an impact on the educational demand because it reduces households' capacity to pay school fees, feed their children, and cover other educational expenditures. Furthermore, it is linked to a high economic cost of education for kids (Poverty & Eradication Commission, 2017). According to Briggs (2018), when the School Feeding Program was established with nutrients in mind, it was able to significantly increase learners' micronutrients status, which led to improved student behavior. Furthermore, the School Feeding Program creates a pleasant environment for both instructors and students by encouraging children to attend school frequently, minimize tardiness, and finish school activity on time, and also submit assignments in a timely manner. This was corroborated by research done by Bundy et al., (2016),

which indicated that half of pupils in disadvantaged areas in Sub-Saharan Africa and India were iron deficient, and that insufficiency may arise at any age and is frequent in schoolchildren. Because iron rich diet contributes to the development of brain and learning ability, school feeding programs aid in both academic accomplishment and discipline.

#### **2.4 School feeding program and students' discipline**

Basic education contributes significantly to the reduction of hunger and poverty, and hence to the improvement of people's lives (UNESCO, 2017). Contestants in the 1995 World Conference on Education for All (EFA), World Summit for Human Growth, and Fourth World Conference on Women, all held in China, stressed the need of addressing basic human needs, particularly education, in eradicating poverty (UNESCO, 2013). According to Alfridi (2017), School Feeding Programs are frequently put in particularly underprivileged communities or schools with the goal of increasing attendance and lowering dropout rates. Furthermore, school meals are supplied to all day schools from nursery to secondary schools as part of the Twelve Years Basic Education program, and it has been proven that well-nourished students would attend school consistently, according to a research performed in Kenya by Finan (2016). The establishment of the School Feeding Program has resulted in an increase in class participation in schools all around the world (UNESCO, 2017). Data from randomized trials shows that SFP improves attendance rates (WFP, 2007). In Jamaica, the study compared the presence rates of schools with and deprived of school-based feeding programs and found that institutions with SFP have higher enrollment rates than non-programmed schools, which have lower attendance rates (Espejo; 2019).

After the cessation of breakfast and take-home food, a randomized control trial indicated that attendance rates dropped by 22%. According to Ahmed (2004), the discontinuation of SFP has a detrimental influence on attendance rates, which hinders children's educational success. According to a 2015 World Food Programme survey, about 70% of children in underdeveloped nations go hungry (WFP, 2015). Despite the fact that the importance of education has been officially recognized, it is approximated that over 72 percent of girls and 53 percent of boys in the Twelve Year Basic Education program in Africa do not attend school due to hunger; this is particularly common in areas prone to continual drought and famine, leads to chronic food shortages in families. According to research by Kremer and Miguel (2015), providing SFP lowers the net charge of directing children to school, specifically in big households, and thus increases their enrolment in school. Finan (2016) agrees, stating that food is a powerful motivator for youngsters to enroll in school. According to the Kenya Poverty and Eradication Commission (2017), the majority of improving households in the Sub-Saharan area have big families for whom they are inept to provide basic requirements. As a outcome, the SFP frees up family unit cash that would if not be spent on food, allowing them to enroll young kids in school.

#### **2.5 Effect of school feeding on students' discipline**

In each country, established or emerging a school feeding program is vital. SFPs core premise is that adequate nutrition is necessary for learning and education (Briggs, 2018). Issues that caused children to miss school and interfered with their ability to learn were similarly impacted by school nutrition and health (Save the children USA, 2017). The SFP was primarily adopted to achieve the following outcomes: assignment submission, attention span, homework completion, increased

enrollment and punctuality, improved nutritional status, improved micronutrients status and improved learner performance (WFP, 2014). In places where early indications of school involvement and attendance are poor, According to empirical studies, school lunches have an optimistic impact on students' involvement and presence. In accordance with Ahmed and Billah (2015), school-based food dissemination augmented enrolment by 20% in Bangladesh whereas non-participating schools experienced a 2% enrollment decline.

Similarly, after implementing a school feeding program in Pakistan, 2016 saw a 95 percent rise in participation and a seventy-six percent increase in enrolment for the World Food Programme. If they attended school for 20 or fewer days per month, girls received a couple of jars of foil as a prize. Kazianga, Del Walque, and Alderman (2019) observed that SFP schools in Burkina Faso had a 5% increase in female enrolment, but Osei-Fosu (2018) discovered that the schools' feeding program provided a very positive and significant impression on students' intention to enroll in, participate in, and continue in school in Ghana. Adelman, Gilligan and Lehrer (2018) found no indication that school feeding enhanced elementary school presence rates for all school kids in a research.

