

**THE ROLE OF FOOD PROGRAMME IN REDUCING TRUANCY IN
COMMUNITY SECONDARY SCHOOLS IN TANZANIA: THE CASE OF
MUSOMA DISTRICT COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2020

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: **“The Role of Food Programme in Reducing Truancy in Community Secondary Schools in Tanzania: The Case of Musoma District Council”**. In partial fulfillment of the requirements for the award of degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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.....

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DECLARATION

I, **Saverina Misinde**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely family especially to my late husband Mr. Alex W. Chacha and my son Samwel Kerata Alex. I appreciate their encouragement and support. My husband did alot to me and through him, I was able to carry out this study. Also my son played a great role to encourage me when doing this study. May the Almighty God rest my husband in peace.

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ABSTRACT

This study assessed the role of food programme in reducing truancy in community secondary schools. The research objectives were to explore teaching staff, parents and students' perception on the role of food provision in community secondary schools, to examine truancy rate in school with food programme and without food programme. Six community secondary schools in Musoma district council were involved, namely; Etaru, Mugango and Suguti, that had food programme and Mkirira, Nyakatende and Kasoma that without food programme. The conception framework involves food provision as an independent variable and truancy as a dependent variable. This study employed case study design where by qualitative and quantitative research approach were the source of data collection and analysis. Instruments used are interview and documentary review. The findings confirmed that, food provision in Community Secondary Schools plays a big role in supporting eradication of truancy of students. The Cohort of students with food provision program had a minimal number of truants compared to the cohort of students without food provision program. The study recommends to the government, community and other education stakeholders to have a great focus in enhancing adequate food provision in Community Secondary Schools to reduce truancy and raise performance.

Keywords: *Food provision, truancy, students, community secondary schools.*

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LIST OF ABBREVIATIONS

| | |
|---------|---|
| BNF | British Nutrition Foundation |
| MKUKUTA | <i>Mkakati wa Kuondoa Umaskini na Kukuza Uchumi Tanzania</i> (National Strategy for Growth and Reduction of Poverty) |
| NECTA | National Examinations Council of Tanzania |
| NMES | Non Mille Extrinsic Sugars |
| SEDP | Education Development Progra |
| TYLA | Texas Young Lawyers Association |
| YCS | Youth Cohort Study |

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides an overview about of the problem under investigation. It contains background to the problem and statement for the problem that is well explained and also highlights the aim of the study, objectives, research questions and significance of the study. Scope and limitations are also explained in detail. Subsequently, this chapter diagrammatically explains conceptual framework.

1.2 Background to the Problem

In recent times, education has been recognized globally as one of the Universal ways of survival and improvement of the well- being of individuals and society. The advent of formal education in Tanzania and other nations is considered as the foundation for national development as well as the source of making all long-life achievements. For these reasons, families and citizens especially the youth now pay more attention to education

The school has been established as the agent of the society to mould the habits, interest, attitudes, and feeling of children and transmit the societal, norms, culture, values and traditions from one generation to another, (Idrisa, 2016). Despite this, some students still do not attend school classes. Many of our youths now run away from school classes. While they are away from school, they exercise freedom in engaging in a lot of juvenile delinquencies like fighting and drug abuse,

(Adebris,196). Truancy is a problem because the absent students cannot benefit from the various programs that the school offers.

In Tanzania, truancy in primary and secondary schools has been a problem to education and it has posed the trend of rapid development in education. Food provision programme motivate students to come to school and enable them to stay at school and engage fully in the learning and teaching sessions.

In other countries around the world like the U.S.A, truancy has been linked to serious immediate and far-reaching consequences for youth, families, and schools and communities, leading researchers, practitioners, and policy makers to try to understand and to address the problem. Although numerous and significant steps have been taken at the local, state, and national levels to reduce truancy, the rates of truancy have at best remained stable or at worst been on the rise, depending on the indicator utilized to assess truancy rates, Eric and Curl (1996).

According to Adebis (1996), in Nigerian Secondary Schools, the impact of truancy is very obvious and usually a negative one on truants' present and future life in education. Truancy results in loss of intellectual development and lack of improvement of individual. Also, it leads to poor academic performance at the end of the school periods, school terms and school year.

Adebis (1996) added that, truancy reduce the quality of education the child receives. It reduces the standard of academic achievements of the child. It increases the rate of

examination malpractices and poor examination results of both internal and external examinations. Truancy is also a factor that contributes to idealness, joblessness, unemployment and underemployment of most adults today, just because they engaged in the act of truancy during their school days.

In Musoma district secondary school's truancy is a dominant factor. It reduces the quality of education in the district and lead to increased rate of illiterates who could not understand and interpret the national laws and bylaws. Despite the new knowledge of science and technology, people of Musoma district council still use local and traditional ways of farming and fishing. They still depend on rain instead of irrigation farming as the result they suffer from hunger since the area has a long period of drought. Hence poverty exceed and sustainable economic development decreases at family level and the community at large.

A survey is conducted in community secondary schools located in Musoma District Council, and found most of secondary schools are scattered, their students use to walk long distance and food is provided in few schools. The community perception in Musoma District is based on theory that absence of food is one of the factors increasing the rate of truancy in Secondary Schools. According to Michael (2012), food provision in schools is very important. It contributes to good teaching and learning environment. Below is the quotation for his argument:

“Food is not the academies’ only priority. They are not just there to provide food, but to provide good education and a safe learning environment. “What we have to be careful is of course they aren’t just here to have food, they’re actually here to do some learning.” Michael (2012). The food programme at school decreases truancy.

Official data on truancy that are collected in 17 community secondary schools in Musoma District council from January 2018 to December 2018 shows drop out of about 428 students due to truancy case. People who are debating on the quality of education associates poor pass rate in Musoma District Council happening today in Secondary and primary schools as a result of tremendous increase of truancy. Also, the discussion is extended when distance attribute is considered, detailed explanation on truancy shows that most of students spend several hours walking to school. They are walking more than 16 kilometers go and return. Students skip from school compound due to hunger. They prefer staying at home rather than attending school where there is no motivation of food provision. Therefore, some fail to attend school daily, and those who succeed to attend everyday they are emotional and mentally retarded simply because they get tired and lose concentration and understanding in classroom sessions since no food is provided during and after classroom session. Also, on the way back to home, some engage and participates in undisciplined behaviour and other immoral acts like drug abuse and sexual intercourse. The practice inculcates into their minds and fazes them out from academic issues as a result of poor performance in National examinations. Girls become the most affected students since the long distance they are walking and hunger forced them to engage in sexual relationship that results in truancy and finally drop-out doe to pregnancies and early marriages. Food programme decreases truancy and raise performance.

1.3 Statement for the Problem

Truancy in Community Secondary Schools in Musoma District is a big current issue. Students fail to achieve and develop knowledge and perform poorly in national

examinations because of truancy. The district is also subjected to poverty, disease and ignorance due to illiterates as most of the young generation drop out of school. Between January 2018 and December 2018 about 428 students out of 9359 have dropped out due to truancy cases in 17 Secondary schools in Musoma District Council (Students 'attendance register 2018)

According to the Basic Education Statistics Report of 2009/10 released by the Ministry of Education and Vocational Training, states that recently Form Two has the highest number of students drop outs which stands at 9,627. The report also indicates that the main reason that prompts students to drop out of school is truancy 36.2%. The report pointed out truancy attribute diminishes student's performance.

During the study it was identified that most of secondary schools in Musoma District Council are scattered and most of students use to walk more than 16 KM per day. Due to distance attribute, some students are failing to attend to school every day since no food motivation provided to keep them physically and mentally fit for academic issues. Those who come to school left early before school hours due to hunger.

Through several meetings conducted recently by District Commissioner, Dr, Vicent Anney and Prof. Sospeter Muhongo the Parliament on food provision creates awareness to the community that provision of food in schools have something to do with academic achievement to students and it helps to diminish truancy respectively.

Through this consciousness, some parents have now responded positively to food programme. As such, this study sought to examine schools with effective food provision, assess the achievement for the programme in reducing truancy so as to develop empirical answers to explain the role of food programme in reducing of truancy.

1.4 The Aim of the Study

The aim of the study was to assess the role of food programme in reducing truancy in community secondary schools.

1.5 Objectives of the Study

- i) To explore teaching staff, parents and students' perception on the role of food provision in Community Secondary Schools
- ii) To examine truancy rate of students in three schools with food programme and other three without the program.
- iii) To analyse the importance of food programme and the impact of truancy in a school setting

1.6 Research Questions

The following are research questions to guide this study.

- i) What is teaching staff, parents and students' perception on the role of food provision in Community Secondary Schools?
- ii) What is truancy rate of students in three schools with food programme and other three without the program?

iii) What is the importance of food programme and the impact of truancy in a school setting?

1.7 Significance of the Study

This study intended to generate new knowledge on the role of food programme in reducing of truancy in community secondary schools. The knowledge generated will be significant to other researchers intending to conduct educational research relating to truancy and food provision in secondary schools.

The study will help the decision maker to formulate the policies that will emphasize food programme in community secondary. The study will help the owner of the community secondary schools, parents, teachers and the community at large to note the necessity of food programme in their schools to reduce truancy and improve academic performance.

1.8 Scope and Limitation

1.8.1 Scope

The coverage of the study was in Musoma District. A deliberate choice is made in this district due to extreme truancy persisting. Six out of 17 were studied through interview that involve head of schools, 5 teachers, 5 parents and 10 students for each school.

1.8.2 Limitation

It is absolutely difficult to avoid cost, time and other setbacks during the whole process of data collection. The study encourage challenges such as time limitation for

interviews management, means of transport to cover all the schools under study and language barriers to some respondents.

Despite the fact that, money and time is limited, the researcher started collecting data very early and drew conclusion on time. By so doing time was managed and cost minimized. Also, the researcher used simple language to overcome a need of the translator to students with low English proficiency, even Swahili was used for parents.

1.9 Definition of Key Terms

Research key terms were defined so as to allow clarity of the information and the essence of the study.

Perception: Is the way you notice things especially with the senses (Oxford, 2010)

Community secondary school: A school that is constructed by the community but administration and management are conducted by the government.

Truancy: Is illegal absence from school session for a short period or a whole day. Wilson (2003).

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is all about literature review. The review bases on the various scholars and authors who have written the same or relating study in conjunction to food provision and truancy. The chapter attempts to cover both theoretical and empirical literature and at the end explains the research gap.

2.2 Theoretical Framework

Different people who are debating on education issues have put forward their ideas, views on how food provision is important in a school setting and academies in particular. Their arguments are potential in connection to this study. Through their ideas the researcher comes to understand in-depth categories of food that we need to provide to our children in schools. Also, to understand the importance of food provision not only for health purposes but also a creation of good learning environment.

In a global perspective, food provision is related with fuel, For example in England, they say a car cannot move without fuel, the same to students, food is considered the fuel in academies, not only for health purposes but also for creation of good learning environment.

In German the demand of food provision is increasing, the reason includes changes

in the German School Organization towards all day school system, longer school days as well as the rising awareness for children's health.

Thorkild (2009) identified the importance of food provision in schools and the increasing demand of food provision in German School Organization as he says: *"This was only different at all day schools, but this type of school was minor part of the school system until recently. Today school days are longer in Germany and since the children spend more time at school a solution for fuel warm meal provision is needed"*. Another quotation is introduced *"with this expansion of the all-day school model since 2003, the situation is changing and more professional caterers are involved in school meal provision"*

Michael (2012) collected different arguments on the importance of food in academies. He collected data from different people. One said *"we have a huge responsibility, that we are forging eating habits for the rest of their lives; they are having at least one sort of meal with us a day, if not two in the way that our school day works"*

Another said, *"it is the most important aspect the school can control because there is no doubt there is a massive link between how your food eat and both your attitude to learning and the way you feeling in general"* Other views mentioned included the influencing behaviour as quoted below *"we do recognise the children need fuel to actually make them study well and be attentive"*.

In British, scholars argued that the food provided in schools should be standard. This will improve the health of our students. The British Nutrition Foundation (2015) observe this in British school academies. The quotation is introduced below “*not only providing food in school, but we need to consider the standard of the food we are giving, most of school provide porridge and ugali, is that a good for children health?*”

The British Nutrition Foundation (2015) in regard of food standards in schools, categorize food standards into two types. Those based on types of food and drinks that children should be offered at school (food based) and those based on the proportion of nutrients that children should be provided by a school lunch (nutrient based). According to BNF (2005), food-based standards include recommendations for fruit and vegetables, Oil, Fish, Bread, Milk and dairy foods, deep fried foods, savour foods, savour snacks and confectionary. Nutrient based standards include recommendations for energy protein, carbohydrate, non-milk extrinsic sugars, Fat, saturated fat, Fibre, Sodium, Vitamin A, Vitamin C, Folate, Calcium, Iron and Zinc. Food based standards are used as this considered easier to understand and easier to plan appealing and creative menus for pupils.

The British Nutrition Foundation added that, the school food standards also include standards for healthier drinks. Fresh drinks, water is to be provided at all times, and there are some restrictions in place for other drinks which are permitted, such as serving size and added sugars.

In other nations like Northern Ireland; Scotland and Wales food provision in school is given a special priority and therefore the respective administration have come to assist the provision of food in schools as the implementation of legislation has been put forward. The quotation is introduced below “although *the situations regarding food provision and standards of school meals in England, Northern Ireland, Scotland, and Wales are different, the respective administration have pledged to improve school food and have implemented similar legislation.*”

In African Nations, Tanzania inclusive, agriculture economy is one of the aspects that given a first priority; the reason behind is explained to have food for subsistence and also for commercial purpose. With this notion, Tanzania and its partners have developed the National Nutrition Strategy (NNS) to state the priorities of the Government of Tanzania to ensure that the nation and its people are properly nourished. It is in-line with, and will contribute to, the National Development Vision 2025, MKUKUTA, the African Regional Nutrition Strategy (2005-2015) and the policies and strategies of the government, including the Health Sector Strategy Plan (HSSP) III, and those of other sectors, notably the agriculture, water and education sectors.

Although the strategy prioritizes interventions targeting children under five years and women of reproductive age due to their high vulnerability to malnutrition, it is also recognizing the importance of promoting good nutrition in other groups. These groups include children of school age, the youth and the elderly.

Despite the fact that agriculture is the backbone of Tanzania economy and most of people have invested in agriculture, still there is a problem of food provision in schools; only few community secondary schools in Tanzania which responded a program of providing lunch to students. Some education stakeholders who know the importance of education and those who can manipulate the connection between food provision and learning process, speak out to the community to make them conscious.

This was also echoed by Aseli Mshangi the former Mara Regional Commission in 2015 as he put forward an order to insist food provision in Community Secondary Schools in Musoma District. Following the order, there are some schools in the district started providing lunch and others did not respond. Also, the current District Commission, Dr, Vicent Anei is strictly emphasizing food provision in community secondary schools in Musoma District Council, Other stake holders whose focus lay on food provision in schools in the District includes Prof. Sospeter Muhongo, the member of Parliament and Mr. John L Kayombo, the District Executive Director of Musoma District Council. It is well stipulated that truancy diminishes in schools where food provision is dominant and academic performance is conducive respectively.

2.3 Empirical Studies

2.3.1 Studies on the Factors Responsible for Truancy in Secondary Schools

There are many factors responsible for truancy among secondary school students. Writers in different approach have pointed out some factors responsible for truancy. According to Ma 'aruf (2005), there are four major factors responsible for truancy,

namely; poor relationship between children and parents. Poor physical conditions at home use of corporal punishment in the house, and lack of parental interest in the child's welfare.

According to Scheff (2007), a student misses' school for different reason depending on the age, and circumstances of each student. The distance from home to schools can also be the factor. Quotation is introduced below '*sometimes a student will skip school because they feel unsafe at school or on their way to or from school*'. Scheff added that, other students may miss school because of family issues, financial demands, substance abuse or mental health problem.

Also, Omoegun (1995) discussed the factors responsible for truancy, according to him, peer group and home factor contribute to truancy. In peer group, Omoegun says "*a child would rather prefer to spend most of his days in the midst of his peers where he would be happier and more relaxed. And this gives room for undue peer influence particularly in antisocial behaviour like truancy*"

Other scholars give clarification for truancy in home-based factor. According to Erick and Curl (1996), some of the parents show no interest in their children development in terms of academic support and others. Therefore, in most cases a child turn truant because parent do not show any interest in their academic performance at a particular stage such a child may be easily lure into truancy.

Above are few factors to mention responsible for truancy. The community need to work hard to ensure children go to school. To educate the child is like to educate the

entire society. No family, society or nation can develop without education. Poverty, ignorance and diseases is common to illiterate people.

2.3.2 Studies on the Impact of Truancy

Truancy as intentional unauthorized or illegal absence from Compulsory education has some serious impact to students, school setting and the entire society. It is not easier to feel the impact directly but someone may come across them after some days, months or years. Once ignorance, diseases, and poverty increase to the nation, simply explains the impact of students drop out and truancy of the present generation. No nation can develop if its people have no education. Through education we can have Doctors, Engineers, Teachers, technicians and so forth, these can help to transform the society from poverty to wealth.

According to the Basic Education Statistics Report of 2009/10 released by the Ministry of Education and Vocational Training, recently Form Two has the highest number of students drop outs which stands at 9,627. The report also indicates that the main reasons that prompt students to drop out of school is truancy 36.2%. The report pointed out truancy attribute diminishes student's performance.

Wilson (2003) explains the impact of truancy, according to Wilson; teachers thought that truancy affect pupils' academic achievement. It could also isolate pupils from their classmates, and affect regular attenders. When truants return to school, they are more likely to be disruptive, and demand teachers' attention. This not only disrupts the work of other pupils but also causes resentment

In his research, Wilson (2003) links pupil's absence with disruptive behavior and disaffection and therefore summarizes the key findings from his project on the effect of absence. Below is the quotation of summary; -'Most teachers thought that absence led to underachievement .Primary school teachers believed that attainment was affected because absence broke the continuity of learning and pupils missed important work. Teachers believed that all absence is damaging. Teachers could not always give children the help they needed to make up lost time. Secondary school teachers believed that academic underachievement would damage children's future job prospects. Secondary school teachers thought that truanting behavior was difficult to change because of the cyclical effect.

Wilson (2013) added other summary on the effect of absence that, Pupils who were often absent were said to have trouble making and keeping friends. Poor attenders' friendship groups shrank and eventually closed, leading to further isolation. Also, Primary school staff thought that on returning to school, poor attenders suffered a loss of confidence due to the fact that they are unable to understand the work. Not only that but also, Secondary school staff thought that this loss of confidence led to attention seeking through disruptive behavior and Most of the teachers thought unacceptable absences had a negative effect on peer relationships.

According to Wilson, the main effects of truancy on teachers were that teachers felt that their attention was diverted from the rest of the class and that they had to give up their free time to help non-attenders catch up. Some teachers felt disillusioned about the impact of help they gave to children who did not attend regularly. They feared

that poor examination results from these children would reflect badly on their teaching. