

**IMPACT OF SCHOOL FEEDING ON STUDENT ATTENDANCE IN  
SECONDARY SCHOOL: A CASE OF KITETO DISTRICT IN TANZANIA**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance a dissertation entitled **Impact of School Feeding on Student Attendance in Secondary School: A case of Kiteto District in Tanzanian** by the Open University of Tanzania in partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies.

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Date

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.....

Signature

.....

Date

**DEDICATION**

Special dedication goes to my beloved parents Mr. and Mrs. Lucas Sanya and my lovely daughter Allu N. Ngoi for their courage, love, financial and moral support. God bless them.

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**ABSTRACT**

This study assessed the impact of school feeding programme on students' attendance in Tanzanian public secondary schools of in Kiteto District, Manyara Region. The study was guided by four specific objectives: describing the effectiveness of school feeding programme; assessing the influence of parental economic status on school meals; determining the challenges facing school feeding programme; and evaluating the contribution of school management in school feeding programme in Kiteto district. The study used mixed method approach which is combination of qualitative and quantitative approaches. However, the study was more qualitative in nature. It employed survey and case study designs. A number of 85 respondents were sampled from the total population in the area, through simple random, purposive and convenience sampling techniques. The study revealed that school feeding programmes are effective means of attracting students to attend school. Likewise the study found that the parents were willing to contribute some amount of money in the school feeding despite economic hardship they had. Moreover, the study has revealed that the challenges of school feeding are social, economic and political. The government contributes a small amount on this programme and also because of economic hardship of parents. Another challenge observed is participation of school management team in ensuring presence and management of school food. The study has concluded that school feeding programmes have positive impact on students' school attendance. This has been so due to the increased enrolment and decrease of students' dropout and truancy. The study calls upon the establishment of strong network system of educational stakeholders under the coordination of government and having responsible leaders in the entire educational sector.

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**LIST OF ABBREVIATIONS**

AIDS	:	Acquire Immune Deficiency Syndrome
ASAL	:	Arid and Semi Arid Lands
CBSF	:	Children Benefit on School Feeding
ECDE	:	Early Childhood and Development Education
EFA	:	Education for All
ESRF	:	Economic Social Research Foundation
FAO	:	Food and Agriculture Organization
FFE	:	Food for Education
HIV	:	Human Immunity Virus
MDG	:	Millennium Development Goals
MOEVT	:	Ministry Of Education and Vocational Training
NGO	:	Non Governmental Organization
PES	:	Parents Economic Status
SFP	:	School Feeding Programme
SLP	:	School Lunch Programme
T.S.S	:	Takwimu za Shule za Sekondari
UNCE	:	United Nations Children's Fund
UPE	:	Universal Primary Education
URT	:	United Republic of Tanzania
WFP	:	World Food Programme

## **CHAPTER ONE**

### **3.0 THE PROBLEM AND ITS CONTEXT**

#### **1.1 Introduction**

This study focused on school feeding and its impact on students' attendance in public secondary schools. In this chapter, background issues are presented under sub-topics: background to the study, statement of the problem, general purpose of the study, objective of the study, research questions, significance of the study, scope of the study, definition of the key terms and summary of the first chapter.

#### **1.2 Background to the Problem**

School feeding programme (SFP) is the intervention that can address nutrition and health problems of school age children. It is in this programme that students should get at least one balanced meal per day. Examples of staple food crops that can be used to prepare meals at school are maize, rice, wheat, potatoes, cassava, yams and bananas. The food should be eaten together with meat or fish or legumes like beans and peas also with fruits and vegetables (Malingumu, 2008).

To establish a functional SFP, parents should be involved in all procedures to ensure sustainability of the programme which will cater for children from diverse socio-economic backgrounds hence academic achievement among Early Childhood and Development (ECDE) children. For example, in early 1930's, United States of America and United Kingdom utilized FFE to improve children's health (Gokah 2008). These early programmes took the form of School Feeding Programmes (SFP)

where participants were fed meals or bites at school. As a social safety net, FFE programmes have also gained popularity among political leaders and policy makers in developing countries in Asia, Africa and Latin America. The 2011 World Food prize was shared by John Agyekum Kufuor, the former president of Ghana, for the successful social programme, including school feeding that each nation has established. Brazil and India have established school feeding programmes by passing legislations. Brazil added schools feeding to its constitution (Bundy et al., 2009) while in 2001 in India the Supreme Court mandated that all state governments must provide cooked meals in targeted schools (Afridi, 2010).

The National school lunch provision programme has been providing school lunches since 1947 and school breakfast programme have been offered in a variety of ways since 1966 in United State of America. The children, Youth and Families Education and Research Network reports of 1967; the benefits of school breakfast programme are many. A research analysis from Harvard found that students who participate in school breakfast programmes have improved attendance and less lateness, better concentration, alertness and energy in school, better overall academic performance, better comprehension, learning and memory, reading and standardized test scores (Bell, 2013).

Malnutrition exists in some form in every country. Protein energy malnutrition is the commonest and the most devastating form of malnutrition among children under five years of age and school children. This suggests that intervention in the school-aged children can help reduce levels of malnutrition and its related effects on children's



health and education. School Feeding Programme (SFP) which has been initiated in many countries including Kenya has shown to improve school attendance and nutritional status in developing and industrialized countries. However, the effects of School Lunch Programmes (SLP) as indicated in Vihiga District have not been evaluated (Oniang'o 2007).

Over the years Tanzania has expressed her concern for the health and nutritional status for primary school children, due to the fact that there is a relationship between nutritional status and school attendance. Evidence in Tanzania shows that high absenteeism, lack of concentration in class and early dropouts are the results of short term hunger. About 50% to 70% of students go to school without breakfast and they do not get any meal during school hours. The outcome of short-term hunger in the long run are the following major nutritional problems namely stunting, low body weight and micro nutrients malnutrition including deficiencies of who consumes inadequate amount of food necessary to meet the body's energy and nutrients requirement have diminished cognitive abilities, reduce school performance, retardation, reduced physical activities, impaired resistance to infections and increased morbidity and mortality rate and hence adverse effects on productivity incomes and national development (Food and Nutrition centre 2006).

Monitoring and evaluation of the school feeding programme can be done by assessing, looking and making follow up to the following items; percentage of absenteeism, concentration of pupils in class, school dropouts, individual child school performance, performance in physical activities, nutritional status, morbidity

and mortality rate. From above mentioned items if there is a positive impact this will indicate that programme objectives have been met or achieved (Food and Nutrition centre 2005-2006 Tanzania). School feeding is a tool which today effectively enables hundreds of millions of poor children to attend school in developed and developing countries alike (WFP, 2004). School feeding means the provision of meals or snacks at school to reduce children's hunger during the school day. It has been provided during morning, afternoon and evening although it varies from school to school. Day schools are providing breakfast during morning break and lunch after class sessions during afternoon sessions and dinner is provided for boarding or hostel schools (WFP, 1996).

In Tanzania school feeding programmes are supported by the Ministry of Education and Vocational Training in collaboration with the World Food Programme (WFP). To some schools that are on the hands of the government, it started implementing School Feeding programme in pilot areas whereby day scholars were given porridge in the morning break and lunch in the afternoon. The programmes started in the year 2000 in pilot areas in three regions namely; Dodoma, Arusha and Singida. In Dodoma region, the following districts were involved: Dodoma Rural, Mpwapwa and Kondoa; in Arusha region: Ngorongoro, Monduli, Simanjiro and Kite to; and in Singida Region: Singida Rural, Manyoni and Iramba. In the three regions, 210 schools were involved feeding 72,120 pupils (URT-MOEVT, 2013).

At school level, day to day operations are delegated to school committees comprising mainly. The committees are responsible for the construction of kitchens, stores,

funding the cost of hiring cooks and guards as well as the collection of firewood and water in areas where access is limited (Malingumu, 2008).

The supervision of such food items are left on the hands of the heads of schools by assigning some teachers to be the heads of food and security departments where they will be responsible in receiving food items such as maize, beans and some money for food from the parents or from the government and WFP.

There had been a number of problems experienced in running school feeding programmes such as insufficient funds, councils not budgeting for school feeding, lack of areas for gardening in schools, less number of donors interested to contribute in school feeding, lack of appropriate infrastructure like kitchen, store, dining hall and cooking facilities as well as cooks. The other challenges are lack of clean and safe water, limited public awareness on the importance of school feeding, poor participation of local government leaders, and lack of skilled personnel to manage programme in schools (URT-MOEVT, 2013).

This had lead to burden of feeding falling on parents responsible to feed those schools by assumption that schools are community owned so they are one responsible to provide food items for their children. This study focuses on public owned and community managed schools whereby parents are the ones who are supposed to provide food to schools as the government food provision is based on government managed schools. But in community based schools, parents are the ones supposed to contribute food to schools.

### **1.3 Statement of the Problem**

School attendance is a practical education problem in developing countries including Tanzania. This problem is more common in lower and middle education levels. School attendance also affects educational sector in Tanzania. Hunger is among the factors that contribute to the increased students' dropout rate, poor performance, truancy and gender disparity among school-age children (URT, 2004). Since independence, Tanzania has embarked on various school feeding projects which have been run by donor agencies. However, many of the projects collapsed after elimination of donor's support (Malingumu, 2008).

School feeding programme is a challenge towards student's attendance in Manyara region, specifically in Kiteto district (Food and Nutrition centre Tanzania, 2006). This challenge is noted in the region as one of the issues for improving students' attendance at schools. There are some reasons which lead to increased problems including those which emanate from the society such as poverty, environment, attitude toward formal education and others.

Some efforts have been made by the government to improve the situation in order to reduce the problem. This effort is partly supported by the government through The Ministry of Education and Vocational Training (MOEVT, 2013). Apart from the advantages of school feeding programmes to students at schools, the programmes were seen inefficient by considering the means of collecting food for students, who contribute and manage the process. Inefficiency was also noted in preparation, consumption and the quality of food itself (URT, 2004).

Although many researchers have addressed on school feeding programme, they have not paid attention on the impact of school feeding programme on students' attendance in public secondary schools. Therefore, this is the knowledge gap that needs the researcher to fill in. this study investigates on the impacts of school feeding programmes on students' attendance in public secondary schools.

#### **1.4 The General Purpose of the Study**

To assess the impact of school feeding on students' attendance in Public secondary schools: A Case of Kiteto District.

#### **1.5 Specific Objective of the Study**

The objectives of this study are to:

- i). Assess the influence of school feeding programmes on students' attendance in secondary schools.
- ii). Investigate the challenges of school feeding programme in Kiteto District.
- iii). Assess the influence of parental economic status on school feeding programme.
- iv). Identify the contributions of school management teams to school feeding programme.

#### **1.6 Research Questions**

- i). What is the influence of school feeding programmes on students' attendance?
- ii). What are the challenges facing school feeding programme at Kiteto District?
- iii). How do parental economic status influence school feeding programme?

iv). How do school management teams contribute to school feeding programme?

### **1.7 Significance of the Study**

It is a researcher's expectation that this research contributes and raises awareness of the importance of school feeding on student attendance. The researcher believes that the study findings considerably contribute to creation of awareness in number of people about the status of ongoing implementations. It also works as an alarming case to the ministry of education, the educational stakeholders and other non-governmental and governmental institutions. This research is a framework from which school feeding programmes may be traced from. It helps the future researchers with the same study as their reference. Also, the research will help the researcher in gaining knowledge about school feeding programmes and its impact on students' attendance at school.

### **1.8 Scope of the Study**

This Research is descriptive in nature, and it is based on school feeding programmes on student's attendance in Tanzania secondary schools. Specifically, the study deal with the impact of school feeding programmes on students' attendance and it uses both survey and case study designs. Also, the study is confined to Kiteto district in Manyara. It has been conducted in four schools, and includes teachers, parents, students and educational stakeholders.

### **1.9 Definition of the Key Terms**

- **Impact of School Feeding** is targeted belongings that provide both

educational and health benefits to the school children, as a result of improving children nutrition and increasing school attendance.

- **Public school** is a school that is maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free public education commonly including primary and secondary schools.
- **Nutrition** is nourishment or energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy.
- **School attendance** is a measure of the number of children who attend school and the amount of time they are present.
- **School Feeding:** Targeted social safety nets that provide both educational and health benefits to the weakest children, thereby increasing enrollment rates, reducing absenteeism and improving children nutrition.
- **School Feeding Programme:** Refers to feeding arrangement in schools meals, which was taken by students with effort of individual school to feed her students during school hours.

### 1.10 Summary

In this chapter the researcher covers the background of the study, statement of the research problem, the general purpose of the study, objective of the study, research questions, and significance of the study and definition of the key terms. In the second chapter the research looks on deferent literature associated with the study in question.

## **CHAPTER TWO**

### **3.0 LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher looked at different literature sources from other researchers on the issues related to truancy and absenteeism as well as school feeding. The sub-headings in this chapter include theoretical framework, conceptual framework, School Feeding Programme Worldwide, School Feeding Programme in Developing Countries, and School Feeding Programme in Tanzania. In its last section the chapter shows the knowledge gap.

#### **2.2 Theoretical Literature**

Theories on dropout phenomenon are many with similar or different variables that influence students to continue attending school. Such factors are socioeconomic levels, culture, parental or community engagement and educational policies. This study considered theories, namely social control theory, psychological (motivation) theory, structure strains theory, poor family socialization theory, and academic mediation theory.

Social control theory was introduced by Hirschi (1969). This theory states that the strength and durability of an individual's commitment (control) to conventional society inhibit social deviance. The need for belonging and affection to others is a fundamental human motivation. Sociologists have argued that the various forms of social deviance including criminal behavior come out when the connections between



individual and the larger society are weak. Moreover Hirschi came out with four elements that help to shape the social commitment between individuals and their society these elements are, attachment to families, commitment to social norms and institutional and involvements and beliefs. Furthermore the theory also focuses on peers and peer groups of individuals.

Structure strains theory states that demographic factors of school attendance are based on socioeconomic status (Battin et. al, 2000). In other words children from better social status are more likely to attend school; which means poor children are likely to drop out of school, unless measures are put in place. The poor family socialization theory relates that the tendency to drop out of school is due to lack of high expectations from parents and/ or lack of parental education (Battin et al, 2000). This means then that schools are better positioned to address school attending issues than parents.

Likewise, the academic mediation theory focuses on the role of school in creating 'social bonding in school' to minimise the possibility of having deviant behaviour, and associations with other students practicing deviant behaviours (Battin et al, 2000). Institutional integration theory by Tinto (1975) could be one of the best models for 'social bonding in school'. This model gains support of many scholars because it immediately appears to people's commonsense with its central notion of "integration". This idea claims that student dropout is quite strongly predicted by their degree of academic and social integration. This involves student's commitment interact and integration. According to Tinto (1975) this model can be measured by

looking at academic integration which involves performance, personal development, enjoying the study and identification of academic norms and values. Also social integration which involves number and type of friends, do the students enjoy to be in school and personal contact with academics.

Psychological (motivation) theory has been explained by many psychologists including B.F Skinner in reinforcement theory. Operant condition is the term used by Skinner to describe the effects of the consequences of a particular behavior on the future, punishment and extinction. Both negative and positive reinforcement strengthen behavior. According to Skinner, positive reinforcement always strengthens good behavior. Trisha (2007), motivation theory on school feeding programme has impact to student long term correction of nutritional deficiencies. It is assumed that food supplements should be rich in students' energy, protein and vitamin. Also this food can help the students to relief short term hunger. Moreover this food helps short term rises in blood glucose levels which counteract the negative effect of hunger on concentration memory, motivation and other psychological prerequisites for learning. This lead to reduced absenteeism, improved attendance and improve literacy reduces intergenerational cycle of poverty.

Generally, theories have increasingly tended to associate school attendance with institutional (school) and environmental factors, and moving away from student personal factors. At practical level, educational systems and schools that deliberately design and implement projects and programmes to retain students are more likely to have better school attendance. This analysis of why students attend or drop out from

schooling suggests many things about what can be done to yield up effective mechanisms for addressing the school dropout problem. The need to address school attendance issues at the level of school intervention cannot be overemphasized. There are high costs associated with student dropout that necessitates countries to develop deliberate programmes to address the problem and thus help students stay in school (Tyler & Lofstrom, 2009).

### **2.3 School Feeding Worldwide**

Students who want to give their academic performance an additional edge may want to consider thinking about what they eat. While parents and educators alike have often cited anecdotal evidence about food and academic performance, research indicates that, these beliefs count as more than just old wives' tales. Good eating habits not only promote physical well-being but academic health as well.

According to Lawson (2012), Food and Agriculture Organizations (FAO) estimates, 923 million people in the world were chronically hungry, which was an increase of about 75 million people from the 2003-05 estimates (FAO, 2008). Many of these are children and a vast majority of them are in developing countries. This number suggests that the millennium development goals related to hunger and malnutrition may not be met by 2015. The persistence of hunger, malnutrition and micronutrient deficiencies can have long lasting effects on the health status and productivity of people and their nations.

According to Buffy Naillon Demand Media (2014) the study of Veugelers from University of Alberta studied the correlation between good nutrition and academic

success. They found that students who ate the right amounts of fiber, vegetables, proteins and fruits did better academically. The correlation between test grades and nutrition suggests that food choices make students smarter in testing situations. The study considered factors such as potential income and the educational institution as well as food students ate. While the amount of nutrition to which a student has access plays a key role in academic success hidden factors related to good health may also hamper a student's education."The bay citizen" cited a student in a "Journal of Child Development" which found that obesity can play just a critical role in a child's lack of academic success (Buffy Naillon Demand Media, 2014).

According to Taylor (2009), fund is private NGOs focused on community based conservation projects, founded by Taylor it is an innovative approach to wildlife conservation based on the idea that indigenous people make the best conservationists. This project has been so successful that many species of wildlife have returned to areas of Maasai Mara, Kenya where they had once disappeared due to hunting and illegal poaching. The School Feeding Programme (SFP) supplies one hot nutrition's meal of whole soya/maize/sorghum/millet cooked porridge a day. The programme benefits more that 450 school children in Maasai land.

Maasai Mara is a semi-arid part of Kenya, and the meal from the school is the only food they might get to all day. The porridge is prepared in school by parent volunteers and offered to the students daily as 400 ml mug of "uji" Children in Maasai land would normally stay away from school to look after animals pick wild berries, or perform other types of work that would bring in food for the family. The

SFP has taken the burden of children and their families, and allows the children to go to school. If the children don't go to school, that area will remain poor and vulnerable.

According to Taylor (2009), children who are stunted, anemic experience hunger or have poor dietary intakes tend to have poorer school performance including late enrollment and poor attendance, behavior, cognition and achievement levels. Thus they are more likely to drop out of school early and repeat grades. Providing appropriate nutritional and health interventions at school age will improve the children's performance. Improving health and nutrition status among children contributes to high enrollments, better school attendance, lower dropout rates improved performance in academic work and to social equity and economic growth as healthy persons have the energy to work.

The SFP is also working towards achieving several Millennium Development Goals (MDGs). It also provides a platform for directly addressing child health and nutrition for example, through deforming schemes and PHASE. Among the poor and disadvantage there is often not enough food at home. School meals are good way to channel vital nourishment to poor children, having a full stomach also helps students concentrate on their lessons. School is where they get their best meal of the day, by the time they get home their dinner will be little more than a few mouthfuls (Taylor, 2009).

In Maasailand where school attendance is low, provision of at least on nutritious meal each day boots enrollment and promotes regular attendance. The nutritious

meal of porridge comes from instant products that use fortified food to ensure that children get the micronutrients they need. Diet and nutrition play a critical role in physical and intellectual developments. The SFP aim is to improve school attendance among vulnerable food insecure people. Food attracts children to school and give them energy and concentration to focus on learning (Taylor, 2009).

According to Erickson (2006), One hundred million of them do not attend school, and two third of those not attending schools are girls. World Food Programme School feeding formula is simple. Food attracts hungry children to school. Education broadens their options, helping to lift them out of poverty. One successful method to ensuring that children attend to school on a regular basis is through school feeding programmes among them.

The idea of a school feeding programme is that children are provided with meals at school with the expectation that they will attend school regularly. School Feeding Programmes have proven a huge success because not only do the attendance rates increase but in areas where food is scarce and malnutrition is extensive, the food that the children are receiving at school can prove to be a critical source of nutrition. School meals have lead to improved concentration and performance of children in school. Another aspect of school feeding programmes is take home rations. When economic reasons, the need to care for the elderly or a family member suffering from HIV or cultural beliefs keep perceptible from sending their children to school, these take home rations provide incentives to sending their children to school rather than to work.

Carbohydrates are commonly found in grains, fruits and vegetables. Carbohydrates are broken down into glucose (sugar) which is where the brain gets its energy. Fluctuating levels of carbohydrates may cause dizziness and mental confusion, both of which can affect cognitive performance. Eating a carbohydrate heavy meal can cause one to feel more calm and relaxed because of a brain chemical called serotonin and its effect on mood. Serotonin is created within the brain through the absorption a conversion of tryptophan. Tryptophan is absorbed within the blood and this absorption is enhanced with carbohydrates (Erickson, 2006).

According to Wolpert & Wheeler (2008) also highlighted a study in England that found school performance improved among a group of students receiving Omega-3 fatty acids. The article also tells of an Australian study of 396 children between the ages of 6 and 12 who were given drinks with omega -3 fatty acids along with other nutrients like iron, zinc folic acid and vitamins A, B6, B12 and C. These students showed higher scores on tests measuring verbal intelligence, learning skills, and memory after six months and one year as compared to a control group of students who did not receive the drink.

According to Kar et al. (2008), tried to compare the performance of adequately nourished children to malnourished children and also compared age related difference in cognitive function and found that the malnourished children differed from the adequately nourished children on tests of phonemic fluency; design fluency, selective attention, visual-spatial working memory, visual-spatial functions, verbal comprehension and verbal learning and memory. Results for the verbal fluency test

show adequately- nourished children achieved higher mean scores in both age categories, five to seven year olds and eight to ten years olds (4.3 and 5.7 respectively) when compared to their malnourished counterparts (1.36 and 4.4 respectively). Some of other results had similar findings such as visual construction adequately nourished in both age categories (10.0 and 15.8) score higher than malnourished students (3.0 and 4.8) in the same age categories and also for verbal learning (32.4 and 42.3 Vs 26.9 and 30.7). These results show age related differences within each group as well as between the two age groups.

#### **2.4 School Feeding in Developing Countries**

According to Acham et al (2012) indicators of Educational performance show that Uganda has done remarkably well on education access related target since the introduction of Universal Primary Education (UPE) in 1997. There are currently over eight millions children attending primary school and the government requires that the parents and caretakers of these children take of these children take responsibility for feeding their children while at school. Many parents however, particularly in the rural areas cannot afford to pay even the minimal cost of a daily meal of maize porridge. Several factors including food insecurity, poverty distance between home and school and lacks of commitment make the parents involved unable to provide meals for their children which is a cause of irregular school attendance.

Particularly in rural areas most pupils are unable to take a packed lunch and travel long distance to attend school and those who stay on at school for go lunch. A participatory poverty assessment survey conducted in Uganda identified hunger and



poor nutrition as key causes at absenteeism and drop out from school. To alleviate this problem, interventions in the education sector, such as a national school feeding programme is needed not only to help the disadvantaged children to access education but also to uplift educational standards, improve nutritional status and in turn contribute to the realization at the Education for All (EFA) goals and the millennium Development Goals, of ensuring that by 2015 all children including Ugandan children, boys and girls alike are able to complete a full course of primary schooling (Acham, et al, 2012).

According to Lawson (2012), Food For Education (FFE) provides food to school children or their family in exchange for enrollment and attendance in school and directly relates to first three millennium development goals to eradicate extreme poverty and hunger achieve universal primary education, and promote gender equality and empower women by 2015. School feeding assistance to Uganda may be seen against a largest background. Although Uganda had one of the highest economic growth rates over the last decade, 35% of the population still lives below the poverty line. In addition, 1.6 million people in the North and Northeast of the country live in Internally Displaced peoples' camps with no access to any means of economic livelihood. At the same time, at least 42% of the households in Uganda support a person orphaned by HIV/ AIDS, malnutrition, diseases or conflicts.

According to Najjumba, et al. (2005), WFP under this component supplied 42,108 metric tons of assorted food items mainly maize meal, beans and vegetable cooking oil. This activity is accomplished under great security risk to aid personnel and with

complex logistics requirements. This represented sustenance to approximately 300,000. It is noteworthy that in 2001 there was general euphoria that the destructive civil conflict prosecuted by the Lord's resistance Army was ending and this component had been designed as part of recovery strategy. The label had quickly to change from "recovery" to "relief"

According to Rugyendo et al, (2011), Food for Education (FFE) programmes hold out the promise of simultaneous programmes towards two of the Millennium Development Goals: combating hunger and attaining universal primary education. Such programmes link education to the public provision of food, providing an additional incentive for students to attend school and for their parents or other care givers to allow the pupil to do so. Research shows that FFE programmes do have an effect in increasing school participation, fostering learning, and supplementing inadequate diets. Studies of school breakfast programmes in several places suggest that such programmes lead to better attendance, higher levels of nutrition, increased school attendance, lower dropout rates and positive effects on academic performance.

CBSF programmes are a particular type of FFE programmes that use food from local farmers to supply nearby schools. This type of FFE programme thus intends the nutritional and educational objectives associated with school feeding programmes to establish what Sumberg and Sabates- Wheeler (2010) call "structured demand" for local agricultural produce. Such programmes are designed to provide regular, reliable and significant local demand for the agricultural produce of local farmers, contribute to changes in the economics of local small scale agriculture and thus provide

incentives for farmers in the area to drop more productive methods. This is because they address both nutritional and agricultural development objectives. CBSF programmes are seen as win programmes (Rugyendo. et al, 2011).

According to Kariuki (2013) the number of hungry school-age children is unknown but is likely to be a significant problem in various circumstances of factors that contribute to hunger in school children are the long distance children have to travel to school, cultural meal practices that include no or little breakfast or lack of family time or resources to provide adequate meals to children during the school day. School Feeding Programmes established in most areas are based on alleviation of hunger, this kind of programme is seen to be necessary in ASAL areas where the supply of food is minimal and most schools depend on donors to provide food.

According to Kariuki (2013) Makueni District in Kenya has been providing school lunches to every school with a lot of support from the World Food Programme (WFP), parents assist to produce some food stuffs. The aim is to ensure that children are not hungry. Performance has been credited to a sustainable school feeding programme with observation made by Bimbo and Mwiria on the crucial role of nutrition in education. Infrastructure and financial resources have been a challenge in the establishment of a successful school feeding programmes in ECDE Centers in Kenya. Undernourished children consume little energy and other essential nutrients whereas over nourished children become over weight leading to health problems and social stress. This would impact on the children's academic performance in both public and private schools in Kenya.

According to Feeding Rwanda (2012), the Government of Rwanda and UNICEF highlighted school feeding as an effective approach to deal with chronic malnutrition among children in the country. In addition to improving nutrition, school meals can result in positive educational outcomes, such as better attendance and capacity to learn at school. The World Food Programme (WFP) argues that school feeding programmes are an incentive for poor children, particularly girls to go to and stay in school and improve their capacity to learn. The government in collaboration with WFP is already providing school feeding in areas it has identified as food insecure. WFP has planned to phase out its support of the school feeding programme and transfer full responsibility for it to the government by 2012. This plan was revised in 2011 and WFP now intends to increase the number of children provided with school meals by 30% while it prepares the government and communities to assume responsibility for the programme.

## **2.5 School Feeding in Tanzania**

According to Felix (2011) the study has revealed that academic performance and attendance in school in five regions in the country have improved tremendously, thanks to the School Feeding Programme (SFP) sponsored by World Food Programme (WFP). Early this year WFP commissioned the Economic Social Research Foundation (ESRF) to conduct a baseline for the SFP. The findings from the baseline survey showed that there were fewer dropouts, improved pupils' health and even children who dislike school enjoyed their studies. School attendance concentration enrollments have increased while dropouts have decreased, he said. Teachers reported that the academic performance in their schools had improved as a

result of strides recording in the WFP School Feeding Programme. The programme is jointly implemented by the WFP and the government of Tanzania through the Ministry of Education and Vocational Training (Felix, 2011).

The programme was designed to support primary education in drought prone and pastoral areas and is known as Food for Education (FFE). At the moment it is being implemented in 13 districts in the five regions of Arusha, Manyara, Shinyanga, Dodoma and Singida. Districts covered include Bahi, Kite to, Kondoa, Monduli, Longido, Ngorongoro, Loliondo and Karatu (Felix, 2011).

The World Food Programme (WFP) Tanzania supports school Feeding programmes in some schools and last year, WFP expanded its school Feeding Programme. Nowadays the number of primary school children receiving meals under WFP Programme has reached 640,000 from 600,000 in 2011. This programme aims to help pupils concentrate better in class. The programme also saved those students who come from a far place from schools. Regan noted that WFP and the government of Tanzania had embarked to ensuring that the school meals programme was sustainable by encouraging small farmers to produce more (Navuri 2013).

According to Navuri (2013), teachers said there is improvement in school attendance and performance since the primary school feeding programme started in Arusha. The representative to the United Nations Food and Agriculture agencies in Rome said the priorities are to invest to save the lives of children, good nutrition, better hygiene, sanitation and health facilities, early childhood development, quality of education for

all children and making schools safe. Also he said for any programme to be successful, it has to be owned by the community and the school. A new study conducted by Economic and social Research Foundation (ESRF), a baseline for the school Feeding Programme for 2011 shows academic performance and attendance in schools in five regions in the country have improved tremendously, thanks to WFP's school feeding programme. The schools under WFP programme in Tanzania are allocated in five regions in 16 drought prone, food-insecure districts of central and northern Tanzania. Which are Bahi, Chamwino, Mpwapwa, Kondoa, Manyoni, Singida rural and Iramba. Others are Manyara, Shinyanga, Longido, Karatu, Meatu, Kiteto, Monduli, Ngorongoro and Simanjiro.

Lack of school feeding programmes to cater for primary schools in the country affects the performance of pupils as they go hungry all day. Survey conducted in 2011 on poor performance in schools by HakiElimu shows that many pupils complain of missing such an opportunity, forcing them to go home for lunch and wasting a lot of time on the way.

The survey also indicates that the most public schools and some private schools do not provide lunch to students and teachers. This leads to poor performance in schools. WFP school meals can take the form of mid-morning snack or a nutritious breakfast of porridge and micronutrients food to children. Also WFP school meal programmes work towards achieving several Millennium Development Goals (MDG'S). These were reducing hunger by half, achieving universal primary education and achieving gender parity in education all by 2015 (Navuri, 2013).

According to Tanzania Food and Nutrition Centre (2006), there is relationship between students' nutritional status and academic performance. Evidence shows that high absenteeism, lack of concentration in class and early dropouts are a result of short-term hunger. About 50%-70% of pupils go to school without breakfast and they do not get any meal during school hours. The outcome of short-term hunger in long run are the following major nutritional problems namely stunting, low body weight and micronutrients malnutrition including deficiencies of iron, iodine and vitamin A. Children who consume inadequate amount of food necessary to meet the body's energy and nutrients requirements have diminished cognitive abilities, reduced school performance, growth retardation, reduced physical activities, impaired resistance to infections and increased morbidity and mortality rate and hence adverse effects on productivity, income and national development.

School Feeding Programme is among interventions that can address nutrition and health problems of school age children. In this programme children should get at one balanced meal per day. Examples of food crop that can be used to prepare meal at school are maize, rice, wheat, potatoes, cassava, yams, and bananas as staple foods. These foods should be eaten together with meat or fish or legumes like beans and peas, also with fruits and vegetables. Issues of sanitation and hygiene should be taken of care properly in the entire school environment and ensure availability of clean and safe water to all children at school. For a programme to be sustainable it should be community based. The community will be able to mobilize human and financial resources which will be used to, then the programme effectively in their areas. Apart from that the community will be able to identify problems, formulated and

implement plans and manage resources for school feeding programme through special committees (Tanzania Food and Nutritional centre, 2006).

According to Mamuya (2004), the primary aim of school feeding in Tanzania is to fight short- term hunger which in turn will minimize the related problems. Those issues are; ensuring all schools provide adequate mid-day meals on regular basis through support of community/village government. Ensuring food security for school feeding, parents and guardians required to provide breakfast to their children before they go to school or snack for eating while at school. Non-Government Organizations, Civil Societies and Faith Groups encouraged continuing support of school feeding activities.

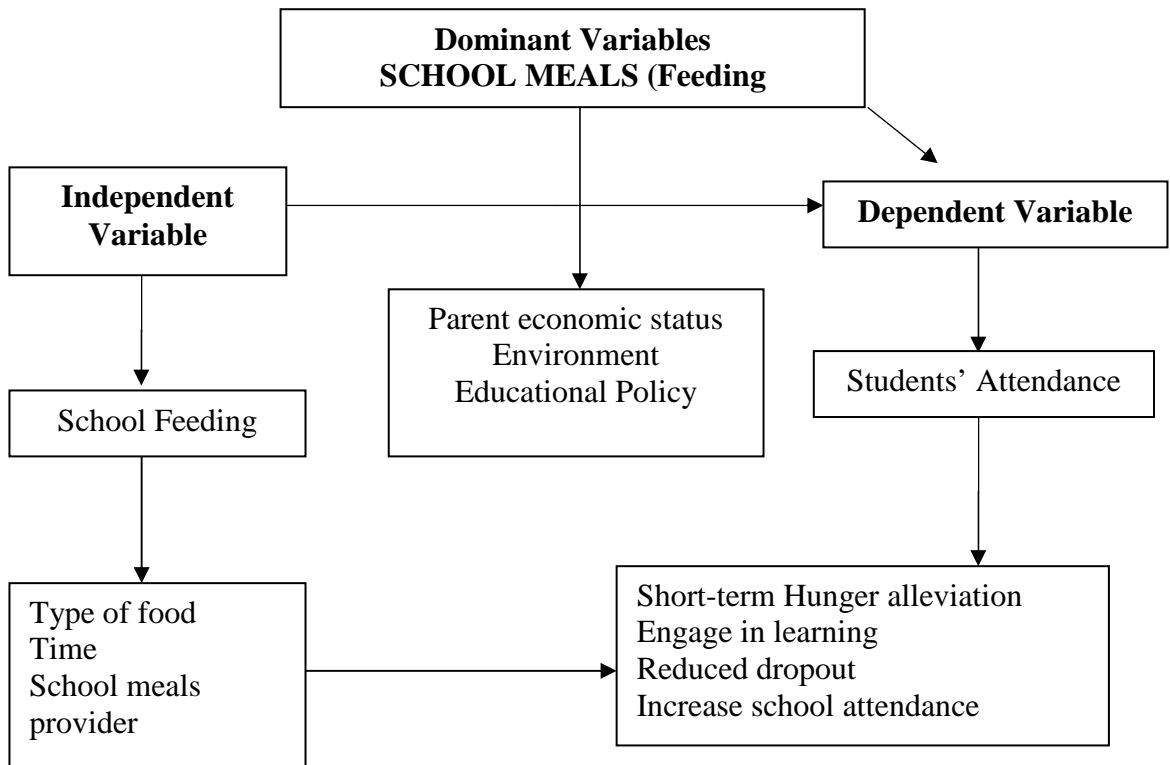
## **2.6 Conceptual Framework**

The conceptual framework hereunder presents the hypothetical variables which underpin the impact of school feeding programme on students' attendance in Tanzania secondary schools. It shows that school feeding programme has influence on the student school attendance. These influences are the combination of independent variables, dominant and dependent variables. Independent variables include Parents Economic Status (PES), and school environment. Dominant includes an effective system management, good links between stakeholders, an effective democratic decision making, good mobilization of stakeholders and resources, and well design implementation schemes. Dependent variables are the results of combination of both independent variables and dominant. Dependent variables



include good performance, good attendance at school and good health of students.

These may lead into expected outcomes which is quality education for students.



**Figure 2.2: The Relationship between SFP on Students' Attendance**

Source; adopted from Oso and Onen (2005)

### 2.6.1 Parent's Economic Status

School feeding programme is a visible social safety net used by political leaders in the entire world. Deferent communities which participate in this programme see the tangible benefits to their children, such as their children will be feeding during all school days. This programme is targeted towards populations that are food insecure, especially for the areas which have high concentrations of low socio-economic status families and the area which face poor attendance and enrollment of students. This programme was introduced to all students whose attending to school are recipients of

the programme. Many students who come from poor families are the one who benefit of the programme, because they will go to school in order to get food. As we know many families in developing countries face low socioeconomic status. So introduction of school meal help to increase attendance of students in schools.

### **2.6.2 Educational Policy**

Tanzania education policy of 2004-2009 emphasize on enrollment of students in secondary schools also how can the government reduce drop out and increase attendance of students in public schools. Introduction of school feeding programme may help to increase attendance in schools especially for those areas which face poor economic status.

### **2.6.3 The Impact on Educational Achievements**

Potential impact goal of targeting students through food for education programme is to increase their educational achievement so as to improve their potential future productivity. However, improvement in educational achievement due to serving food in SFPs help to increase students' attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads them to spend more time in school and toward learning. Also, the programme helps to improve the short term hunger and improve the students cognitive functioning and classroom attention.

## **2.7 Knowledge Gap**

Most of the researchers have shown the problem of School Feeding Programme in relation to student academic performance. Some other studies have also indicated the

influence of school feeding at primary school level. Limited studies seem to have focused on impact of school feeding at secondary school level. This study therefore looks at the impact of school feeding in student attendance in public secondary schools.

## **2.8 Summary**

On this chapter the researcher looked at the conceptual framework, the relationship between school feeding programme and students' attendance, school feeding programme in the world, school feeding programme in Africa, school feeding programme in Tanzania and the knowledge gap.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

On this chapter the researcher applied descriptive research to accomplish the study. The research was designed to enable the researcher to collect a wide scope of information. This helped to collect more information in realistic setting thus allowing the researcher to use a variety of data collection techniques.

#### **3.2 3.2 Research Approach**

According to Punch (2009), mixed method research refers to the empirical research that involves the collection and analysis of both qualitative and quantitative data. This was the combination of qualitative and quantitative approaches. This research was used qualitative paradigm more than quantitative paradigm. Qualitative approach seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual or core themes embedded in contexts (Felix, 2011).

According to Omari (2011), qualitative paradigm in three pillars that is human learning, teaching and management is principally a social phenomenon involving complex processes and interactions both intrapersonal and interpersonal. Human learning may occur as part of education, personal development, schooling or training. Also, it is a study of how learning occurs in part of education psychology, neuropsychology, learning theory and pedagogy. However, teaching refers to impart knowledge or to instruct someone on how to do something. Qualitative approach to

research is concerned with subjective assessment of attitudes, opinions and behavior. This approach in research generates results either non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (Kothari, 2004). Quantitative approach is used when data are collected into numerical forms and to which statistical analyses may be applied to determine the significance of the finding (Felix, 2011).

### **3.3 Research Design**

Research design is a distinct plan on how a research problem will be attacked (Omari, 2011) in this study; case study research design was applied. According to Punch (2009), case study design focuses on depth holistic and in – context study of one or more cases will typically use multiple sources of data. Kombo & Tromp (2006), the case study seeks to describe a unit in detail, in context and holistically. Kothari (2004) states that a case study method is very popular form of qualitative analyses and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of studying in deep rather than breadth. According to Omari (2011) case study is concerned with the gaining of deep, vivid and accurate understanding of a bounded single unit such as an exceptional child institution, place, village or classroom. But the unit of analysis has to have some distinguished characteristics such as a troublesome class or child, exceptional child, well performing village or could be a celebration in a school or country (Adam & Kamuzora, 2008). The case study is an intensive description and analysis of single situation. It frequently makes use of qualitative data. (Acham, et al. 2012) claims that case study is a

comprehensive description and analysis of a single situation. The Reason for using this type of research design was to help the researcher to get rich data informants. Also this design involved in analysis of characteristics of an individual unit so as to probe deeply and intensively the multi-farious phenomena that constitute the life cycle of the unit with a view to establishing generalizations of all population that unit belongs.

### **3.4 Target Population**

Kombo and Tromp (2006) define target population as a group of individuals, objects or items from which samples were taken for measurement. Onen and Oso (2005) target population refers to total number of subjects, or the total environment of interest to the researcher. The target population of this research was the teachers, parents, students and educational stakeholders. Kiteto district has 17 secondary schools and 16 schools are government owned and one (1) is privately owned school.

### **3.5 Sample Size**

The sample size of this study was 85 respondents because; it was difficult for the researcher to cover the whole population in Kiteto District thus few respondents were selected to represent the entire population, and was divided into four groups that is, teachers, parents, students and educational stakeholders. Teachers were 40, 20 parents, 30 students and 5 educational stakeholders. Kothari (2004) define the sample as the technique or the procedure the researcher would adopt in selecting items for the sample. Onen and Oso (2005) say that a sample is a part of target population that has been procedurally selected to represent it. Adam and Kamuzora (2008) a sample

is a finite part of a statistical population whose properties are studied to gain information about the whole. This research provided the details of the sample in terms of numbers and characteristics.

**Table 3.1: Distribution of Respondents in Kite to District at Manyara Region**

CATEGORY	LOCATION	RESPONDENTS		
		FEMALE	MALE	TOTAL
Teachers	Different schools in Kiteto District	20	20	40
Parents	Kiteto	10	10	20
Students	Schools in Kiteto District	10	10	20
Other educational stakeholders	Kiteto	3	2	05
<b>TOTAL</b>	-	<b>43</b>	<b>42</b>	<b>85</b>

Source: Field Data, 2015

### 3.6 Sampling Technique

According to Kombo & Tromp (2006) sampling design refers to the part of the research plan that indicates how cases or respondents are to be selected for observation. Kamuzora et al (2008) define a sampling frame as a complete list of all objects/elements in the population from which your sample will be drawn. Onen and Oso (2005) say that sampling is description of the strategies which the researcher uses to select representative respondents from the target population. The researcher employed probability and non-probability sampling techniques to obtain information from the sample according to the groups divided. Omari (2011) describes non-probability samplings as those that use whatever subjects are available rather than following a specific subject selection process. Some of non-probability sampling procedure may produce samples that do not accurately reflect the characteristics of a

population of interest. In probability sampling, the researcher intended to select respondent by using simple random sampling techniques whereby every unit has a chance of being selected. Omari (2011) purposive or strategic sampling is the involvement of picking units most relevant or knowledge able in the subject matter and study them and convenience sampling is just include any unity that comes along without much effort. Adam and Kamuzora (2011) state that purposive sampling is the decision with regard to which element/ item should be included or excluded in the sample rests on the researcher's judgment and sometimes known as judgmental sampling. Therefore convenience sampling is an accidental sampling involves the basis of their availability and willingness to respond (Omari, 2011).

Najjumba (2005) alludes that purposive sampling is non-probability form of sampling. Its goal is to sample participants in a strategic way so that those sampled are relevant to the research questions that were being posed. Kombo and Tromp (2006) assert that convenience sampling is based on using people who are captive audience that the researcher meets haphazardly.

The researcher used purposive sampling technique to gather information from 16 head of schools and 5 education stake holders. Simple random sampling was used to gather information from 40 teachers, 20 students and 20 parents. Also, the researcher used convenience sampling whereby respondents were people who just happen to be walking by or show a special interest in the specific research. This type of sampling helped the researcher to collect data at the spur of the moment happen to be there at the moment.



### **3.7 Data Collection Instruments**

The researcher used two major source of data collection that is prior data using survey and second data using case study. According to Omari (2011) survey refers to systematically describing situation, phenomenon or area of interest, factually and accurately. The researcher used questionnaire as a data collection instrument. According to Omari (2011), questionnaire refers to a single most widely used technique in education but also most misused.

This is a systematic collection of information concerning the problem under study. There are two sources of data; namely Primary and Secondary sources of data. Therefore, primary and secondary sources of data were used in this study. In order to obtain primary data, Interview was conducted and these data were used to supplement each other as the basis for the theoretical and practical analysis of the problem.

#### **3.7.1 Secondary Data**

The secondary data refers to the information gathered from secondary hand since they were primary collected, manipulated and used by other researcher. In this study, secondary data was generated from different sources that include: research papers, public talks and website. This mainly focuses on to get a wide understanding on the subjects of impact of school feeding programme on students' attendance.

#### **3.7.2 Primary Data**

The primary data refers to the information generated from the field they are named primary because they are freshly collected by the researchers and have not been

manipulated by any other person. Such data are provided by the subjects or respondents in the sample through scheduled interactions by using well prepared tools (Mugenda, 1999). In this study, two tools were employed; questionnaires and interview schedules. The choice of these tools depended on the type and availability of respondents the time available for the study and the expected effectiveness of the instruments.

### **3.7.3 Questionnaires**

According to Omari (2011), questionnaire is the single most widely used technique in education but also most misused. In this method the researcher prepared open ended questionnaire that encouraged head of schools to give information needed to the study. The reason to use questionnaire was that, it could be used in distant respondents and a well-planned.

### **3.7.4 Interview**

It is a method of data collection that involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. Kothari (1971) says that certain types of respondents such as officials or executives who are very busy may not remember to fill in time. So interviewing them becomes an appropriate alternative method. Kothari (2004) explained that interview method allows flexibility as the opportunity les to restructure questions always are there.

In this study, interviews were used to generate information from the respondents. The researcher used interview method to collect information to teachers, parents and education stakeholders. The researcher applied semi-structured interview, according

to Omari (2011), semi-structured interview are built around a core of structured questions from which the interviewer branches off to explore in depth. This method was applied among 65 respondents out of 85. The respondents are chosen to be interviewees as they believed to give closure cooperation to the researcher during collection of the information.

### **3.7.5 Focus Group Discussion**

This method was used to the students to discuss about the impact of school feeding programme on students' attendance. In this regard, questions were prepared for the key informants. Therefore this method was employed to the 20 students, five students from each school. The method is to be used to them because they are thought to be able to read, write, and discuss their opinions the impact of school feeding programme on students' attendance.

### **3.7.6 Documentary Review**

Documentary review refers to a process that entails data collection from official documents. This method was used to collect data from documents as both primary and secondary source of information. Primary sources consist of original information that consists of interview and focus group discussion. Although documentary analysis is always difficult, the researcher managed to consult published documents which were available on district educational office. However, the secondary sources of information concerning students' attendance were consulted. This study therefore reviewed school records in order to collect data related to school establishment, number of students and the improvement of students' attendance. In summary, the

study uses both qualitative and quantitative methods. In quantitative method the collection of data are put in form questionnaire to represent the description. In qualitative method, oral and written ways in data collection were applied to suit the needs of the research objectives and findings.

### **3.8 Validity and Reliability**

#### **3.8.1 Validity**

According to Kothari (2004), validity of the data collection method refers to the procedures which measure what is supposed to measure. To ensure this the researcher that the data collection methods were directed to respondents who were qualified to give information, and that the information obtained would have been representative of information elicited from the entire population.

#### **3.8.2 Reliability of Data**

Reliability is the extent to which a test or procedure of data collection provide similar results under similar conditions on all occasions. This implies that, if repeatedly asses the impacts of school feeding on students' attendance, a researcher will get similar response. To ensure this researcher gave interview schedules to parents, teachers and district education officers. The researcher also conducted a focus group discussion to the student and provided thier views. Their concerns accomodated before the final version were produced.

### **3.9 Data Processing and Presentation Strategies**

The research uses tables and illustrations. The responses from the interviewers are recorded on the prepared form. Interview is a formal meeting at which somebody is

asked questions to see if they are suitable for a particular job or for a course of study at a collage. According to Kombo & Tromp (2006) semi- structured interviews are a written list of questions or topic that needs to be covered by the interviews. However semi- structured interview is a method of research used in the social sciences. While structured interview has a formalized, limited set of questions, a semi- structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee will say. The findings of the semi- structured interview were analyzed statistically and presented in frequency tables.

This research is qualitative in nature though applied quantitative approach in presenting graphs and charts. It also applied descriptive method in analyzing data obtained from respondents.

### **3.10 Ethical Consideration**

Ethics is typically associated with morality, and both words concern matters of right and wrong (Babbie 2007). But what is right and what is wrong? Although this definition may frustrate those in search of moral absolutes, what we regard as morality and ethics in day-to-day life is a matter of agreement among members of a group. The general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry. Ethics in research includes the following;

#### **3.10.1 No Harm to the Participants**

Social research should never injure the people being studied, regardless of whether they volunteer for the study. Perhaps the clearest instance of this norm in practice

concerns the revealing of information that would embarrass subjects or endanger their home lives, friendships, jobs, and so forth. Babbie (2007) Thus the researcher had to read and explain instructions on the interview questions to parents who could not read.

### **3.10.2 Free and Informed Consent**

The voluntary consent of the human subject is absolutely essential. This means that the person involved should have legal capacity to give consent; should be so situated as to be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, over-reaching, or other ulterior form of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision Loue (2002). Thus the researcher observed free and informed consent by going through entry protocol procedures.

### **3.10.3 Anonymity**

An ethical issue in research involves the quality or state of being unknown or unacknowledged. The researcher observed anonymity especially in the interview by telling the interviewee that mentioning or stating their names will be treated by substituting with the pronouns.

## **3.11 Organization of the Research Report**

The research report is organized as follows: It shows the background of the problem, statement of the problem, research objectives, and research questions, significance of

the study and definitions of the terms. Then, it deals with literature reviews and knowledge gap. Thereafter, it deals with research methodologies and designs used by the researcher when collecting and analyzing data. The data is carefully collected using various methods for the purpose of obtaining relevant information and data which help to answer the research questions. The researcher used both structured interview and semi structured interview as data source.

### **3.12 Summary**

In this chapter the researcher presents the methodology section that gives details regarding the process to be used in conducting the study. It includes research approach, research design, and target population, sample size, sampling technique, data collection method, data processing and presentation strategies and organization of the research report.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings obtained in the area of the study. The findings based on the research questions which were derived from the four specific objectives of the study in question. However the findings are presented by using case study design. Also, the researcher used two phases during data collection period, findings for phase one, are presented by using quantitative approach and phase two qualitative approach.

#### **4.2 Influence of Effective School Feeding Programme**

Respondents provided their responses on influence of effective school feeding on students' attendance. A large number of them responded positively that the feeding programme had influence on students' attendance in secondary schools. One teacher from Bwakalo secondary school responded:

*School feeding programme has influence on students' attendance even though there are other factors like having ward secondary schools and the educational policy which also help to improve students' attendance*

One of the parents said:

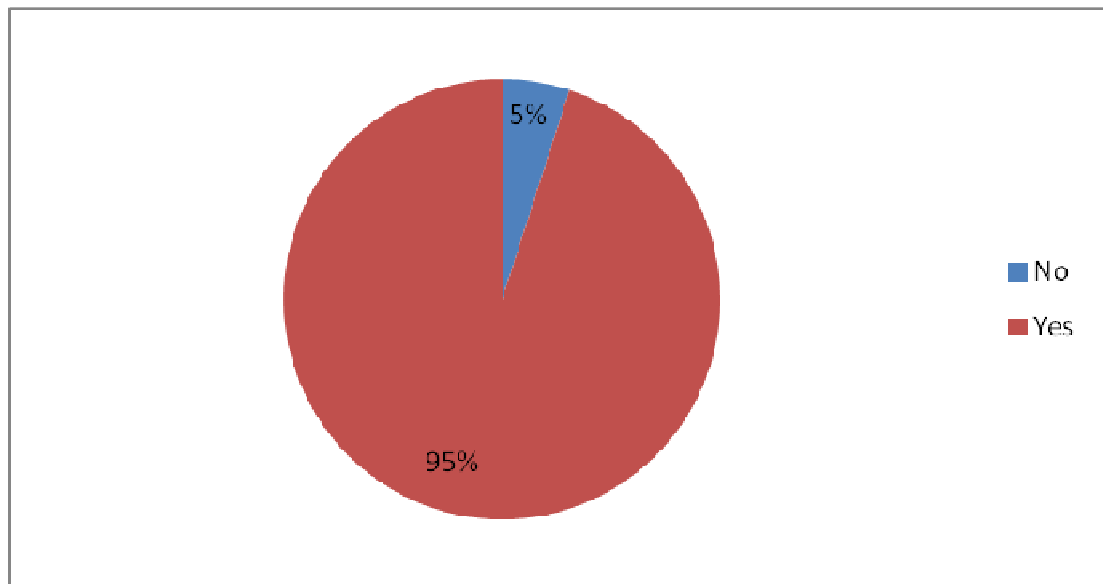
*School feeding programme has much influence on students' attendance especial in our area because many students live in parents' poverty, so instead of going to look for a job so as they can get money for food, they go to school because there is food there. So the programme influences much the students' attendance.*

##### **4.2.1 Availability of Breakfast and Lunch**

Findings from questionnaires showed that about 95% of the respondents said there



were breakfast and lunch to students during school hours. About 5% of the respondents were not sure of having breakfast, although they were sure of being provided with lunch.



**Figure 4.1: Availability of Breakfast and Lunch to Students**

Source: Research data 2015

Figure 4,1 above shows that 95% of the respondents expressed that the availability of breakfast and lunch to their students were inevitable to their schools. Students have breakfast and lunch everyday during school hours. Also 5% of the respondents some times do have breakfast and lunch but in many cases they only have lunch.

However, the findings from the interviews can be related to the previous findings. The researcher discovered that, during school hours students received breakfast in the morning at 10:40 am to 11:00 am in all schools (Bwakalo, Kiteto, Engusero and Kibaya secondary schools). These schools provided lunch for students at different times. For example, at Kiteto and Engusero students had lunch at 1:00 to 1:40 pm

while in Bwakalo students had lunch at 3:10 to 3:30 pm as compared to Kibaya that had its lunch at 2:30 to 3:00pm. The findings show that, students had meals during school hours even though they differed in time from one school to another. The following were response from the students of Kiteto secondary school,

*Yes, we have breakfast and lunch during school hours every day, even though we have the same breakfast every day since the programme been introduced (porridge). We have breakfast and lunch yes, but we do know the importance of lunch meal because it served too late at 3:10 pm. Then we go home, so the meaning of that food is to give us strength so that we go home happily or to improve our short term hunger. So we can continue leaning! If we take food and go home, is better if we stop it, we will eat home.*

Some of the respondents claimed that there were no meals in schools because students came back home when while hungry. Some others said they were not sure if there were meals or not. The following was the responses from one parent:

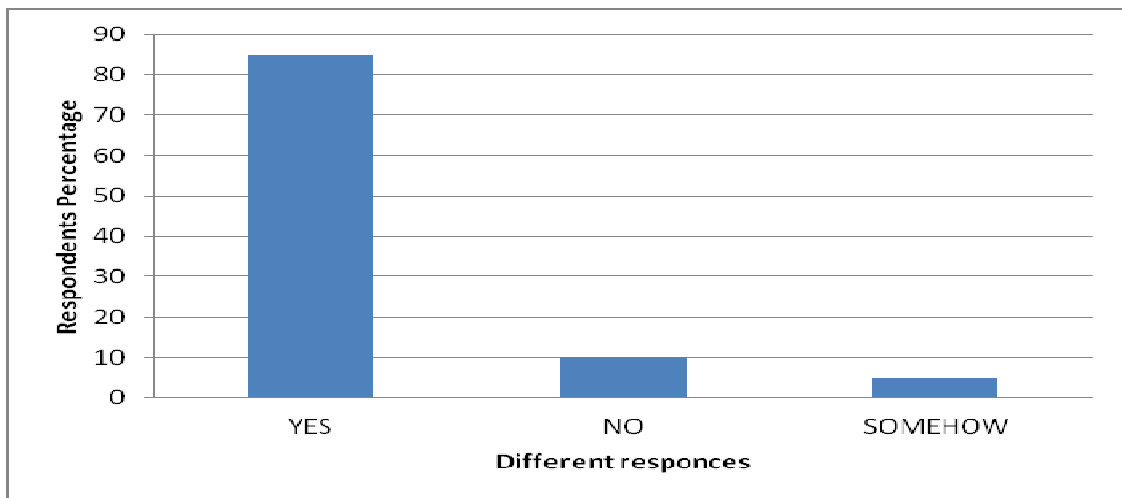
*I'm not sure if there is school meal even though I contribute every term. My children come back from school while they are hungry. No parent is ready to contribute for nothing.*

As indicated in literature review, school feeding programme was introduced by WFP and the Government of Tanzania through the Ministry of Education and Vocational Training. The analysis of this study has supported by the previous study which was conducted by Kairuki (2013) in Makueni District in Kenya, who found that, children have meals during school hours. Moreover the Kenya's government had been providing school lunches to every school with a lot of support from the World Food Programme (WFP); parents assist to produce some food. The aim was to ensure that children were not hungry. The result of this question described that all public secondary schools in Kiteto have students' meals during school hours. However this

study was new because it based on secondary schools students and not children of primary schools meals.

#### 4.2.2 School Meals Promote Students' Attendance

Findings from questionnaires which were derived from this objective one showed that in 16 public secondary schools the respondents responded differently. About 25% of the respondents said that, there were other factors apart from school meals such as presence of ward schools, improving ignorance among the members of the community and presence of human resources (teachers) which promote students attendance. However, about 85% of the respondents agreed that this programme promoted students attendance.



**Figure 4.2: School Meals Promote Students Attendance**

Source: Research data 2015

From the Figure 4.2 above, about 85% of the respondents said the presence of school feeding programme promoted students attendance. Also, 10% of respondents indicated that school feeding was not the factor that promoted students attendance.

There were other factors like revolution of education sector which included ward schools. Moreover 5% of the respondents said somehow the school meals improved students' attendance.

Findings from interviews were derived from the question stating that school feeding programmes improve students' attendance. The responses from the interviewed people showed that the existing programmes had improved the students' attendance. During the interview with teachers and educational stakeholders, it was observed that the presence of food for students had encouraged them to attend to school every day even though some of them were not ready to learn but they did attend in order to get food.

The researcher confirmed this through observations. There were a number of students who came to school during eating hours and disappeared thereafter. In interviews, student respondents proved such kind of incidents that such students did not enter classes but they were always in school compounds waiting for meals. Also during the interview with teachers it was proved that some of the students did not enter classes although they were there around food time every day.

One teacher said:

*We see many students during eating hours while they don't enter in class. They just enter in class if the class teacher takes roll call then they go out to wait for food. So the presence of this programme helps to improve students' attendance, but not learning.*

Feeding Programme in Rwanda (2012) states that school feeding is an effective approach to deal with chronic malnutrition among children during school hours. Also

school meals can result in positive education outcomes such as better attendance and capacity to learn to school. In addition, Navuri (2009) stated that school feeding programme helped to improve students' attendance especially in the Maasailand where school attendance was low. Findings from this research show that school feeding programme has indeed promoted student attendance in Kiteto.

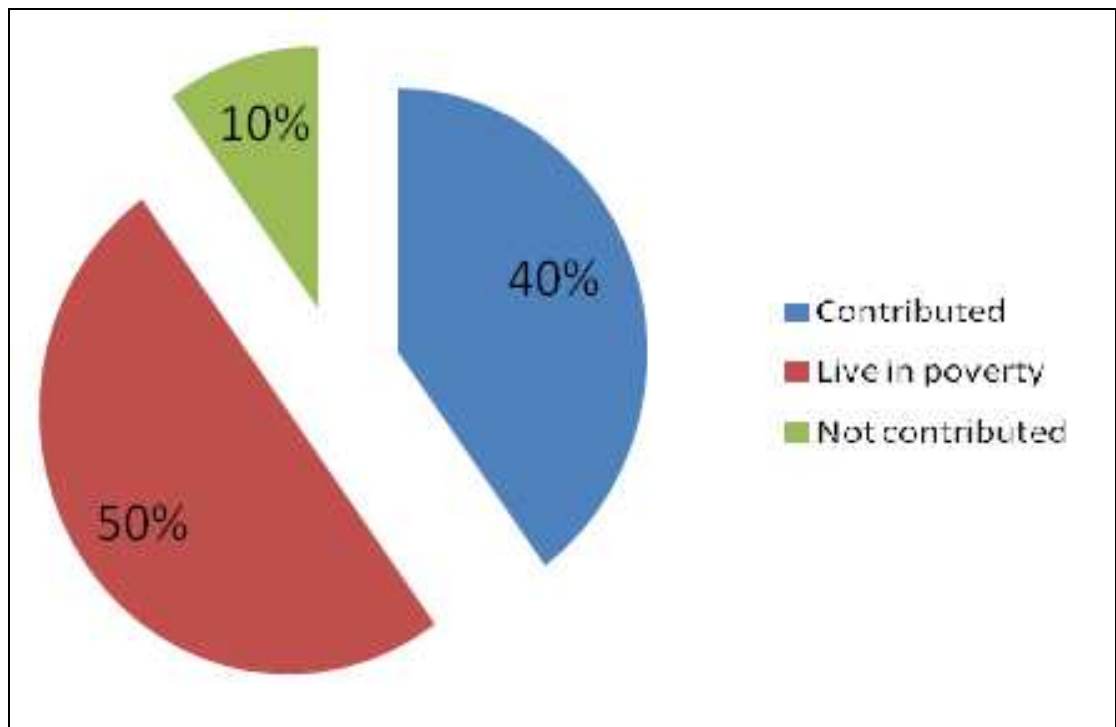
### **4.3 Parental Economic Status on Students Meals**

The main focus of the second objective was to investigate on how the parents' economic status has impacts on the school feeding programmes. Respondents indicated that some parents had poor economy that they could not afford the family's three meals per day. Having this programme in school encouraged them to send their children to school in order to get at least breakfast and lunch. When they returned home they only had dinner.

Other respondents indicated that parents' economy was not the cause of introduction of school feeding programme. This programme was introduced in order to improve attendance as well as performance so as to achieve the millennium goals in education sector.

#### **4.3.1 Contribution of Parents on Students Meals**

The research findings showed that a large number of parents in the area lived in poverty. They were not able to contribute for the children school meals. A small number of parents contributed and the students shared that food. However, there were parents who did not know the meaning and importance of school feeding so they did not want to contribute anything.



**Figure 1.3: Contribution of Parents on Students Meals**

Source: Researcher data 2015

In Figure 4.3 above, about 50% of the parents were not able to contribute because of poverty or they lived a poor life. Only about 40% of the parents were able to contribute. Some of them were employed who presumably know the importance of education.

Findings from interviews were focused on how the parents participate in school feeding programmes. The result of the interviewed parents showed that many parents participated on the implementation of the programme. Parents were the ones who encouraged the programmes to exist by contributing food to schools because for their children's meals during school hours. One parent said:

The first provider of school meals is parent. This is due to the fact that the community knows the importance of students' meals during school hours. The Government contributes a little bit or not all time

Another parent responded:

Yes, we participate positively on the implementation of this programme because we see the impact of schools feeding programme on improvement of our students attendance as well as performance since the programme was introduced.

One of the educational stakeholders' from Ephata compaction has this to say;

*In this community, parents participate in implementation of any educational programme. On your case, parents participate much on the implementation of students' meals*

According to Mamuya (2004), the Government of Tanzania should ensure all schools provide adequate mid-day meals on regular basis through support of community/village government, ensuring food security for school feeding, parents and guardians required to provide breakfast to their children before they go to school or snack for eating while at school, district council include school feeding issues in their plans implement and monitor activities, Non-Government Organizations, Civil Societies and Faith Groups encouraged continuing support of school feeding activities.

#### **4.3.2 Students Like School Meals**

According to responses from respondents, almost 90% of the students who came from poor families preferred school meals more than those coming from rich families. But all in all students preferred school meals. This was evidenced during eating hours as many students liked to have meals.



**Figure 4.4: Food Being Served to Students**

Source: Reaserch data 2015

Findings from interview basing on students preferences of school meals and the discussion which was carried out with students through the focus groups, it was evident that they preferred having school meals. The reasons were poverty which lead to many students from poor families to preferred having meals in schools because there was no food in their family as compared to those who came from richer families. Also, they said they preferred meals in school because it helped them to study comfortably and it alleviated the short-term hunger and encouraged them to engage in learning. A student from Kiteto secondary school had this to say:

*The school feeding programme encourages us to stay at school during class hours and makes us understand our learning.*



In addition to that, student from Bwakalo secondary school said:

*School feeding programme encourage us to like school and to engage in learning through improving short term hunger. Also some of us we come from poor families, so the presence of food helps us to attend to school so as we can eat.*

This analysis supports a previous study by Felix (2011) in Tanzania. The findings showed that there was an increase of enrollment and improvement of attendance as well as students who disliked school began enjoying their studies. All this was due to the presence of school meals. However this study seems to be new because it looks on secondary schools students in Kiteto not primary schools children as many studies focus on.

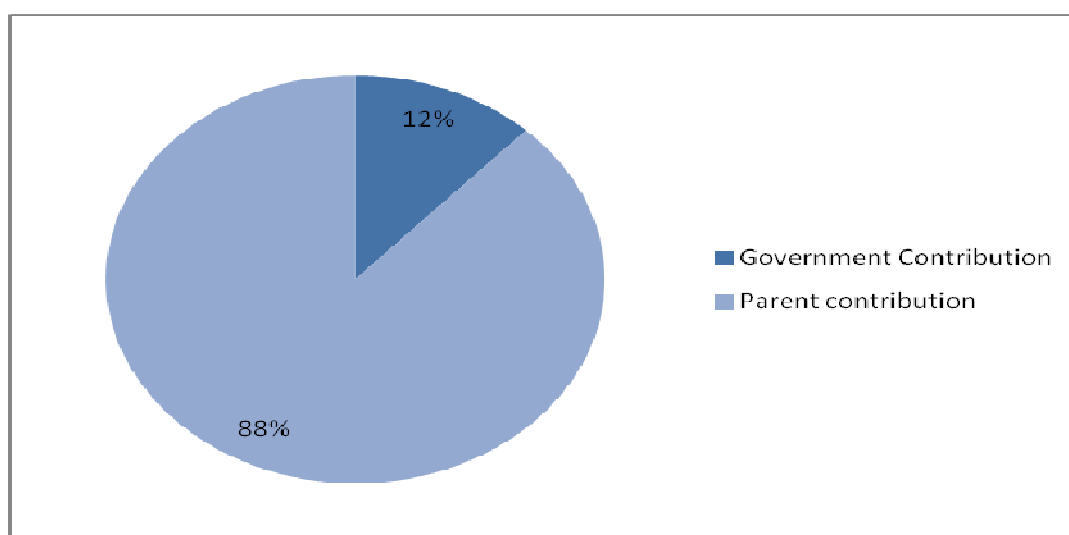
#### **4.4 Challenges on School Feeding Programme**

This study was interested in knowing the challenges of school feeding programme. It was found that the respondents believe that school meals have many challenges in school level as well as district level. These challenges were associated with the parents' economic status, community perception, students themselves, availability of water and government as well.

Some of those challenges were poor government contribution, type of food, time which food saved to students, providers and the place to store the food. First of all, many parents in the district faced the big problem of poverty which made them fail to contribute in terms of money and food itself. So, this situation led to big challenge on school feeding programme in secondary schools in Kiteto district. Another thing that the food consumed by students as school meals was not a balanced diet. the menu itself was almost unchanging.

#### 4.4.1 Government Contribution on School Feeding Programmes

About 88% of the response from the respondents said the government did not contribute anything in the implementation of the programme. However 12% Of the respondents said the government contributed a little bit to the students who come far from school especial Maasai children. For example, those schools were Kiteto, Engusero, Lesoit, and Sunya and Ndedo secondary schools. The rest of schools had no any governmental support for implementation of the programme. For example, Bwakalo, Kibaya, Magungu, Kijungu, Olkine, Dosidosi, Njoro, Matui and Ecco secondary schools, the programme were supported by parents only.



**Figure 4.2: Poor Government Support on SFP**

Source: Research Data, 2015

From Figure 4.5, the findings show poor government contributions in the implementation of school feeding programme. The government contributed only 12% of the whole programme while parents contributed 88% to the implementation of the programme.

Findings from interview showed that government supports this programme partially because the responses from the teachers and educational stakeholders were somehow the same. In some schools, the Tanzanian government tried to contribute little in the implementation of school meals programme especially for those schools having hostels. For example, those schools were Kiteto and Engusero. The rest of schools had no any governmental support for implementation of the programme. For example, in Bwakalo and Kibaya, the programme was supported by parents only. Few schools which had agricultural combination subjects did help on students' meals because of having school farms. For example, at Bwakalo, they cultivated maize, beans and sunflowers. Evidence showed that a larger amount of the school meals were provided by the parents and there was a certain amount which was provided by the school.. The Government contributed a little bit and not to all schools for implementation of the all programme of students' meals during school hours.

One respondent said:

*To my best experience, it is important to feed students during school hours in order to support them physically, mentally and academically. Therefore I request the government to support this programme of students meals*

Another respondent said:

*School feeding is not effective because parents are not serious on the contribution. They are not contributing on time as agreed. Education is highly needed for parents so to raise awareness on food contribution.*

From these statements above it was evident that the government did not take the programme seriously because it contributed a little bit to only a few schools in the whole district. The main sponsor of the programme was parents. These findings were news because in previous studies the government seemed to be the provider with the

collaboration with WFP in implementation of the programme in primary schools.

WFP does not exist in secondary students' school meals.

#### 4.4.2 The Quality and Type of Food Provided to Students

According to the responses of the respondents of this study, about 97% were not satisfied with the food which students ate every day. The food provided was common for all schools. For example; 'Kande', ugali and beans were consumed during lunch time and Uji (stiff porridge) in the morning. The main cause of this problem was poor parents' contribution and lack of government support of the implementation of this programme.

**Table 4.1: Students Meals Time Table**

DAYS	TYPES OF FOOD	
	Breakfast	Lunch
Monday	Porridge	Ugali and Beans
Tuesday	Porridge	Kande
Wednesday	Porridge	Kande
Thursday	Porridge	Ugali and Beans
Friday	Porridge	Kande

Source: Research data 2015



**Figure 4.3: Common Students Meals**

Source: Research data 2015

From Figure 4.6 above, the type of food that students ate everyday was Kande. This shows that the availability of student's meal during school hours even though they got low quality food which did not consider balanced diet.

The respondents of this study said the students' school meals had no quality for the students to eat every day. The food provided was the same every day (common food). For example, 'Kande' which is mixture of maize and beans, ugali and beans were consumed during lunch time and Uji (porridge) in the morning. This food variety did not consider balanced diet for students because there were no other stuff such as fruits, vegetables, and milk. Even provision of pure drinking water for students was still a problem to all schools.

Educational stakeholders suggested that the government should consider educational programmes which are introduced. This programme seemed to face a lot of challenges in the district public secondary schools and one of the challenges was to provide the same food every day. All in all the food had low quality for students.

In addition to that, one student said:

*We eat the same food every day and that food is kande which doesn't have quality compare to teachers' food. It bores because we know that there is nothing new during eating hours.*

According to Tanzania Food and Nutrition Centre (2006), in these programmes, children should get one balanced meal per day. This can be food crops like, cassava, yams, potatoes, maize rice, banana and wheat as staple food, and this food should be eaten together with meat, fish or legumes like beans and peas in accompany with

fruits and vegetables. Also, the school management should ensure availability of clean and safe water to all children at school. The findings of this study showed that students having the same food every day and it doesn't consider balanced diet because there was no fruit and vegetables. Also, there was no clean and safe water for children to drink during school hours.

#### **4.4.3 Presence of Dining Room which can accommodate all Students**

The study intended to know if schools had dining halls for meals. All respondents (100%) indicated there was no dining room in their schools. The researcher discovered that all secondary schools in Kiteto had no specific place for students' meals. They sat anywhere around the school compound during eating. They had their meals outside the schools' buildings.



**Figure 4.4: Students Eating**

Source: Research Data, 2015

Moreover, the researcher interviewed the heads of schools about the dining rooms for students. They pointed out that there were no any plans on building the halls. So students will continue being safe during taking their meals.

#### **4.4.4 Storage of School Food**

The main focus of this was to determine the storage of school food. According to the responses, almost 99% said that students' food was stored at the school stores, even though there was no specific store for food only. The school store was the store for everything not only food. All food contributed either by parents or government was under the supervision of school management and stored there.



**Figure 4.5: School Store**

**Source:** Research data 2015

However, the researcher found that some schools had one room for store which was used for all materials, not just food. They mixed food and construction materials like cement.

#### **4.4.5 Preparation of Students Meals and Health Consideration**

The responses from the respondents revealed that the school chief cook was the one who was responsible for preparation of students' meals. Also, the issue of health was not considered much. This was due to the presence of school cooks who did not have qualifications of being chief cooks. For example, in all schools in Kiteto there was only one school that had a qualified chief cook and he was the only one among of the three cooks in the school. The schools just picked any person - whoever applies for cookery work to be a school chief cook. Also, the school cooks did not have uniforms which meant that they cooked without protective caps.

Commenting on this, head boy of one secondary school explained:

*Cleanliness in most cases is not considered. They try as much as they can to prepare food in a proper way. Also, there is no pure and safe drinking water for students and safe place for keeping students' plates. This is not fair.*

#### **4.5 Contribution of School Management in School Feeding Programme**

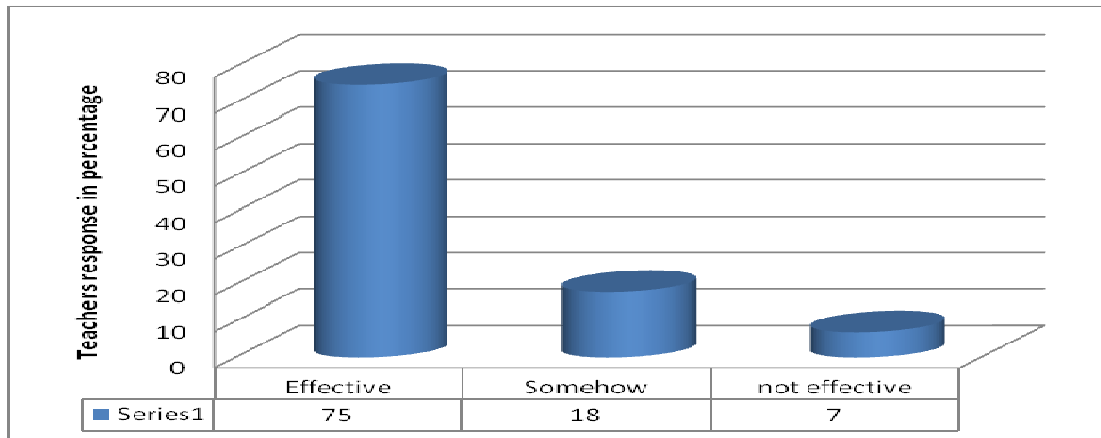
The findings showed that, school management teams participated in implementation of the feeding programme. About 80% of the response from the head of secondary schools showed full participation of the implementation of the programme. This included supervision of cooks during preparation of students' meals and close encouragement of parents in collecting foods.

##### **4.5.1 Effectiveness of the School Feeding Programme**

From the findings about 75% of the responses from the respondents said the programme was effective because it had positive results in improvement of the students' attendance. However 18% of the respondents said the programme was



effective a little bit because it lacked support from the government as well as other members of the community. Furthermore, 7% of the respondents said the programme was not effective in any means. This was due to the fact that the government just introduced it but never supported its implementation.



**Figure 4.6: Effective School Feeding Programme**

Source: Research Data 2015

Tanzania Food and Nutrition (2009) stated that for the programme to be sustainable it should be community based. The community was able to mobilize human and financial resources which were used to, then the programme effectively in their areas. Apart from that, the community was able to identify problems formulated and implement plans and manage resources for school feeding programme through special committees.

#### **4.5.2 Community Perception on the Programme**

Findings were derived from research question which stated that community perceived this programme positively. The response had showed that community itself prefers the presence of the school meals programme. This was due to the fact that

parents were in frontline to contribute and encourage other parents in implementation of the programme. Also the programme improved students attendance as well as enrolment.

**Table 4.2: Students Attendance**

Name of Sec school	Started year	Registered students	Students attendance %	Introduction of SFP(year)	Current year	Registered students	Attendance improved in %
KITETO	1993	40	42%	2000	2015	600	89%
ENGUSERO	2002	42	50%	2003	2015	536	76%
NDEDO	2007	20	49%	2008	2015	200	65%
DONGO	2007	39	45%	2008	2015	123	55%
DOSIDOSI	2008	30	50%	2009	2015	145	66%
MATUI	2008	50	51%	2009	2015	452	85%
LESOIT	2009	15	35%	2009	2015	218	72%
SUNYA	2009	19	41%	2010	2015	139	66%
NJORO	2009	25	44%	2010	2015	256	75%
KIPELESA	2009	40	52%	2010	2015	67	60%
OLKINE	2009	40	45%	2010	2015	73	71%
MAGUNGU	2011	44	55%	2011	2015	135	73%
KIJUNGU	2011	44	50%	2011	2015	167	69%
BWAKALO	2011	200	52%	2012	2015	463	88%
Eco	2013	48	55%	2013	2015	133	68%
Kibaya	2013	112	50%	2013	2015	260	72%

Source: TSS FORM (March, 2015)

The response from the respondents showed that the existence of this programme helps to improve students' attendance in public secondary schools. This was due to the increase of enrolment and secondary school graduates. Also, 100% of the responses from the community through this programme were positive because are the one who contributes for their children school meals. This indicates that community participates positively in school feeding programme.

One of the respondents who probably summarized the best overall perception of community on the impact of school feeding was a teacher from one of schools, who said;

*Community perceives this programme positively that's why they're participating in the implementation of the programme. Also the programme is effective to our secondary schools but the government should find a way of contributing on this programme due to the fact that we depend on one source only (parents) while some of parents fail to contribute due to poverty.*

#### **4.6 Summary**

Presentation and discussion of findings has based on the objectives of the study. Data presentation, analysis and discussion have been done by the researcher by using four objectives of this study. Different figures and tables have been used to present the actual information from the respondents in Kiteto district. Also the researcher has tried the findings to available knowledge.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the whole study. Firstly, it provides the summary of the study with reference to the research problem and methodology. Then, it provides the summary of the main findings of the study, conclusions and recommendations.

#### **5.2 Summary of the Study**

The study aimed at investigating the impact of school feeding on students' attendance in public secondary schools. The study was guided by four specific objectives.

- i). To describe effective school feeding programme on students' attendance in Kiteto district.
- ii). To assess the influence of parental economic status on school meals.
- iii). To investigate the challenges of school feeding programme in Kiteto District.
- iv). To identify the contributions of school management teams to school feeding programme

This study considered theories, namely social control theory, psychological (motivation) theory, structure strains theory, poor family socialization theory, and academic mediation theory. However, the study was highly guided by institutional theories have increasingly tended to associate school attendance with institutional (school) and environmental factors, and moving away from student personal factors.

The factors in this study were type of food, time and school meal provider while dependent variables were hunger alleviation, reduced dropout, engagement in learning and increased school attendance. The study relied highly on mixed approach in data collection, presentation and analysis. Populations of the study were the whole community in Kiteto district including the public secondary schools and educational stakeholders in the areas. The total number of 85 respondents was selected purposively in data collection which includes 20 parents, 40 teachers, 20 students and 5 educational stakeholders. Also the researcher used the case study design by selecting four schools; which are: Kiteto, Bwakalo, Kibaya and Engusero secondary schools. The study used questionnaire, semi structured interviews, focus group discussion and documentary review as the data collection instrument.

### **5.3 Summary of the Main Findings**

The following are the major findings of the study, and are summarized in terms of objectives of the study.

#### **5.3.1 Effective School Feeding Programme on Students Attendance**

From the finding, it has been discovered that effective school feeding programme on student's attendance is the problem in public secondary schools in Kiteto. The first research question revealed that breakfast and lunch were available in all schools, also the programme promoted students' attendance.

#### **5.3.2 Influence of Parental Economic Status on School Meals**

From the findings, it has been revealed that parents' economy has impacted on implementation of the programme. Second research question found that parents are

the ones who contribute for the implementation of the programme even though some of them were not able to do so. A total of 60% of the parents is not able to contribute for their children school meals simply because of poverty. They cannot afford even to have three meals per day, as a result they cannot contribute for their children school meals.

The programmes in secondary schools encourage parents to send their children to school. Although the large percent of parents are of low economy status, some of them (40%) are the ones who make the programme to be implemented by participating and contributing for their children school meals. Also students prefer having meals hence, improvement of school attendances.

### **5.3.3 Challenges in Implementation of School Feeding Programme**

The researcher has identified different challenges which face the implementation of the programmes. These challenges are based on two levels; that is school and district levels. The challenges are associated with parents' economic status, community perception, students themselves and government as well. The Government fails to implement the programmes in many schools. The third question found out that some parents also fail to contribute to their children in terms of money or kinds. These lead to the poor quality and quantity of food provided to students. Absence of dining rooms to all schools which can accommodate a big number of students during lunch time is a problem. Poor preparation of students' meals which do not consider students' health and poor storage of school food also are the challenge for the programmes.

### **5.3.4 Contribution of School Management in School Feeding Programme**

From the findings, it was revealed that the school management teams were participating positively by managing the presence food in schools store the food make sure that all students get food on time and educate community the importance of having meals to their children.

## **5.4 Conclusions**

In the light of this study, based on research objectives, findings, discussions and interpretation, the research come up with four conclusions. Firstly, school feeding programme are effective on students attendance in Kiteto district. This indicates that availability of breakfast and lunch in public secondary schools promotes students' attendance.

Secondly, the findings of this study show that parent's economic status is among of problems in implementation of the school meals programme. Also, the government has introduced the programme but it fails to implement thus making the programme to face many challenges.

Thirdly, different challenges face the programme of school meals; this programme faces different challenges like luck of government support in many schools and poor contribution of parents to their children school meals. This is because many parents are poor that they cannot manage to do so.

Also, another challenge was the quality and quantity of food provided to students, the researcher discovered that students eat one type of food every day that is 'kande' and

‘ugali’ for all schools. Not only that, but there are no dining rooms to all schools and students sit anywhere when they take food.

Preparation of student’s meals is also the challenge because many schools don’t have professional school cooks; the available chief cooks don’t consider health and hygiene during preparation of students’ meals. Lastly, the researcher discovered that school management team participates on the implementation of the programme in different ways like advising parents the importance of having meals during school hours and the management of school food.

## **5.5 Significance of the findings**

These research findings have implications for policy makers and educational administrators. As for the policy makers, these research findings suggest that in order to motivate secondary school students to attend to school, it is essential to pay attention to school feeding. In order to make this possible good cooperation between schools administrators community and educational stakeholders. Therefore all educational stakeholders should play their role to support school feeding, through this it is likely to reduce truancy, dropout and hence increase students’ attendance.

## **5.6 Recommendations**

### **5.6.1 Recommendation for Action**

- *To Administrators:* Administrators should ensure that school feeding programme is effective to all regions in which the programme has been introduced. Also, the administrators should provide all resources needed to



implement the programme. The programmes should not depend on parents or community to implement the programme. Moreover, the government should make sure that before introducing any programme, it must have enough fund for implementation and should consider infrastructure such dining rooms and kitchens to schools.

- ***To the Community:*** The community should participate positively in any community development programme which will be introduced to their area like school feeding programme, because the benefits of those programmes are not for government but to the society. Also, the community must change. It should rely on the government to bring changes to them; instead, they must need to change themselves in order to meet the educational millennium goals.
- ***To Policy:*** The policy makers are recommended to make policy which is practical oriented to the students. The available policy seems not to suit the demands of the students as they are only paper based and not practical in nature. According to findings, it was revealed that what is preached by the national policy on school feeding is controversial with what is practiced by the school leaders.

### **5.6.2 Recommendations for Further Studies**

There is a need to conduct another comparable study under the same topic to a larger sample. It is also recommended that other researchers could conduct a study on the impact of school feeding programme on students' performance in Manyara region.

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## **APPENDICES**

### **APPENDIX I: Questionnaire for Head of Secondary Schools**

I am a student at Open University of Tanzania; pursuing master degree of education in administration, planning and policy study (MEDAPPS). Doing a research concerning impact of school feeding programme on student's attendance in Tanzania secondary schools, in Kite to district Please Me kindly requesting you to respond positively, your response will be highly appreciated.

#### **Instructions**

Please tick only once, against the answer of your choice

#### **Section One: Personal Information**

##### **Questions**

**1. Gender .....**

Male (M)

Female (F)

**2. Age.....**

[20-35] [35-45] [45-60]

**3. Level of Education.....**

[Diploma] [Degree] [Master's Degree] [Any others]

4. Experience at work (years)

/1-10/ /10-20/ /20-30/ /30-40/

5. How many schools do you work as the head teacher.....

[1-5] [5-10] [10-15] [15-20]

### **Section two: influence of SFP**

6. Do students get breakfast at school?

[Yes] [No]

7. Students have lunch at school?

Yes] [No]

8. The availability of breakfast/lunch promotes students attendance?

[Yes] [No]

9. The school feeding programme improved student's attendance?

[Yes] [No] [Some how]

### **Section Tree: Parental economic status**

10. Parents are contributing for school feeding programme?

Ye] [No] [some of them]

11. All parents are able to contribute for the students meals?

[Yes] [No] [Little beat]

12. Students from poor families prefer to have meals at school as compared to those from rich families?

[Yes] [No] [Some how]

**Section four: Challenges on SFP**

13. Did the government contribute anything in this programme?

[Yes] [No] [Not all the time]

14. Did students have balance diet in their meals?

[Yes] [No]

15. Common food which students get every day;

[Kande and uji] [Uji and ugali maharage] [Tea with bread and rice] [Meat and ugali]

16. Where did the food stored?

- i. At school store.
- ii. At community store
- iii. At head of schools house

17. Who is responsible for preparing the food at school?

- i. Teachers
- ii. School chief cooker
- iii. Students themselves.

18. The preparation of food considers the health of the students?

[Yes] [No] [Some how]

**Section five: Contribution of SMT in SFP**

19. Did school management contribute anything in this programme?

[Yes] [No] [A little beat]

20. Do you think that community perceives this programme positively?

[Yes] [No] [I do know]



**21.** In your own opinions, do you think school feeding programme are effective?

[Yes] [No] [A little beat]

**22.** Comment on your response.....

.....

**APPENDIX II: Semi-Structured Interviews for Teachers**

I am a student at Open University of Tanzania; pursuing master degree of education in administration, planning and policy study (MEDAPPS). Doing a research concerning impact of school feeding programme on student's attendance in Tanzania secondary schools, in Kite to district please I kindly requesting you to respond positively, your response will be highly appreciated.

- 1 .Did students get breakfast and lunch at school? If Yes or No  
why.....
2. What type of food they get every day?  
.....
3. Did school attendance have improved due to school feeding programme? If Yes or No why.....
4. Who is the provider of the school meal?  
.....
5. Did parent contribute for this programme?  
.....
6. Who is responsible for preparing the students meals?  
.....
7. Did this programme have any impact on students' attendance? If Yes or No, your comments  
.....
8. What are the expected outcomes of good attendance in educational industry?  
.....

.....

9. On your own opinions, do you think school feeding programme is effective in secondary schools at Kite to? Why

.....

.....

.....

### **APPENDIX III: Semi-Structured Interviews for Parents**

I am a student at Open University of Tanzania; pursuing master degree of education in administration, planning and policy study (MEDAPPS). Doing a research concerning impact of school feeding programme on student's attendance in Tanzania secondary schools, in Kite to district please I kindly requesting you to respond positively, your response will be highly appreciated.

1. Did your children get meals at schools?

.....

2. What type of food they get every day?

.....

3. Who is the provider of the programme?

.....

4. Did school management concern you in usage of food?

.....

5. Do you think this programme encourage students to go to school? If yes, How

.....

6. All parents are capable to contribute the meal to their students?

7. On your own opinions, do you think school feeding programme have positive

impact on students attendance? Your views please

.....

**APPENDIX IV: Focus Group Discussion for Students**

I am a student at Open University of Tanzania; pursuing master degree of education in administration, planning and policy study (MEDAPPS). Doing a research concerning impact of school feeding programme on student's attendance in Tanzania secondary schools, in Kite to district please I kindly requesting you to respond positively, your response will be highly appreciated.

**Questions**

1. Do you have meals during school hours?  
What are types of food you take every day?
2. Cleanness is considered during preparation of meals?
3. Do you have dining room which can accommodate all students during eating hours?
4. Where did you put your plate after eating?
5. Who is responsible to give you a plate?
6. At what time did you get breakfast and lunch?
7. Do you think the school feeding programme encourage you to attend to school every day?

**APPENDIX V: Semi-Structured Interviews for Educational Stackholders**

I am a student at Open University of Tanzania; pursuing master degree of education in administration, planning and policy study (MEDAPPS). Doing research concerning impact of school feeding programme on student's attendance in Tanzania secondary schools, in Kiteto district Please I kindly requesting you to respond positively, your response will be highly appreciated.

**Questions**

1. Did students get meals during school hours?
2. Who is responsible for implementation of the programme?
3. Do you think this programme has challenges?
4. Do you think that school feeding programme encourage students to attend school every day?
5. Did the programme is effective in all schools?
6. On your opinion, do you think school feeding programme promote student's attendance?