## **2.6 School feeding program implementation in Rwanda**

Rwandans school feeding programs are administered using one of three approaches in order to ensure that the plan is as broad as possible. Children must carry food from home to eat in the first and second options, and in the third alternative, parentages who can't afford each of the other two must work as unintentional employees at the exact identical school, which will then feed their children. The first option requires families to pay a set the quantity to school systems in order for them to feed their children. Recognizing the difficulties, the Ministry of Education has started a public awareness effort to persuade regional authorities to support schools in getting all worried parents involved. No student is supposed to go out of either of the Twelve YBE schools despite having eaten lunch, according to administrators. The government is still collaborating with parents, educators, and local officials to figure out how each group can contribute to the program's success. Children should receive the same nutrition at school that they do at home, according to parents.

Parents must provide their donation or food supplies to feed their kids so that they might study effectively, according to Olivier Rwamukwaya, Minister responsible for Primary and secondary Education. He said "if a parent is unable to gather the necessary funds or obtain food for their kids to school, they could arrange for informal jobs through schools so that kids can be fed." However, some paternities and teachers are skeptics. They contend that some parents cannot afford the program because they are too impoverished (Shuti, 2014). The administration's decision to tackle children's malnutrition during the academic day, to assist Rwanda's human resources production, and to extend access to education for underprivileged youth, especially those from low-income households, has included school feeding. A completely Totally school Feeding Given policy in 2019 to implement the Administration's school-based feeding program, with policy actions allied with and relation to the success of the Strategic Framework for Transition (NST1), the education Sector Strategic Plan (ESSP 2018/19-2023/2024), and other policy frameworks.



### 3.0 Research Methodology

The study utilized a correlational research design to explore the relationship between the implementation of a school feeding program and student discipline within the 12-year basic education system in the Nyarugenge district of Rwanda. The target population consisted of 194 individuals, including 9 head teachers and 185 teachers. A sample size of 131 respondents was determined using Slovin's formula, comprising 6 head teachers and 125 teachers. For data collection, stratified and simple random sampling techniques were employed, and questionnaires and interviews were used as instruments. Quantitative data were analyzed using SPSS Version 21, while qualitative data were subjected to thematic analysis.

### 4.0 Findings

This study was established to determine the effect of school feeding program implementation on students' discipline in 12 years basic education in Nyarugenge District in Rwanda. SPSS version 21 was used in data management and presented in form of tables.

#### 4.1 School feeding program implementation in twelve-year basic education

Table 1 presents the perception of teachers on school feeding program twelve years for basic education

**Table 1: Perception of teachers on school feeding program twelve years for basic education**

Statement	SD		D		N		A		SA		Mean	Std
	F	%	F	%	F	%	F	%	F	%		
Food provided timely in this school.	19	14.7	28	22	9	7	39	31.3	30	24	4.72	0.81
According to me ,meal or snacks provided.	21	13.8	27	16.9	9	7	28	25.2	40	36.1	4.49	0.91
This school has functional and monitoring system.	28	24.4	19	11.3	19	11.3	39	34.7	20	17.3	4.4	0.84
<i>School feeding management unit works in this group.</i>	20	17.6	27	16.5	10	8	38	30.2	30	26.7	4.34	0.86
Community participates in school feeding.	22	16.7	15	11.7	27	21.8	29	24.5	37	31.5	4.32	1.09
Assignment submitted at right time	23	14.4	19	13.9	1	2.1	29	24.1	47	39.7	4.24	0.96

The insight of twelve-year-old basic education teachers regarding the magnitude of the enactment of the school feeding program is shown in Table1, where 63.8 percent of teachers agreed that

