

**AN ASSESSMENT OF INFLUENCE OF SCHOOL FEEDING PROGRAM ON
PUPILS' ENROLLMENT, ATTENDANCE AND ACADEMIC PERFORMANCE
IN PRIMARY SCHOOLS IN NJOMBE DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF THE
OPEN UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled “**An assessment on influence of School Feeding Program on pupils’ enrolment, attendance and academic performance in primary schools in Njombe district, Tanzania**” in partial fulfillment of the requirements for the award of the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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I, **Evaristo Michael Chaula**, declare that this dissertation is my original work and has not been submitted and will not be presented to any other college, institution or University other than the Open University of Tanzania for a similar or any other degree award.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my beloved parents, the late Michael Chaula and Clementina Mgani for their directives and guidance of acceptable standards of life.

ACKNOWLEDGEMENT

The success of this study is a result of the assistance I received from various individuals who gave me moral and material support. I express my sincere thanks to all those who in one way or another assisted me in completing this work. However, I would like to mention just few of them.

First, I am grateful to the Almighty God, my Lord for his blessing and grace. Second, I am very thankful to my supervisor Dr. Sydney Mkuchu, for all professional guidance, encouragement and challenges he posed throughout my study. I express my heartfelt gratitude to my wife Florah Mteweale and my daughters Happy Chaula, Herieth Chaula, Heaven Chaula and Karista Chaula. I also thank all members of the extended family.

I am deeply grateful to my uncle, Mr. Egidio Chaula and Cousin Given Hosea Mteweale for proofreading my dissertation. Their support and encouragement are highly valued and respected.

I would also like to thank my colleagues and regional staff members of the Open University of Tanzania at Njombe Centre for their cooperation and encouragement at the beginning stage of my study to the completed task. In addition, I thank the District Education Officer, head teachers, teachers, school committee members, parents and pupils of Njombe district for their wonderful support and help as they were the respondents of the study.

Finally, I would to thank all my staff members of School Inspectorate Department of Njombe Town Council for their encouragement and moral support.

ABSTRACT

This study investigated the influence the School Feeding Program (SFP) on pupils' enrolment, attendance and academic performance in primary schools in Njombe district-Tanzania. It employed the following three specific objectives: To examine the levels of enrolment before and after the commencement of the school feeding program, to assess the influence of school feeding program on pupils' attendance and to determine the influence of school feeding program on pupils' academic performance. The study was supported by literature from other research studies done on school feeding program and very few from other subject areas. The study employed mixed research approach and adopted descriptive design in order to achieve the aim of the study. Data were collected from six primary schools in Njombe district. It involved a sample of 55 respondents including one District Education Officer (DEO), six head teachers, 12 teachers, 12 chairpersons of school committees, 12 parents and 12 pupils. Participants were selected through stratified random sampling, simple random sampling and purposive sampling. Data collection methods were documentary reviews, questionnaires and interviews. The study findings showed that school feeding program has increased pupils' enrolment, attendance and academic performance. Few schools have been not stable in terms of pupils' enrolment, attendance and academic performance due to parents' negative attitudes towards education, lack of teaching and learning materials, long distance to and from schools, poverty of parents, shortage of teachers, overcrowded classes, political issues and pupils who were orphans. The study recommends that the government through Ministry of Prime Minister's Office Regional Administration and Local Government should improve the infrastructure of the schools by cooperating with other educational stakeholders and encouraging parents to support SFPs by contributing contributions like money and food.

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LIST OF ABBREVIATIONS AND ACRONYMS

AADP	Africa Agricultural Development Program
CSO	Central Statistical Office
DEO	District Education Officer
ECASARD	Ecumenical Association for Sustainable Agriculture and Rural Development
EFA	Education for All
ETP	Education and Training Policy
FFE	Food for Education
GSFP	Ghana School Feeding Program
GSFP	Ghana School Feeding Program
MDGs	Millennium Development Goals
MDP	Mission Development Program
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NEPAD	The New Partnership on Africa's Development
NGOs	Non-Government Organizations
OUT	Open University of Tanzania
PMORALG	Prime minister's Office Regional Administration and Local Government
SFP	School Feeding Program
SNFSP	School Nutritional and Food Security Program
THR	Taking Home Ration
UN	United Nations
UNCRC	United Nations Conventions of the Rights of the Child
UNESCO	United Nations Education, Scientific and Cultural Organization

UNHTF	United Nations Hunger Task Force
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United States of America
WFP	World Food Program
WIC	Women, Infants and Children

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The study assessed the influence of school feeding program on pupils' enrolment, attendance, and academic performance in primary schools. This chapter focuses on the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and delimitation of the study, definitions of the key terms and organization of the study.

1.2 Background of the Problem

The Tanzania Development Vision 2025 sees education as critical to creating the mindset necessary for national development and competitive economy that are the driving forces for the realization of that vision. In order to create an innovative and sustainable education system, the vision finds it important to provide empowerment to the next generation who, ultimately, will determine the success or the failure of Tanzania in realizing that vision. Studies all over the world show that it is a difficult task trying to build a sound education system in a society in which its children face inadequate nutrition. For example, Mamuya (2004) asserts that most Tanzanian schools that do not provide food are faced with absenteeism, intentional problems and early school dropouts. According to him, 50%-75% of pupils in different parts of Tanzania go to school without breakfast and they do not get any meal during the school hours.

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 School

Feeding Program (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. In this framework, there are various pillars and pillar three has a specific focus on increasing food supply and reducing hunger and its objective includes reduction of malnutrition in school going children through diet supplementation via complete and adequate meals in terms of calorie intake and production by small holder farms. NEPAD has formulated an indicator of improvement: The provision of basic school lunch is to help children from poor and vulnerable areas throughout the NEPAD member states (NEPAD, 2005).

As early as the 1930s, the United States and the United Kingdom utilized food for education (FFE) to improve children's health (Gokah, 2008). 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 (UNESCO, 2013).

Stories of pupils fainting at school due to hunger are many. Some children leave home early in the morning, sometimes as early as five 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 (Navuri, 2013).

Among the poor families, there is often not enough food at home; most schools in developing countries, Tanzania inclusive, lack canteen or cafeteria services at school; therefore, school meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons (WFP, 2012). FFE provides food to school children or their families in exchange for enrollment and attendance in school and directly relates to the first three Millennium Development Goals (MDGs); to eradicate extreme poverty and hunger, achieve universal primary education and promote gender quality and empower women by 2015 (Lawson, 2012).

In 1974, the Government of Tanzania launched an ambitious program of Universal Primary Education (UPE) to ensure that all children between the ages of 7 and 13 were enrolled in primary schools by 1977 (URT, 1974). The argument behind that move was essentially, as much as education was right to each and every citizen, a government that is committed to the development of an egalitarian socialist cannot desegregate and discriminate her people in the provision of education, especially at the basic level. However, the school feeding program was not addressed.

As far as Tanzania is concerned, the government has been struggling to provide education since it recognizes its importance in promoting development in the country (URT, 1995). The education system has undergone a considerable transformation since the attainment of independence in 1961. Primary education is widely seen as basic human right that promotes socio-economic development.

School feeding program was also emphasized in different areas, according to Brief (2010), parents agreed to contribute to a school feeding program and set up a committee for tackling school truancy. Community members became more proactive in observing and

reporting children out of school during the school day. Within school, teachers made efforts to make their teaching more engaging and classrooms more interesting. The use of corporal punishment was shortened and a greater emphasis placed on academic performance, including regular testing.

Navuri (2013) has asserted that schools under WFP in Tanzania are located in five regions in 16 drought-prone, food-insecure districts of central and northern parts in Tanzania. In the central regions, the districts are Bahi, Chamwino, Mpwapwa, Kondoa, Manyoni, Singida Rural and Iramba. In the northern regions, the districts are Manyara, Shinyanga Rural, Meatu, Kiteto, Monduli, Longido, Karatu, Ngorongoro and Simanjiro. Lack of school programs to cater for primary schools in the programs affects the performance of schools' pupils as they go hungry all days. A survey conducted in 2001 in schools by *HakiElimu* showed that many pupils complained of missing such an opportunity of having school meals forcing them to go home for lunch and thereby wasting valuable study time on the way.

1.3 Statement of the Problem

School Feeding Program (SFP) is an organized program that aims at alleviating hunger while supporting education, health and community development (WFP, 2007). 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. According to WFP (2004), 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.

Bundy *et al.*, (2009) suggest that appropriately designed school feeding programs increase access to education and improve children's health and nutrition, especially when integrated into comprehensive school health and nutrition programs. Similarly Jomaa *et al.*, (2011) reveal relatively consistent positive effective effects of school feeding on energy intake, micronutrient status, school enrolment, and attendance of children participating in school feeding programs compared to non-participants. However, the contribution of school feeding programs to improving academic performance has not been formerly done in Njombe district; unlike the remarked district of central and northern parts of Tanzania hence the need for this study.

1.4 Research Objectives

Objectives of the study are stated as general objective and specific objectives as follows:

1.4.1 General objective

The overall objective of this study is to investigate the contribution of school feeding program in improving the pupils' enrolment, attendance and academic performance in primary schools in Njombe district.

1.4.2 The Specific objectives of the study are:

- (i) To examine the influence of SFP on pupils' enrolment before and after the commencement of the program.
- (ii) To assess the influence of SFP on pupils' attendance.
- (iii) To determine the influence of SFP on pupils' academic performance.

1.5 Research Questions

On the basis of the specific objectives of the study, the following are research questions

- (i) What is the influence of SFP on pupils' enrolment before and after the commencement of the program?
- (ii) What is the influence of SFP on pupil's attendance?
- (iii) What is the influence of SFP on pupils' academic performance?

1.6 Significance of the Study

The study is useful in increasing children cognitive development through physiological change or full participation in learning experiences, reduce the school dropout rate, truancy and reduce malnutrition to school children. In addition, the study will help all education stakeholders, including:- government officials, education administrators, district councils, school owners and managers, parents and guardians to realize the importance of meals to pupils hence to include feeding programs in the provision of education to children.

1.7 Scope and Delimitations of the Study

The study had some delimitations in which to some extent hindered the making of generalizations of the results of this study. Firstly, some respondents especially pupils were too young to express themselves eloquently; hence affected the results in one way or another. Secondly, omitting of some pupils especially standard VII as they were busy preparing for their examinations might have blocked the richness of data since the maturity of omitted pupils could add useful information to the study.

1.8 Definitions of Key Terms

The definitions of key terms are in terms of what they have been using in the study as follows:-

School Feeding Programs-has been defined by World Bank as a targeted social safety nets 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 (WFP, 2014).

Child-is defined as a young person aged below 18 years. This definition is adopted from the United Nations Convention on the Rights of the Child (UNCRC) by UNESCO (1994).

Attendance - The act of being present at a place, for example at school. Or a frequency which a person is present, example a pupil's availability in classroom for a long period of time.

Enrolment –To register or enter the pupils in admission book for the first entry in grade one as a final perfect copy of an official document.

Influence – 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.

1.9 Conceptual Framework

Kombo and Tromp (2006) defined a conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. The study adopted a model of relationship between school feeding program (SFP) and potential outcomes and impact on school children by Grantham *et al.*, (1998) and Jacoby *et al.*, (1994) as its conceptual framework, which is shown in Figure 2.2

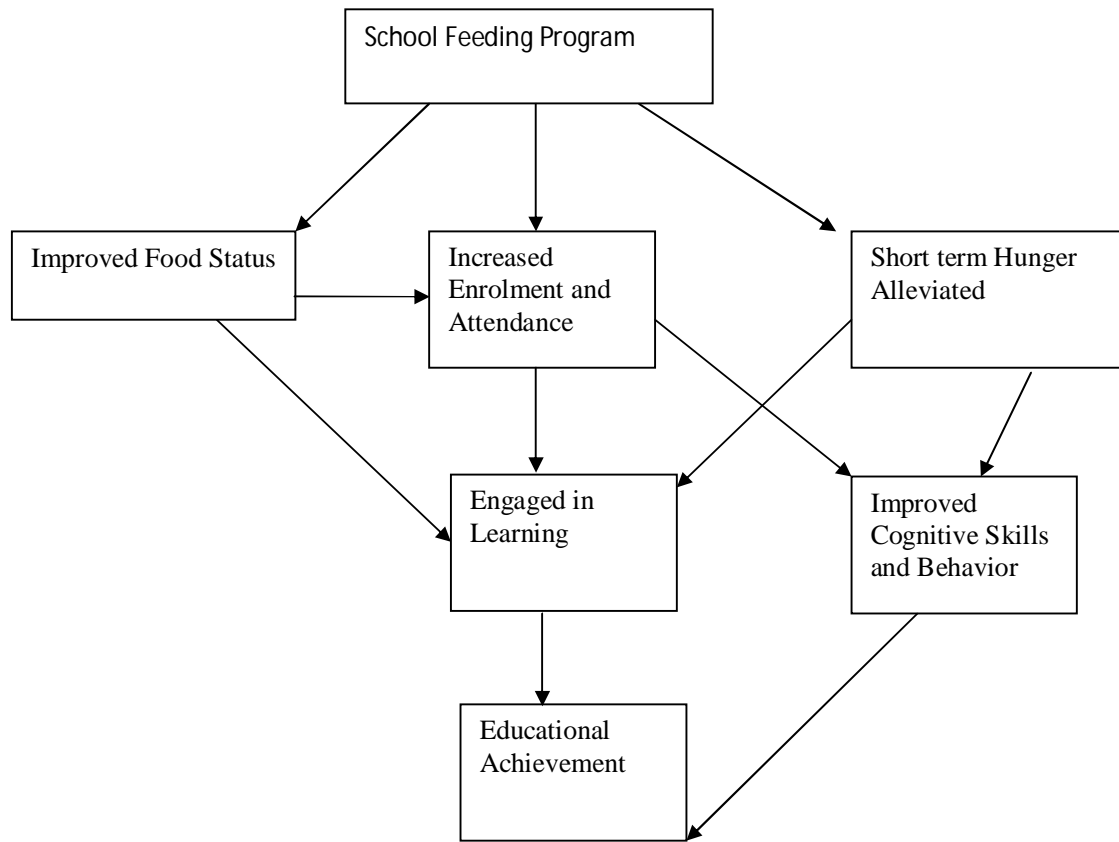


Figure2.1 Conceptual Framework

Source: Adopted from Grantham *et al.*, (1998) and Jacoby *et al.*, (1998)

The potential goal of targeting children through food for education (FFE) program was to increase their educational achievements to improve their potential future productivity and earnings. However, improvement in educational achievement due to serving food in SFP was thought to occur through three pathways, as demonstrated in Figure 2.2. First, FFE program increases pupils' enrolment and attendance by lowering the opportunity costs of attending school and providing school incentives to engage in formal education. This led to more time spent in school and more time spent towards learning. The second was through the alleviation of short-term hunger, which improved children cognitive functioning and attention span. The third path was through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This

led to better health and better resistance to infectious diseases and illnesses that would keep children away from attending school (Bultenheim *et al.*, 2011). Thus, better nutrition indirectly improved educational achievement of increasing school attendance of children.

1.10 Organization of the Research

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, scope and delimitation of the study, definitions of the key terms, and organization of the study. Chapter two which is Literature review presents introduction as overview of the chapter, history of the school feeding program, theoretical framework, conceptual framework, empirical findings on influence of the school feeding program, factors influencing school enrolment, attendance as well performance, and the knowledge gap from reviewed literature. Chapter three (research methodology) presents introduction, research approach, research design, the study area, target population, sample size and sample procedures, data collection methods and instruments, reliability and validity of data collection methods and instruments, data analysis plan and limitation of study. Chapter four contains presentation, analysis and discussion of the study findings. Finally, chapter five provides the summary of the study, conclusion and recommendation for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study on the influence of School Feeding Programs and pupils' enrollment, attendance and academic performance. It is organized in to eight parts namely: introduction, history of school feeding, theoretical framework review, empirical findings on the influence of school feeding programs in the schooling process, factors influencing school enrollment, impact of school feeding program, conceptual framework and the knowledge gap.

2.2 History of the School Feeding Program

In 1930s, the United States and the United Kingdom utilized food for education (FFE) to improve children's health (Gokah, 2008). 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 (WFP, 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 (Tomlinson, 2007). 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. In Malawi in general this program, targeted learners from poor families especially girls, orphans and vulnerable children (Swartz, 2009).

2.3 Review of Theoretical Framework

The study was formed by the motivation theory guided by Maslow (1954) based on hierarchical needs. He defined a need as a physiological or psychological deficiency that a person feels the compulsion to satisfy. This need can create tensions that can influence person's work attitudes and behaviors. Maslow formed a theory based on his definition of need that proposes that humans are motivated by multiple needs and these needs exist in a hierarchal order as follows;

- (i) Biological and Physiological needs - air, food, drink, shelter, warmth, sex and sleep.
- (ii) Safety needs - protection from elements of security, order, law, stability and freedom from fear.
- (iii) Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, and romantic relationships.
- (iv) Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.
- (v) Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. According to this Maslow's hierarchy of needs theory, there were certain minimum requirements that were essential for human needs to facilitate standards of living. This hierarchy of needs is presented in Figure 2.1

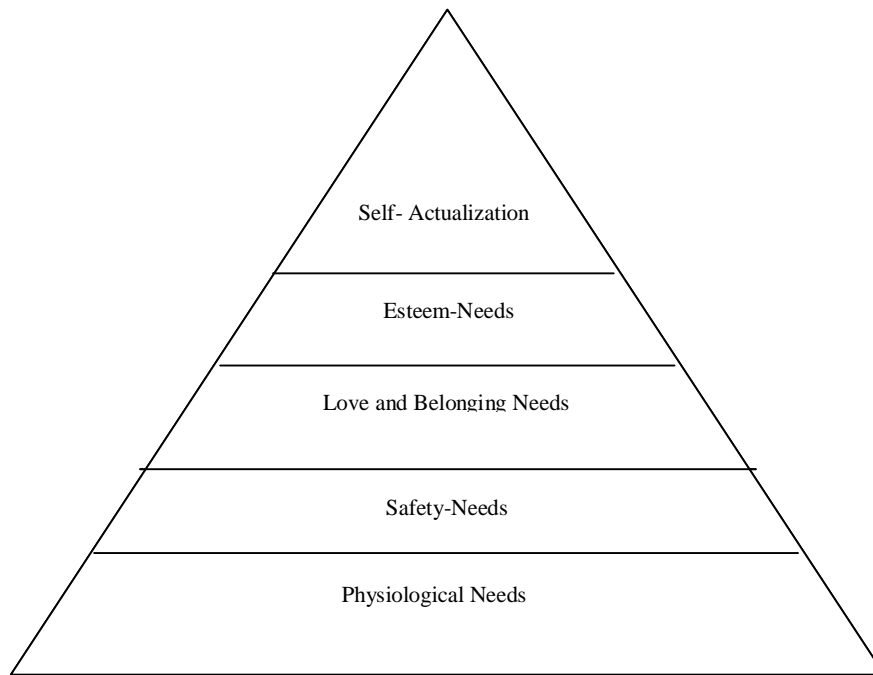


Figure 2.2 Maslow's Hierarchy of Needs

Source: Maslow's hierarchy of needs (1954)

2.3.1 Educational applications Maslow's hierarchy of needs

Maslow's (1954) hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, Maslow (1970) adopts a holistic approach to education and learning. Maslow looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before a student's cognitive needs can be met they must first fulfill their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Maslow suggests students must be shown that they are valued and respected in the classroom and the teacher should create a

supportive environment. Students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened.

2.4 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 schools meal program, while attendance for boys showed a positive but insignificant increase for grade 1 (Afridi, 2007).

A study in England addressed the question of whether there were any benefits from improvements in food quality for children (Belot, 2009). As part of Celebrity Chef Jamie Oliver's "Feed Me Better" campaign, primary schools in an area of London shifted from Low budget processed foods toward healthier options. 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 (Bright *et al*, 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 School Feeding Program (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. The authors went on to point out that "attendance conditional on enrollment was likely to be low with the program than without the program" (Kazianga *et al*, 2009, p.15). 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 (Alderman, 2009).

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 6 Nairobi slums. The main objective of the program is to increase school enrolment and attendance. 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 (WFP, 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,” he added. But some parents and schools remain skeptical. They argue that some parents are too poor to afford the money for the program (Shuti, 2014)

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 2015 (Shuti, 2014).

In Nigeria SFPs are generally expected to elicit the following responses: SFPs can address some of the nutrition and health problems of school-age children. SFPs and other school-based nutrition and health programs can also motivate parents to enroll their children in school and to see that they attend regularly. Experience shows that properly designed and effectively implemented SFPs can:

- i. Alleviate short-term hunger in malnourished or otherwise well-nourished school children. This helps to increase the attention and concentration of students producing gains in cognitive function and learning.
- ii. Motivate parents to enroll their children in school and have them attend regularly. When programs effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve.
- iii. Address specific micronutrient deficiencies in school-age children. Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance.
- iv. Increase community involvement in schools, particularly where programs depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement.

Then he concluded that SFPs have been practiced in many developed and developing countries for several decades. As already indicated, it is therefore a worthwhile exercise in Nigeria so as to enhance nutritional status, increase cognition and learning outcomes, increase enrollments, and reduce absenteeism (Yunusa, 2012).

2.5 Factors Affecting Pupils' Enrolment, Attendance and Academic Performance

Despite the increase in enrolment and attendance in many developing countries and fragile states, these efforts were still affected by overcrowding of pupils in classrooms, too few textbooks, insufficient instructional learning and teaching materials and an increase in pupil–teacher ratios. These are factors that have forced many children, especially girls, to drop out early in schools (UN, 2008).

In Zambia and Mali respectively, a research conducted by Milingo (2000) and Ngandu *et al.*, (2000), found out that a number of factors that were mentioned and affected a larger number of children from attending school mentioned poverty as major problem in many households. Furthermore, the Education for All (2002), UNESCO (2007) stated that apart from poverty and the need for children's help at home and at work, the main reasons that led to dropout rates was the poor quality of the education provided. Long distances also affected pupils' attendance and even performance according to UNICEF (2007). UNICEF has also added that household chores, such as fetching water from long distances kept many girls out of school.

Kelly (1991) pointed out that long distance and that by the time pupils arrived at school, they were already too tired to concentrate on schoolwork. The girls were less able than boys were to fight against physical hazards such as swollen rivers especially during rain seasons and dangerous escarpment paths, which they might encounter on the way to school. This situation affected pupils' enrolment, attendance and performance.

2.6 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 (Briggs, 2008). School health and nutrition also determined factors that kept children out of school and reduced their ability to learn effectively (Save the children USA, 2007).

SFP was mainly implemented with the purpose of achieving the following results; Increase enrolment and attendance, alleviate short term-hunger, improve nutritional status and improve micronutrient status and increase learner's performance (WFP, 2004).

2.6.1 Improve micronutrient of learners

According to Briggs (2008), when the SFP was designed with micronutrient in mind, it could greatly improve micronutrient status of learners. This micronutrient included iron, vitamin A and iodine. All three micronutrient were linked to mental and learning capacity. The studies conducted by Bundy *et al.*, (2009), had shown that micronutrient sub-Saharan Africa and in India, half of the schoolchildren in poor communities were iron deficient. Deficiency could occur at any age and is common in schoolchildren. The deficiency of iron to the pupils is linked to mental and learning capacity.

2.6.2 Alleviation of short –term hunger in learners

The WFP (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 schoolchildren. 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 (Briggs, 2008).

2.6.3 Increased learners' performance

According to the research carried out by 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. Also 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 (Madeley, 2002). In addition, School Feeding Program effectively reduced absenteeism and increased the duration (King and Burgess, 1995).

2.6.4 Increased enrolment and attendance

According to Del Rosso (1999), 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 (1999), showed that the provision of breakfast to primary school students significantly increased attendance.

The pilot study conducted by World Food Program (WFP) over three month in Malawi showed that SFP increased enrolment by 5% and up to 36% improvement in attendance

(WFP, 1996). 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 (Moore and Kuntze, 1998).

According to the analysis done by Gelli (2006), from WFP's 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 United Nations also reported that providing children with take-home rations in addition to school meals increased enrolment in 32 countries and particularly beneficial for girls in the primary schools (WFP, 2009).

In 1994, Pakistan tried to address the issue of low enrolment amongst girls and introduced SFP, which provided snack of rice to families, these encouraged parents to send their children to school especially girls and this led to an increase in enrolment of girls (WFP, 2000). 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

2.6.5 Improvement of nutritional status in learners

The school feeding program helped to improve the nutritional status as well as health status of schoolchildren, as they learnt better if they were not hungry. The poorly fed

schoolchildren who were provided with good meals improved their growth and school performance, and prevented anemia and other nutritional deficiencies (King and Burgess, 1995).

In addition, the study conducted in Kibera (the biggest slum in Nairobi) by CSO (2003) showed that poverty had been the major factor in preventing parents to enroll their children to schools. In Zambia and Mali respectively, the research conducted by Milingo (2000) and Ngandu *et al.*, (2000), found out that there were a number of factors that affected a larger number of children from attending school and mentioned poverty as major problem in many households. Furthermore, the Education for All (EFA) (2002), revealed that apart from poverty and the need for children's help at home and at work, the main reasons that led to higher dropout rates was the poor quality of the education provided. Long distances affected also pupil's attendance and even performance according to UNICEF (2007). UNICEF had also added that household chores, such as fetching water from long distances kept many girls out of school.

Kelly (1991) pointed out that long distance affects schooling of children and that by the time pupils arrived at school; they were already too tired to concentrate on schoolwork. The girls were less able than boys to fight against physical hazards such as swollen rivers especially during rain seasons and dangerous escarpment paths that they may encounter on the way to school. This situation affected pupils' enrollment, attendance and performance.

2.7 Knowledge Gap From Literature of Review

The review of related literature shows most of studies had been conducted in countries outside Tanzania specifically they not were out in Njombe district. For example such studies had been done by Gokah (2008) in United states and United Kingdom, Bundy *et*

al. (2009) in Brazil, Afridi (2007) in India, Alderman (2009) in Burkina Faso, Navuri (2013) in Tanzania which was difficult to apply the school feeding program and recommendations to Tanzanian context like the Central-Northern Region-prone regions of Dodoma, Singida, Shinyanga and Mara. Not all these studies have filled the knowledge gap on the role of the school feeding program in relation to the pupils' academic performance in primary schools especially to regions with enough food like Njombe, Iringa, Mbeya and Ruvuma. This study therefore aimed at finding out whether there was any contribution of the school-feeding program to pupils in primary schools in relation to pupils' enrollment, attendance` academic performance in Njombe district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a science of studying how research is conducted scientifically (Kothari, 2009). 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, the study area, target group, sample size and sampling procedures, data collection methods and instruments, reliability and validity of data collection and instruments, data analysis, research ethical issues, and limitation of the study.

3.2 Research Approach

The aim of this study was to assess the influence of school feeding program on pupils' enrolment, attendance and academic performance in primary schools. 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 (2000) 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 of, or to interpret phenomena in terms of meaning people bring to them. Kothari (2004) 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 (2014) quantitative approach defined as the gathering in formations focuses on describing a phenomenon across a larger number of participants thereby

providing the possibility of 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; provide numerical or rating information and leads to statistical techniques that allow determining relation between variables. Limitations of quantitative were mentioned as follows; difficulty in recognizing new and untouched phenomena and caution in interpretation without control group.

3.3 Research Design

According to Kombo and Tromp (2006) a research design refers to that part of the research plan that indicates how cases are to be selected for observation. In addition, a research design shows how all major parts of the research projects work together to address the central research questions. According to Orodho (2009), a research design is a scheme, outline or plan that is used to generate answers to a research problem. The study used a descriptive design because describes the state of affairs, as it existed and reporting the findings (Kerlinger, 1973). Descriptive studies were not restricted to the findings, but also result to formulation of important principles of knowledge and solution to significant problems. This involved measurements, classification, analysis, comparison and interpretation of data.

3.4 Area of Study

The study was carried out in Njombe district in Njombe region in southern Tanzania. The schools chosen in the district were however, schools based representation with schools providing meals. The time of establishment of the school feed program was not to be less than four years (2010-2014) to cover the assessment, comparison was made after and

before providing food in order to reflect the real situation of schools. Moreover, the study involved primary schools in three wards of Uwemba, Njombe Town and Ramadhani. These schools were Uwemba, Magoda, Ruhuji, Mabatini, Ramadhani and Mgodechi. The rationale of selecting these schools was as follows: firstly; the schools started implementing SFP at different time, secondly three schools were allocated at Njombe Rural (Uwemba, Magoda and Mgodechi) and three schools were allocated at Njombe Town (Ruhuji, Ramadhani and Mabatini).

3.5 Target Population

According to Best and James (2003), 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 Njombe district and focused on six primary schools; specifically targeting pupils of standard V and VI, head teachers, teachers, parents, chairpersons of school committees and District Education Officer (DEO). All respondents mentioned above were the immediate stakeholders of primary schools in their jurisdiction. They were fully responsible to the development of schools. The study also explored their perceptions on school feeding program.

3.6 Sample Size and Sampling Procedures

In carrying this study sample size and sample procedures discussed as follows:-

3.6.1 Sample size

Sample size is a smaller group or subset of the population who provide information for the study (Cohen *et al.*, 2007). The researcher can save much time and money by sampling his or her respondents thus making possible investigations that could not otherwise be carried out. In order to minimize the element of bias and the use of more time and resources, both

probability and non-probability sampling under survey method were used. The sample involved 55 respondents including six heads of primary schools selected through purposive sampling because of their responsibilities with 12 chairpersons of school committees and District Educational Officer. Also 12 pupils, 12 teachers, and 12 parents were selected through clustering and stratified sampling to reduce bias. The category of respondents and their sizes are shown in Table 3.1

Table 3.1: Distribution of Sample Size

Respondents	Number in each school	Number of schools	Total
Head teachers	01	06	06
Teachers	02	06	12
Pupils	0 2	06	12
Parents	02	06	12
School committee members	02	06	12
DEO	-	01	01
TOTAL	16	06	55

Source: Research Findings, 2015

3.6.2 Sampling procedures

Kothari (2009), 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. According to Kombo and Tromp (2006), cluster random sampling is applied in the event that a population is dispersed across a wide geographic region. This method allows for division of the study population into clusters (usually countries,

regions, provinces or other boundaries) and random sampling of everyone is done in those clusters. Stratified random sampling therefore involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics (Cohen *et al.*, 2007). Also according to Adam and Kamuzora (2008), sampling refers to a process of obtaining information about an entire population, by examining only a part of it. It is actually a process in which elements of a population selected as a representatives of the whole population (Best and James 2003) and Kothari, (2009). In purposive sampling researchers, intentionally select individuals and sites in order to learn the central phenomenon (Creswell, 2009). The procedure was used to involve DEO, head teachers, teachers, pupils, chairpersons of the school committees.

3.7 Data Collection Methods and Instruments

According to Orodho (2009), 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.

3.7.1 Documentary reviews

The documentary search provided an insight into problem being studied by cross validating and augmenting information obtained from other sources of data (Yin, 2008). 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 (2009), using 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 five years from 2010 to 2015. 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.

3.7.2 Questionnaires

A questionnaire is a useful means of getting data from a relatively large number of participants (Kothari, 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 soft ware 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.

3.7.3 Interviews

An interview involves presentation of oral stimuli verbal and reply of oral verbal responses (Kothari, 2009). 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 questions were administered to one DEO, two pupils, two parents, and two chairpersons of school committees from each school, these interview guides are found in Appendices III, IV, V, and VI respectively.

3.8 Reliability and Validity of Data Collection Instruments

Reliability and validity are two factors, which were used during in designing the study, analyzing results and judging the quality of the study.

3.8.1 Reliability

Best and James (2003), 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 (Bogdan and Biklen, (1997). 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 gender at Ruhuji primary school. Enough time was given to respondents to read and answer the questions then the other day the researcher collected the distributed questionnaires with

comments from respondents. Ruhuji primary school was more accessible to the researcher than the other schools thus pre-testing was expected to be efficient. The aim of pre-testing was to see whether there were any of the questionnaire items that were not clear hence to make adjustments in order to improve clarity to give useful answers to the problem under the study. By improving, the quality of the instruments and a pilot study was conducted in Njombe town ward at Ruhuji primary school.

3.8.2 Validity

Validity of instruments refers to the quality of data gathering instruments procedures, which measure what is supposed to be measured (Kothari, 2009). Tabachnic and Fidel (2007), defined validity as the degree to which the study accurately reflecting the degree to a specific concept the researcher is attempting to measure. In qualitative research, the concept of validity has been adopted to mean more appropriate terms such as quality, rigor and trustworthiness (Fink, 2008). To ensure validity of questionnaire and interview schedule was constructed in such a way that relevant and crucial themes were obtained.

3.9 Data Analysis

According to Kothari (2009), data analysis refers to the computation of the indices or measures along with searching for patterns of relationship that exist among the data groups. In the process of analysis, relationships or differences supporting or conflicting with original or new hypothesis should be subjected to the discussion to determine the validity of data to indicate any conclusion. Descriptive analysis was largely used in the study of distribution of variables. This study provided other subjects on any of characteristics such as size or composition. This sort of analysis involves more than two variables. In this context, various explanations that were worked out showed the size and shape of a distribution along with the study of measuring relationship between two or more variables.

Creswell (2009) defines data analysis as a process whereby the researcher prepares and organizes the data for data analysis then reduces the data into themes through a method of condensing the codes and finally representing the data in figures and tables. Therefore, this study employed some quantities during discussion as some results were presented through tables, percentages after coding. The tables and percentages were calculated to facilitate the interpretation as well as drawing conclusions.

3.10 Research Ethical Issues

According to Creswell (2009) and Cohen *et al.*, (2007), the researcher should expect ethical issues to arise during the research process. During this study, approval and permission from Open University of Tanzania to carry out the study was considered and research clearance was taken. The research clearance letter from the Open University of Tanzania facilitated getting permission to carry out the study from authorized persons from the area of the study involving Regional Administrative Secretary (RAS) and District Administrative Secretary (DAS) were followed. The letters of clearance from Open University of Tanzania, Regional Commissioner Officer and District Commissioner Officer are attached in Appendices VII, VIII and IX respectively. The research involved collecting data from people in relation to people therefore the researcher needed to protect participants by developing trust, promoting integrity of the research, guarding against misconduct and any impropriety that might reflect their organizations or institutions, and cope with new challenging problems (Punch, 2005).

3.11 Limitation of the Study

Kombo and Tromp (2006), define limitation of the study as a section that indicates challenges anticipated or faced by the researcher during the study. Transport and communication difficulties, financial and time constraints somehow limited the effectiveness of the study in one way or another.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF THE STUDY FINDINGS

4.1 Introduction

A chapter presents the presentation, analysis, discussion and results of the research findings. The presentation of the findings and discussion address the three research objectives and these are based on the influence of SFP on pupils' enrolment before and after the commencement of school feeding program, influence of SFP on attendance and influence of SFP on pupils' academic performance. The purpose of the study was to find out whether or not School Feeding Program has influence on pupils' enrolment, attendance and academic performance in selected schools in Njombe district.

4.2 The Status of Pupils' Enrolment before and after the Commencement of School Feeding Program

According to the first research objective which focused to finding out the status of pupils' enrolment especially for standard one before and after the commencement of School Feeding Program. Documentary reviews and questionnaires as tools of data collection were applied.

The standard one pupils' enrolment in the Table 4.1 showed the real situation of the influence of SFPs as one factor among other factors which influence pupil's enrolment in different schools in Njombe district. The head teachers were asked to provide data of the status of pupils' enrolment of 2010-2011 years before introduction of SFPs and 2012-2014 years after introduction of SFPs.

Table 4.1: Status of Standard One Pupils' Enrollment before and after Introduction of SFPs

School	Before SFPs		After SFPs		
	2010	2011	2012	2013	2014
Ruhuji	143	148	158	160	182
Mabatini	62	69	71	73	74
Ramadhani	107	102	104	110	115
Mgodechi	29	25	30	31	32
Magoda	27	26	37	38	31
Uwemba	100	107	98	104	101

Source: School register (books) from 2010-2014

The findings in Table 4.1 show that the period before 2010 to 2012, in Magoda primary school the enrollment for standard one raised from 27 to 37 which was equal to 37%, Mabatini primary school enrollment raised from 62 to 71 which was equal to an increase of 14.5%, in Ruhuji primary school the enrollment for standard one was 143 to 158 raised equal to 10.5% while Mgodechi primary school raised by one pupil 29 to 30 was equal to 3.4% increase. For Ramadhani primary school the enrollment decreased from 107 to 104 which were equal to 2.9% decrease, and Uwemba primary school decreased from 100 to 98 was equal to 2%).

The answers from questionnaires asked to the head teachers indicated that standard one pupils' enrolment before and after school feeding program changed. Out of six head teachers, four had teachers equal to 66.7% answered that enrolment increased and two answered that enrolment was static, which means that sometimes increased and sometime decreased. When they asked the source of change, the head teacher of Ruhuji said that SFP led to increase the pupils' enrolment. However, the head teacher of Ramadhani whose school had static enrolment mentioned some factors, which caused that situation, included

long distance to and from school, parents' negative attitude towards education and poverty of parents. The head teacher of Magoda primary school added that village's regulations and campaigns also supported standard one pupils' enrolment and this could be one of the factors that contributed to the rise, apart from other factors. During the interviews with teachers, parents and chairpersons of school committees about the status of pupils' enrolment before and after SFPs, out of 36 respondents, 34 respondents which was equal to 94.4% said that there was an increase in enrolment after commencement of school feeding program. In addition, one chairperson of school committee from Mgodechi primary school said that parents were motivated through School Feeding Program to send their children to school without any force. During the interview with pupils, one pupil from Ramadhani said that her young brother followed her to school because he wanted to eat food provided at school.

The findings concurred with those of Navuri (2013), that stories of pupils fainting at school due to hunger are many. Some children leave home early in the morning, sometimes as early as five am in order to get to school on time. This was because they had to walk long distances to school. Because they leave home early, most of them did not take breakfast. Some did not take breakfast because there was nothing in the first place to take for breakfast at home.

The findings of the researcher indicated that school SFP is very essential for standard one pupils' enrollment but this would also depend on other factors to be effective. These factors included, conducive learning and teaching environments like good school infrastructure, adequate number of teachers and availability of teaching and learning materials. Table 4.2 shows the frequency of the responses of 12 teachers of selected schools during research findings about factors affecting pupils' enrollment.

Table 4.2: Responses of Teachers on Factors Affecting Pupils' Enrolment

Factors affecting enrolment	Responses	Percentage
Parents negative attitude towards education	4	33.3
Long distance	6	50
Poverty	2	16.7

Source: Research Findings (2015)

Table 4.2 shows the responses of teachers on the factors affecting standard one pupils' enrollment. The teachers mentioned different factors affecting standard one pupils' enrollment as discussed as follows;

Parents' negative attitudes towards education mentioned by four teachers equal to 33.3% from Mgodechi and Magoda primary schools that led to lower pupils' enrollment for some children. One teacher of Mgodechi said that some parents had poor cooperation with teachers for the development of their children, were not able to support their schools development and left their children home without any reasons.

Long distance was mentioned by six teachers from Uwemba, Mgodechi and Mabatini primary schools; equal to 50%, through their questionnaires on factors affecting pupils' enrollment. One teacher from Mgodechi stated that, some parents were late to enroll their children in schools in order for them to reach the age where they could manage to walk long distances to schools.' This finding is similar to the study carried out by WFP (2004). The findings of study showed that long distance affected many pupils to be enrolled in school since young children and girls, in particular would not risk their lives meeting with physical hazards on their way to and from school if the school was far and from the school and home as it was on their own risks. These risks are like dangerous animals and girls to be raped by men.

Poverty of the parents was mentioned by two teachers equal to 16.7% from Ruhuji and Ramadhani primary schools that were among the other factors affected pupils' enrollment. One teacher from Ramadhani primary school pointed out that poverty among different families had problems in school enrolment. Some families discouraged their children to be enrolled in schools rather than encouraging them to engage in family activities as source of labor power and to help the parents to raise family income. One teacher from Ruhuji primary school pointed out that some parents did not enroll their children to school because they failed to pay different contributions according to their low income. In addition, during interview with parents from Uwemba and Magoda, one parent said ("they failed to enroll their children in school, because of different school costs such as buying cloth, books and pencils with amount of money and food such as maize and beans so as to facilitate the implementation of SFPs at respective schools"). This means that SFPs in one way and another may lead to poor enrollment of pupils where the parents cannot afford the required expenses. This finding is similar to the study carried out by Milingo (2000) and Ngandu *et al.*, (2000) in Zambia and Mali respectively.

The findings showed that a number of factors, which included poverty in most households, contributed poor enrolment in schools. This finding also similar from a study carried out by CSO (2003), in Kibera, the biggest slum in Nairobi in which parents were unable to enroll their children to schools because of poverty. Other research findings from this study also indicated that most of poor parents saw schooling as wastage of time because it was looked or perceived as non-profitable to them. In Njombe district most parents were able to support SFPs throughout the year because food is not a problem for them except the few poor parents and children who were orphans pupils.

4.3 Influences of School Feeding Program on Pupils' Attendance

The second research objective focused on finding out the influence of SFP on pupils' attendance.

Table 4.3: Status of Average of pupils' Class Attendance before and after

Introduction of SFPs

School	Before SFPs in %		After SFPs in %		
	2010	2011	2012	2013	2014
Ruhuji	90	87	93	97	99
Mabatini	86	88	94	95	98.5
Ramadhani	91	92.5	95	97	98
Mgodechi	85	88	92	95	96
Magoda	86	88	92	95	97
Uwemba	78	83	88	90	95

Source: Pupils' Class Attendance books from 2010-2014

The Table 4.3 shows the real situations of pupils' class attendance, all schools were improved their pupils' class attendance after the commencement of the SFPS.

The following are the information provided by different respondents. One head teacher from Magoda primary school answered through the questionnaires that the attendance went up since the commencement of the School Feeding Program. One head teacher from Mabatini primary school said that children who are hungry never used to attend classes regularly, but after the introduction of school feeding, class attendance became quite regular. The responses of the teachers on of pupils attendance is indicated in Table 4.4

Table 4.4: Responses of Teachers on Attendance of Pupils

All students attend regularly	Number of teachers responded	Percentage
Yes	10	83.3
No	02	16.7

Source: Research Findings, 2015

Table 4.4 Show the responses of 12 teachers on attendance of the pupils. Out of 12 teachers, 10 teachers equal to 83.3% through the given questionnaires answered that pupils attended school regularly; while two teachers equal to 16.6% stated that the school attendance was irregular. The teacher from Ruhuji said that some pupils attended school because of School Feeding Program and this had encouraged some pupils to attend school regularly.

For the case of pupils' who were interviewed the findings were as following; one pupil from Uwemba primary school said "SFP made me come to school every day and enjoy school." In addition during the interview with pupils, one pupil from Mabatini primary school pointed out that the introduction of School Feeding Program encouraged most of children who previously stayed away from school during the period of hunger to attend school regularly. Also one pupil from Mgodechi said that, "SFP has made us to listen careful when the teachers teach especially during the afternoon period and attend to school regularly." It was noted by the pupil from Uwemba that sometimes when the cases of absence of electricity, unexpected break of SFPs occurred, during this period the pupils compared and detected the gap of SFP. The SFPs were affected by different factors such as when the machine failed to mill some maize for ugali or absence of fire wood and other operations. He concluded that school food was very important. One pupil said "when there is no food at school it makes me dislike school and lessons."

During interview with parents, nine parents equal to 75% from Magoda, Ramadhani, Mgodechi and Uwemba responded that pupils were encouraged by SFP to attend to school regularly because they were able to get food while studying. One parent from Magoda primary school said, "Contributing, maize, salt, beans and money for the cook's salary, by parents discouraged pupils from poor families to attend school regularly as the parents

were not able to do so.”When asked more, he said many parents blamed about different contributions needed to facilitate SFPs and the pupils also felt shame when they were asked to go for these contributions to their parents. Generally the researcher found that the situation of SFPs was not bad, what was needed there was more education and campaigns to the parents to understand the importance of SFPs. One parent from Uwemba primary school said that it was noted that children who were provided with meals in school attended classes more regularly and were less likely to drop out. This is supported by the study carried out in Burkina Faso by Moore and Kuntze (1994). They found that school canteens were associated with increased school attendance, consistently lowered repeater rates, and lower dropout rates. In addition, the finding is also similar with the study findings carried out by Del Rosso (1999), who found out stated that “Provision of food, act as a strong incentive to attend school on a regular basis”

During the interview with the District Education Officer (DEO), he indicated that, most pupils were able to go to school, when enough rations of food were delivered to schools per term as soon as schools opened to avoid break in feeding that might cause absenteeism among pupils. The study findings were related with that was done by Swartz, (2009) which was introduced in Malawi and it was called the 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. In Malawi in general this program, targeted learners from poor families especially girls, orphans and vulnerable children.

4.3.1 Other factors affecting school attendance

There were several factors, which affected school attendance as mentioned by head teachers during the research study, and their responses are indicated in the Table 4.5

Table 4.5: Responses of Head Teachers on Factors Affecting Attendance of Pupils

Factors affecting attendance	Responses	Percent
Long distance to and from school	2	25%
Poverty	4	66.7%
Parents negative attitudes toward education	3	50%
Children who were orphans	1	12.5%

Source: Research Findings, 2015

The factors in the Table 4.5 were discussed one after another after the table which are:- long distance to and from school, poverty of the parents, Parents negative attitudes towards education and children who were orphans as follows;

Long distance mentioned by two head teachers (25%) from Mabatini and Ruhuji primary school that affected school attendance. Children were forced to walk long distances to located schools to receive education. This became dangerous for young children who had to cross-rivers and pass through thick bushes especially during the rainy season. To save their lives children stayed home until they got support from their parents to escort them to school. The findings was similar with the study carried out by Kelly (1999)), pointed out that long distance affects schooling of children and that by who revealed that, “the time pupils arrive at school, they are too tired to concentrate on school work, and girls are less able than boys to face physical hazard, like swollen rivers or dangerous escarpment on the way to school”.

Poverty of the parents mentioned by four head teachers (66.7%) from Mgodechi, Uwemba, Ramadhani and Magoda that affected school attendance. For example, parents were required to contribute maize, beans, salt and certain amount of money per child to pay for cooks’ salaries. During the time of carrying out the data collection exercise, the

researcher found out that parents' contribution ranged from 4000 TZ shillings up to 10,000 TZ shillings per year. The head teacher of Uwemba primary school said, "Once parents failed to pay such amount of contributions, the pupils were not allowed to get daily meals at school." This situation therefore negatively affected school attendance as daily records of attendance indicated. Another factor which led to poor contributions was noted that parents were not educated enough about SFP.

Parents negative attitudes towards education was mentioned by parents from Magoda primary school. During the interview one parent said that, "we need enough education why we should contribute food for the SFP because other pupils are living near a school." The findings are similar to study of Shutti (2014) of Rwanda who said "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.

Children who were orphans mentioned by one teacher (12.5%) from Ruhuji primary school as a factor decreased school attendance. It was revealed that when pupils were orphans, it was not possible for them to attend school regularly due to shortage of school needs like uniform, exercise books and school meals. One head teacher from Mabatini primary school said that: "Pupils who were orphans are discouraged by different issues to attend to school like shortage of basic needs at home like food and contributions for supporting SFP to school for example money, maize, beans and salt" Also, it was pointed out that girls were likely to be withdrawn from school to care for sick family members. The findings is similar to the study carried out by UNICEF (2007), whose findings pointed out that girl children were faced with too many domestic chores and were less likely to attend school regularly.

4.4 Influence of School Feeding Program on Pupils' Academic Performance

This was the third research objective, which focused to investigate the influence of School Feeding program on pupils' academic performance. Data in Table 4.6 are responses from head teachers regarding the national schools examination results based on standard seven pupils.

Table 4.6: Examination Results for Standard Seven before (2010 – 2011) and after (2012-2014) the Commencement of School Feeding Program

Schools	2010	2011	2012	2013	2014
Ruhuji	96(87.3%)	105(98.1%)	107(100%)	102(100%)	86(100%)
Mabatini	44(91.67%)	55(89.83%)	66(92.96%)	60(93.75%)	53(98.21%)
Ramadhani	97(91%)	93(96%)	65(100%)	76(100%)	83(100%)
Mgodechi	20(86.96%)	22(80%)	25(89.47%)	26(92.86%)	19(95%)
Magoda	23(46.94%)	33(89.20%)	20(80%)	14(50%)	18(62.07%)
Uwemba	60(100%)	75(62%)	53(78%)	44(100%)	52(86.6%)

Source: National Examination for Standard Seven from 2010-2014

Table 4.6 shows the data of examinations results for standard seven pupils for their primary school leaving examinations. These data were obtained through documentary reviews and questionnaires administered to head teachers. The performance of Ruhuji and Ramadhani primary schools increased and finally pupils performed at 100% in three years respectively. The performance of Mabatini and Mgodechi increased but not performed at 100%, while Magoda and Uwemba were static in their academic performance when comparison was made before and after the commencement of the SFP. The study findings revealed that although there had been an improvement in school enrolment, not much has been achieved in terms of performance as indicated in the Table 4.5. In addition, one head teacher said that: "Pupils are able to concentrate in learning after having school meals and also are able to attend school regularly"

When the head teachers were asked to comment on school performance since the SFP started, four head teachers out of six equal to 66.7% indicated that, the academic performance increased since the introduction of school feeding program except Magoda and Uwemba primary schools. The head teacher from Ruhuji primary school said that availability of school meals increased learners' concentration and increased time of teaching and learning. This finding was similar to the study carried out by Briggs (2008) which linked school feeding and learning because it increased learner's awareness, activeness and improved learning capacity. Also in Nigeria study findings carried out by Yunusa (2012) about SFPs indicated that SFP were expected to alleviate short-term hunger in malnourished or otherwise nourished school children. This helped to increase the attention and concentration of students producing gains in cognitive function and learning.

Interviews with the pupils in the selected schools had varying comments according to schools academic performance. Using their learning experience, that is, end term test results and through announcement of previous examination results by the school authority, one pupil from Magoda answered that the academic performance was high and one from Uwemba said that there was poor academic performance after provision of school food .This was because SFP influenced by other factors ; for the pupil from Magoda was possible for him to say academic performance was good because the school environments was conducive, they had enough teachers and there was no overcrowded pupils. For that pupil from Uwemba faced with other barriers such as inadequate teachers and lack/shortage of teaching and learning materials.

The teacher from Magoda primary school said there was an improvement in academic performance. This improvement was attributed to the presence of the school feeding. The

findings showed that school feeding was one of the factors for the improvement in academic performance. One teacher from Mgodechi said “the pupils who eat food at school during the afternoon concentrated properly in learning from the beginning to the end.” This finding is similar to the research carried out by Ahmed (2004) in Bangladesh whose findings showed that the increase of enrollment and completion rates, improved performance in achievement tests of children receiving meals/food at schools.

The finding is also similar with studies carried out in USA by Taras (2005) where the findings showed that school feeding improved cognitive performance. Feeding helped to increase pupils’ concentration span and learning capacity by reducing short-term hunger in the classroom. However, some parents during research recorded that the academic performance of their children improved because they encouraged them to study hard through understanding the importance of education for their future life. An interview with a pupil from Mabatini primary school responded that, the school academic performance became better because they were having meals at schools.

Lastly, the DEO, head teachers and teachers were of the same opinion that, pupils were encouraged to attend school regularly, as a result their academic performance improved. SFP was seen as a safety valve especially for poor families who tended to keep children in schools and concentrated better on their lessons. This finding is similar to the study carried out by Madeley (2000) who found out that providing pupils with food helped the children to concentrate better in their lessons. The researcher found out that despite of providing SFPs in Njombe district, the attendance of some few pupils in some schools such as Magoda and Mgodechi were irregular this was because some parents still had negative attitudes towards education and this in a long run affected academic performance. The DEO said that a few parents were not educated well on the importance of the SFPs which

led to escape to contribute different contributions for their children and cause truancy in schools.

4.5 Other factors Affecting Academic Performance

There were several other factors mentioned by some head teachers and teachers through the questionnaires supplied to them. They in particular pointed out the fact of inadequate school facilities in primary schools, such as text books for every pupil, .for example the recommended pupil books ratio by MoEVT is 1:1, but one head teacher stated that the real situation is one book shared by 4-10 pupils, inadequate furniture especially desks, shortage of school funds, parents' negative attitude towards education and shortage of teachers. These factors greatly affected pupil's academic performance in almost all primary schools. The findings are shown in Table 4.7.

Table 4.7: The Responses of the Head Teachers and Teachers on Factors Affecting Academic Performance

Factors affecting academic performance	Frequency	Percentage
Inadequate number of teachers	10	55.6
Lack of school furniture and learning teaching materials	12	66,6
Political hiding issues	9	50
Overcrowding of pupils	10	55.6
Parents' negative attitude toward education	4	22.2
Shortage of school funds	6	33.3

Source: Research Findings, 2015

According to the Table 4.7, head teachers and teachers mentioned other factors out of SFP which influenced pupils' academic performance; these discussed as follows;

Five head teachers from Mabatini, Uwemba, Magoda, Ramadhani, and Mgonechi equal to 83.3% and five teachers from Ramadhani, Magoda and Uwemba primary schools equal to 41.7% mentioned inadequate number of teachers. The government ratio is 1:40; this means that one teacher should occupy 40 pupils. According to the data provided by head teachers and documentary reviews, two schools out of six schools faced with a problem of inadequate teachers this equal to 33.3% and four primary schools had adequate teachers this equal to 66.7%.

The following primary schools indicated number of pupils, teachers and the ratio of one teacher in each school. Mabatini had 571 pupils with 19 teachers (ratio of 1:30), Ruhuji had 1095 pupils with 29 teachers (ratio of 1:39), Uwemba had 607 pupils, with 14 teachers (1:43), Ramadhani primary school had 735 pupils with 16 teachers (ratio of 1:46), Mgonechi had 275 with eight teachers (ratio of 1:34) and Magoda had 261 with seven teachers (ratio 1:37). The ratio of four schools appropriate of the governmental secular but some of teachers were sick to perform their job they advised by doctors to live near a district hospital. Therefore, the study findings indicated that some schools had only fewer teachers instead of the required number.

Four head teachers equal to 66.7% from Ruhuji, Mabatini, Ramadhani and Uwemba primary schools and eight teachers from Ruhuji, Mabatini, Ramadhani, and Uwemba primary schools equal to 66.7% mentioned lack of school furniture (desks and tables) and teaching and learning materials (text books with other stationeries) affected pupils' academic performance. The head teacher from Uwemba primary school said that a child who was comfortable seated on a chair in the classroom concentrated well during the lesson better than one who was either standing or sitting on the floor. Two or three pupils were supposed to sit on one desk but in real situation was that they sat five to six pupils on

one desk One head teacher claimed that they did not even write properly because they were squeezed in a chair and that it was as equally good as sitting on the floor hence lacked effective concentration during the teaching and learning process

Overcrowding of pupils in one classroom was mentioned by four head teachers from Ruhuji, Ramadhani, Uwemba and Mabatini equal to 66.7% and five teachers from Ruhuji, Ramadhani, Uwemba, and Mabatini primary schools equal to 66.7% that affected pupils' academic performance. Also the researcher supported that in the situation of overcrowded classroom; teaching and learning process become difficult. That means writing, teaching and discussing in that situation is impossible. The study was similar to the findings in Zambia and Mali respectively, conducted by Milingo (2000) and Ngandu *et al.*, (2000), found out that there were a number of factors that affected a larger number of children from attending school and mentioned poverty as major problem in many households. Furthermore, EFA (2002), revealed that apart from poverty and the need for children's help at home and at work, the main reasons that lead to higher dropout rates was the poor quality of the education provided

Four teachers out of 18 teachers from Magoda, Uwemba, Mgodechi and Uwemba equal to 22.2% mentioned parents' negative attitudes on education also was another factor which influenced pupils' academic performance. The researcher supported this factor that pupils' academic performance obviously depends on relationship between parents and teachers. The place where the parents understand the importance of education pupils' academic performance is higher.

Six teachers out of 18 teachers from Mabatini, Ruhuji, Ramadhani and Uwemba equal to 33.3% mentioned that shortage of school fund influenced pupils' academic performance.

The research supported that the school with no funds could not do any progressive arrangement and the pupils' academic performance will be poor, because preparing of teaching and learning environments also will be difficult. The study is similar to the Maslow's motivation theory (1954) which suggested students must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment. Students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened.

UNICEF (2008) has commented on the same that, despite increased enrolment and attendance in many developing countries, overcrowding of pupils in the classrooms, insufficient learning and teaching materials, led to big teacher-pupils ratio that had a negative impact to the school's academic performance. This situation yielded poor academic performance, because the few teachers available in the school were overloaded and were expected to perform other responsibilities that eventually led them to be ineffective.

The provision of food through SFPs can be considered to address the basic need required to enhance school enrolment, attendance and academic performance of the pupils at primary schools. The basic need theory of Maslow indicates that when children are served with food, they attend and stay in school and improve the attention span by solving short-term hunger. The provision of school meals/food therefore, can be considered at school level as stepping ladder for pupils to improve learning process no matter how long the ladder is, each pupils has to start with lowest step. However, in order to reach other needs up to the other stages of learning, the provision of food should first be addressed and this helps to enhance school enrolment, attendance and academic performance. In Njombe district all these conditions are possible because of availability of food throughout the year

what is needed awareness creative and education and campaigns to the parents on the importance of School Feeding Program.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study aimed at exploring the influence of school feeding program on pupils' enrolment, attendance and academic performance in primary schools in Njombe district. This chapter presents a summary of the study, provides a conclusion and recommendation of the study.

5.2 Summary of the Study

The aim of the study was to assess the influence school feeding program on pupils' enrolment, attendance and academic performance in primary schools in Njombe district. The study used the Basic Need Theory by Abraham Maslow to attempt to determine the influence of the School Feeding Program on school enrolment, attendance and academic performance. Three objectives guided this study, that is; to examine the levels of enrolment before and after commencement of School Feeding Program, to investigate the influence of School Feeding Program on pupil's attendance and to determine the influence of School Feeding Program on pupils' academic performance.

The justification of the study was based on the fact that this study is among of handful studies in the field of teaching and learning in primary schools in Tanzania. It sought to explore an assessment of influence of school feeding program in primary schools. All the findings of the study were expected to provide useful information to educational stakeholders such as head teachers, teachers in teaching pupils effectively, school committee members and parents in making learning and teaching environments

conducive, education officers and school inspectors in helping to improve teaching and learning. Based on the findings policy makers can support the implementation of the School Feeding Programs and educational researchers can make use of the study findings in carrying out related studies in the field.

The study involved qualitative research approach. Data collection methods involved the use of questionnaires, interview guides and documentary review. The target population of the sample involved six head teachers, 12 teachers, 12 pupils, 12 parents, 12 chairpersons of school committee and one District Education Officer (DEO). Purposive, stratified and simple random sampling were used to select the research participants. Data obtained from the field were analyzed qualitatively through content analysis and quantitatively where tables of frequencies and percentages were presented to supplement qualitative information.

The findings of the study have shown positive outcomes in pupils' enrolment, attendance and academic performance with relation of SFPs and parental involvement in implementing School Feeding Program. This means that many schools have shown the effectiveness of SFPs but few schools have shown the some barriers that have caused the SFP to prove a failure. Such barriers that have been identified have included poverty of parents, negative attitudes of parents towards education, pupils who were orphans and political hiding issues. Even though food was provided at school, the following factors also led to poor pupils' enrolment; attendance and academic performance; shortage of teachers, lack of teaching and learning materials, lack or inadequate furniture, long distances to and from school, negative political issues and pupils who were orphans.

5.3 Conclusion

The study aimed at finding out the influence of SFP on pupils' enrolment, attendance and academic performance in selected primary schools in Njombe district. The study findings have shown positive results whereby four schools improved pupils' enrolment, attendance and academic performance after the commencement of school feeding program. However, two schools had not static outcomes due to some factors such as unattractive school environments for teaching and learning. These factors included overcrowding of pupils, shortage of teachers, and lack of teaching materials, negative attitudes of parents towards education, long distance and pupils who were orphans.

School feeding program in Njombe district has shown positive influence on pupils' enrolment, attendance and academic performance to some schools. For some schools positive changes have not been shown and some of the causes have been overcrowded classrooms due to high response on pupils' enrolment and attendance this affecting teaching and learning activities.

Generally, the findings have shown that SFP is an effective means of improving pupils' enrolment, attendance and academic performance. The government support is at the same time needed through the Prime Minister's Office Regional Administration and Local Government (PMORALG), to make sure that school feeding program is sustainable to all primary schools in the country. Education success depends on conducive and attractive pupils' learning and teaching environments thus SFPs is among them.

5.4 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:

5.4.1 Recommendations for action

The Ministry of Education and Vocational Training should have the political will to support SFPs through the budget of Prime Minister's Office Regional Administration and Local Government (PMORALG) to the district education offices for primary pupils at the district level.

The SFPs had shown positive improvement therefore the Ministry of Education and Vocational Training should make sure teaching and learning materials are available, school environments should be improved in order to meet the needs of the studies. 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.

5.4.2 Recommendation for further research studies.

- (i) For a comparative purpose more comprehensive similar studies need to be done on other primary schools, and secondary schools so to assess the contribution of SFP as regards this aspect.
- (ii) This study should be done in different settings in Tanzania where SFPs is being implemented to determine whether the SFPs enhance pupils' enrolment, attendance and academic performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR HEAD TEACHERS

Dear Head teacher,

My study is on an assessment of influence of School Feeding Program on pupils' enrolment, attendance and academic performance in primary schools in Njombe district. Your participation in this study will provide me with the necessary data that I need to complete my studies of Master of Education in Administration, Planning and Policy Studies successfully. Kindly help me by responding to this questionnaire. All responses will remain anonymous and will be treated in a confidential way. In case you have extra information that may contribute to the success of my study, please feel free to write at end of the questionnaires.

1. Name of school.....
2. What is the total number of pupils in your school; boys..., girls....., total
3. Number of teachers: males..... and females.....
4. When did the school feeding program start?.....
5. Who introduced this program of school feeding?.....
6. Is there any difference in the enrollment of the pupils since SFP started?
 - A. Increased ()
 - B. Decreased ()
7. Give reasons for your answer to question eight why the situation was so?

.....
8. Have the passes of national examinations for standard seven pupils from the time the school feeding program started changed?
 - A. No ()
 - B. Yes (.....)

