



Integrated School Feeding Programmes in Kenya: An Effectiveness Comparative Analysis Among Female Secondary Students,

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Abstract

Integrated school feeding programmes (ISFPs) are a critical component of educational interventions in Kenya aimed at improving student nutrition and academic performance among secondary students. A comparative study using mixed-method data collection techniques including surveys, interviews, and observational studies among a sample of 1000 female students from randomly selected schools in four regions of Kenya. ISFPs led to a significant increase ($p < .05$) in student attendance by an average of 20% compared to non-participating schools, with notable improvements in dietary diversity and nutritional status among participating students. The findings suggest that ISFPs can be effective strategies for enhancing educational outcomes and improving health conditions in female secondary school populations. Further research should explore the long-term impact of these programmes and potential cost-effectiveness, alongside exploring ways to sustain and scale up successful models.

Keywords: *African Geography, Secondary Education, Feeding Programmes, Gender Studies, Intervention Evaluation, Nutritional Health, Comparative Analysis*

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