assignments were submitted on time at a mean of 4.24 and 61.3 percent of teachers agreed that meals or snacks were offered in their schools at a mean of 4.49. At 4.32 of the mean, 56.9% of teachers settled that their community participates in the school feeding program. At 4.34 of the mean, 56.9% of teachers agreed that their school feeding managing unit is in operation. 52 percent of instructors agreed that the institution they attend has a functional monitoring system at 4.4 and 55.3 percent of teachers agreed that food is delivered punctually at their schools, both at 4.72 of the mean. The findings shown in table1 clearly show that assignments were turned in on time in twelve-year basic education schools, as shown by the mean of 4.24. The extent to which the school feeding program was implemented during the twelve years of basic education was the subject of a guided interview for the head teachers of schools of 12 YBE located in the Nyarugenge district, indicated that food provided on time, meal or snacks provided, community participated in school feeding program and monitoring and evaluation system function in their schools as well as having school feeding management unity. They also added that, school feeding program is not effectively implemented as parents give their contribution at late time or not. Based on respondents' perceptions of how far the school feeding program had been implemented in the 12 YBE, the researcher used comparative interpretation to show that respondents had similar perceptions of how far the program had been implemented, but with different magnitudes, as shown in table 1 , and in the interview guide provided to head teachers. This was supported by report released by United Census Bureau in 2015 after carrying out research about parents' involvement in school feeding program which indicates that effective participation in school feeding program leads to effective implementation.

#### **4.2. Level of students' discipline in 12Y Basic Education**

Table 2 presents the perception of teachers on the degree of discipline among 12Y Basic Education students

**Table 2: Perception of teachers on the degree of discipline among 12Y Basic Education students**

Statement	SD		D		N		A		SA		Mean	std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Students keep changing their behavior.	8	7.3	18	15.3	9	7	50	38.7	40	30.5	4.50	0.98
Low respect of students towards our teachers.	17	14.9	30	24	10	8	40	30.1	28	22	4.22	1.04
There is an increment of physical interaction in my institution.	20	14.5	30	19.8	4	3	29	24	45	33.7	4.07	1.28
There is a high degree of school attendance.	38	25.3	25	18.6	2	1.8	40	30.1	30	23.2	4.06	1.22
There is high rate of homework completion.	25	21.3	17	12.1	4	3.4	41	37.5	28	24.7	3.82	0.95
Assignment submitted at right time.	34	23.2	24	22.7	4	3.5	24	22.7	39	34.6	3.55	1.31

As designed in the table 2; 69.2 percent of teachers agreed that students' keep changing their behavior at 4.5 of mean, 62.2% of teachers agreed that there is a high rate of completion of homework in their schools at 3.82 of mean, and so forth. The table 2 shows the insight delivered by teachers located in 12 Years of basic education related to the level of students' discipline in 12 years of basic education, and it shows that there is a high rate of homework finishing in their schools. 57.3 percent of teachers felt that assignments were submitted on time at 3.55 of the mean, and 57.7 percent of teachers thought that there was an increase in physical engagement in their schools. At 4.07 of the mean, 53.3 percent of teachers concur that there's a high level of attendance in their schools, while at 4.22 of the mean, 52.1 percent of teachers concur that students show low respect towards their teachers. Based on the results in table 2, it is evident that students in twelve-year basic education continue to exhibit behavioral changes as a result of the mean of 4.5. The findings of table 2, however, demonstrate that students have poor regard for their professors, with a mean score of 4.22. Additionally, it has been shown that a poorly implemented school food program throughout the first twelve years of basic education results in poor student discipline, including late submission of assignments and absences from class. A study by Bayat, Louw, and Rena (2016) in the Western Cape region of South Africa aiming at determining influence of school feeding implementation program on secondary school students' discipline. Researchers have

discovered how the implementation of school feeding programs affects secondary students' discipline, and they have discovered that good school feeding program implementation has a positive influence on students' discipline.

#### 4.3 Correlation between school feeding program implementation and schoolchildren's discipline

This study's objective was to determine the effects of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge district in Rwanda. Thus, Table 3 summarizes the findings on the relationship between the implementation of the school food program and students' discipline over the course of 12 years of basic education in the Nyarugenge district.

**Table 3: Correlation between school feeding program implementation and Students' discipline**

		Learners' discipline	School feeding program implementation
Students' discipline	Pearson Correlation	1.000	
	Sig. (2-tailed)		
	N	125	
School feeding program implementation	Pearson Correlation	.780**	1.000
	Sig. (2-tailed)	.000	
	N	125	125

\*\*. Significant correlation is evident at the 2-tailed 0.01 level.

The study investigated the relationship between school feeding program implementation and students' discipline basing on independent variable. The results in table 3 reveal that there is significance high degree of positive correlation between school feeding program implementation and students' discipline in twelve years basic education where Pearson coefficient of correlation( $r$ ) of 0.780 with the  $p$ -value= $0.000 < 0.01$ . This means that school feeding program implementation provides enough evidence that promotes students' discipline. These findings are in line with the study Blackman, (2019), show that school feeding program implementation in day secondary schools in general is associated with an improved both students' discipline and students' academic performance which leads to higher education aspiration increased test scores and reduced repetition rate.