9. Give reasons for your answer to question nine in your school

.....

10. What factors affect the pupils' enrollment?

.....

11. Among the factors mentioned in question eleven, which ones are the main factors?

.....

12. What are the main factors that affect academic performance of pupils at your school?

.....

13. Do all pupils benefit from the school feeding program?

A .Yes ()

B. No ()

14. If no, what is the criterion used to select the beneficiaries?

.....

15. Who provides the food to the school?

A. Parents (.....)

B. Government (.....)

C. NGOs (....)

D. Other institutions (....)

16. How often does the school collect/ receive food from different donors?

A. Monthly ()

B. Quarterly ()

C. Per term ()

D. Yearly ()

17. At what time is the school meal provided?

A. Break time ()

B. Mid-morning ()

C. After lessons ()

18. Why do you provide food at this time?

.....

19. Which system do you apply in the school feeding program?

A. Take home ration ()

B. Having food at school ()

20. School feeding program is

A. Continuously ()

B. At special time ()

22. If continuously or at special time why is this situation so?

.....

23. What regulations govern the school feeding program?

.....

24. Could you kindly provide the data of pupils' enrolment in the following table?

Pupils'	2010	2011	2012	2013	2014	2015
Enrolment						

26. Could you kindly provide primary leaving school examination results?

Pupils	2010	2011	2012	2013	2014
examination Results					

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

Dear teacher,

My study is on an assessment of effects of **School Feeding Program on academic performance in primary schools in Njombe district**. Your participation in this study will provide me with the necessary data that I need to complete my study of Master of Education in Administration, Planning and Policy Studies successfully. Kindly assist me by responding to these questionnaires. All responses will remain anonymous and will be treated in a confidential way. Put a tick (v) against the question that suits your view and where appropriate fill in the blanks.

1. Name of school.....

2. When did the school feeding program start at your school.....

3. Give the reasons why the feeding program started.

.....

4. The number of the pupils at your school is

5. How is the attendance of the pupils to school?

A. Increased ()

B. Decreased ()

6. If increased or decreased for question five, give reasons.

.....

7. What is the academic performance of the pupils since the school feeding program started?.....

.....

8. Give reasons for your response of question number seven.

.....

9. Mention factors which can affect the academic performance of the pupils,

(a).....

(b).....

(c).....

10. Do all pupils get meals at school?

A. Yes ()

B. No ()

11. If yes or no, give the reasons behind for question number ten

.....

.....

12. Do your pupils enjoy the meals provided at school?

A. Yes ()

B. No ()

13. If yes or no from the answer number twelve, explain why?

.....

.....

14. How often does the school receive food from parents?

A. Monthly ()

B. Per-term ()

C. Yearly ()

D. Any time ()

15. How often does the school receive food from government?

A. Monthly ()

B. Per-term ()

C. Yearly ()

16. How often does the school receive food from NGOs / institutions? Mention those institutions.....

A. Monthly ()

B. Per-term ()

C. Yearly ()

17. At what time do the pupils get their meals?

A. Before the class starts ()

B. During break time ()

C. Lunch time ()

D. After lessons / class ()

18. What could be the reasons that have prompted the school administration to choose this feeding time?

.....

19. Which system of school feeding program is applied at your school?

A. Take home ration ()

B. Having food at school ()

20. Is there any time when the school meal program stops?

A. Yes ()

B. No ()

21. If yes, what are the reasons for such situation?

.....

22. What have you noted are the effects of stopping school feeding program?

.....

23. What are the challenges facing school feeding program?

.....

.....

24. In your opinion, what should be done to improve the school feeding program in your school?

.....

.....

Appendix III: Interview guide for District Education Officer (DEO)

1. When did the school feeding program in your district begin?
2. How many schools have been engaged in school feeding program in your district?
3. Why was the school feeding program initiated/introduced?
4. How do you help the program to be effective?
5. Do you think the community is aware of the school feeding program?
6. Does the school feeding program have any benefits? If yes, mention and if no, why?
7. What are factors affecting pupils' enrolment, attendance and academic performance in your district?
8. Are there any NGOs or institutions that support school feeding program in the schools in your district?

A. Yes (....)

B. No (....)

If yes specify

9. What is your opinion about the school feeding program in relation to pupils' enrolment, attendance and academic performance?
 10. What has been the difference in pupils' enrollment before and after school feeding program?
- A. Increased ()
- B. Decreased ()

Appendix IV: Interview guide for pupils

1. Does your school offer school meals?
2. Do you think there is any need to provide school meals?
3. If yes or no to question number two, why?
4. Do your parents support the school feeding program?
5. What are challenges facing you during the implementation of school feeding program?
6. Can a school-feeding program attract children to come to school and be enrolled?
7. Is the ration given during the school meal reasonable?
8. Can you mention the advantages of school feeding program?
9. Can you mention the problems of implementing school feeding program?
10. What activities do you do in relation to S FP?
11. Are the girls and boys engaged in the food preparing/cooking process?

Appendix V: Interview guide for parents

1. As a parent, do you understand anything about the school feeding program?
2. What are the reasons for pupils to be given school meals?
3. Is there any difference in the academic performance of pupils before and after School-Feeding Program began?
4. What could be reasons for your response to question number three.
5. What are the difficulties you face during the implementation of the School Feeding Program?
6. How do you contribute food for your pupil to school?
7. Do parents in Njombe district educated enough to contribute food for the School Feeding Program?

Appendix VI: Interview guide for chairpersons of school committee

1. As a school committee member, do you understand anything about the school feeding program?
2. Are all enrolled pupils attending school?
3. If yes, what makes them attend and if not what makes them not to attend?
4. What is the influence of school feeding program on pupils' academic performance?
5. Please can you mention the advantages of school feeding program?
6. What are the challenges of the school administration face during the implementation of the school feeding program?
7. Are the parents able to contribute food for their children without any force?
8. What activities do you perform during the implementation of school feeding program?
9. Are the parents in Njombe district educated enough to contribute food for their children?
10. What are your suggestions about how implementation of the school feeding program be improved?

Appendix VII

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
 Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

25/06/2015

To whom it May Concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Chaula Evaristo Michael HD/E/645/T.11** who is a Master student at the Open University of Tanzania. By this letter, **Chaula Evaristo Michael** has been granted clearance to conduct research in the country. The title of his research is **"An assessment of Influence of School Feeding Program on Pupils Enroiment, Attentance and Academic Perfomance in Primary Schools in Njombe District, Tanzania."** The research will be conducted in Njombe District.

The period which this permission has been granted is from 01/07/ 2015 to 02/09/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix VIII

**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

NJOMBE REGION

Tel. No. (026) 2782912
2782913
Fax No. (026) 2782914
E-mail Address: rc@njombe.go.tz
ras@njombe.go.tz
info@njombe.go.tz



Regional Commissioner Office
P.O.Box 668
NJOMBE.

In reply please quote:-

Ref. No. AB.301/326/01A/30

13 July, 2015

District Administrative Secretary
P. O. Box 07
NJOMBE.

Ref: **CHAULA EVARISTO MICHAEL TO CONDUCT RESEARCH
CLEARANCE**

Reference is made to above named subject.

MR. CHAULA EVARISTO MICHAEL HD/E/645/T.11 is a Masters student at the Open University of Tanzania. He has been granted clearance to conduct research titled: **"AN ASSESSMENT OF INFLUENCE OF SCHOOL FEEDING PROGRAM ON PUPILS ENROLMENT, ATTENDANCE AND ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS** in Njombe District, Tanzania.

You are kindly requested to grant him any needful assistance to facilitate achievement of his research objectives.

His permit lasts from 1st July, 2015 to 2nd September, 2015.

Thank you in advance for your cooperation.

Yours Sincerely,

J. A. Simika
For: REGIONAL ADMINISTRATIVE SECRETARY
NJOMBE.

Cc: Regional Administrative Secretary
P. O. Box 668
NJOMBE. (To be seen in file)

Chaula Evaristo Michael – Student (For notification)

Appendix IX

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

MKOA WA NJOMBE
Simu: 026 2782023
Fax: 026 2782850
E-Mail: dcnjombe@yahoo.com
Unapojibu taja
Kumb.Na. AB. 330/347/01/161.



Ofisi ya Mkuu wa Wilaya
S.L.P. 7
NJOMBE

14 JULAI, 2015

**KWA YEYOTE ANAYEHUSIKA,
WILAYA YA NJOMBE**

YAH: KIBALI CHA KUFANYA UTAFITI.

Tafadhali rejea somo la hapo juu.

Kibali kimetolewa na katibu tawala mkoa kwa ndugu Chaula Evaristo Michael kufanya utafiti wilayani Njombe kuhusu "AN ASSESSMENT OF INFLUENCE OF SCHOOL FEEDING PROGRAM ON PUPILS ENROLMENT, ATTENDANCE AND ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS in Njombe Distric,Tanzania.

Kibali hicho ni kuanzia Julai,1,2015 – sept2,2015 unaombwa kutoa ushirikiano atakao uhitaji katika kufanikisha utafiti huo.

A.Wiketye
Kny:Katibu Tawala wilaya
Njombe.

Nakala: Chaula Evaristo Michael
Mwanachuo.