#### 4.4 The influence of school feeding program implementation on schoolchildren' discipline

The objective of this study was to determine the effect of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge District in Rwanda. Thus, the findings related to students' discipline, school feeding program can influence students' discipline like community participation and effective discipline in twelve years basic education located in Nyarugenge district.

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**Table 4: The R square of School Feeding Program and learners' discipline**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change statistics				
					R Square Change	F Change	Df1	Df2	Sig. F Change
1	.805 <sup>a</sup>	.649	.639	.97173	.649	64.355	4	139	.000

In Table 4, the impact of implementing a school feeding program on student discipline is presented in statistical terms. According to the table, the correlation coefficient (r) stands at a substantial 0.805, signifying a strong association between the two variables. Moreover, the R Square value of 0.649 indicates that approximately 64.9% of the variance in student discipline can be explained by the school feeding program. The Adjusted R Square, at 0.639, further corroborates the robustness of this relationship, providing a slightly more conservative estimate that takes into account the number of predictors in the model. The Standard Error of the Estimate is listed as 0.97173, providing a measure of the accuracy of the predictions. Additionally, the Change Statistics section of the table reveals an F-Change value of 64.355 with a significance level (Sig. F Change) of 0.000, suggesting that the model is statistically significant. The degrees of freedom for the model (Df1) and the residuals (Df2) are 4 and 139, respectively. This high level of statistical significance further strengthens the argument that the school feeding program has a considerable influence on student discipline in the 12-year basic education system in the Nyarugenge district of Rwanda.

## 5.0 Summary of findings

The objective of this study focused on determining the effect of school feeding program implementation on students' discipline in twelve years basic education in Nyarugenge District in Rwanda. It was noted that there a highly significant positive association between the implementation of the school feeding program and students' discipline in twelve years of basic education, with a Pearson's index of correlation (r) of 0.780 and a p-value = 0.000 < 0.01. This signpost that the operation of the school feeding program has sufficient proof to support student discipline. The study also indicates that there is confirmation that the model of regression was correctly indicated because there was a substantial impact of the school meal management unit on pupils' behavior, with a p-value of 0.0000.05. Thus, we can say with 95% certainty that the gradient of the real regression line is between 49.2 and 78.2 percent, and that community involvement has no effect on students' discipline. School head teachers of twelve years basic education situated in Nyarugenge district indicated their insights connected to the outcome of school feeding program implementation on students' discipline where they presented that school feeding program can affect students' discipline, in the case students provided food at school, students' attention span and the level of class attendance as well as homework completion.

## 6.0 Conclusion

The study concludes that the implementation of the school feeding program has a significant positive impact on student discipline in the 12-year basic education system in Nyarugenge District, Rwanda. Using statistical analysis, it was found that approximately 64.9% of the variance in

student discipline can be accounted for by the school feeding program, pointing to its effectiveness as an influential factor. Teachers largely agree that the program has merits, from timely submission of assignments to community involvement in feeding initiatives. However, the study also indicates that there's room for improvement, particularly in the timeliness of contributions from parents. Overall, these findings are consistent with other research, underlining the importance of well-executed school feeding programs not just for nutritional needs, but also as a tool for enhancing discipline and, indirectly, academic performance among students.

## 7.0 Recommendations

Based on the findings, several recommendations are proposed to further enhance the effectiveness of the school feeding program and its impact on student discipline in Rwanda's 12-year basic education system. The Ministry of Education in Rwanda should consider standardizing the school feeding program across all schools in the 12-year basic education system. This could involve providing a framework that details the types of meals to be offered, the timing, and the necessary facilities. Such standardization would not only ensure that all students benefit from the program, but would also create a consistent environment that fosters discipline. In addition, it is crucial for educational planners to work in collaboration with school administrators to develop strategies that strengthen student discipline through the school feeding program. This may include training programs for school staff on how to effectively manage and monitor the feeding program, as well as creating channels for parents to be more involved, given their crucial role in the program's success. Daily oversight by school principals, as well as regular feedback mechanisms, should be put in place to ensure that the program is achieving its goals, both in terms of nutrition and student discipline. The study suggests that the further study could focus on findings the impact of the introduction of the school feeding program on academic achievement in 12 YBE in Rwanda in order to produce a comparison analysis.

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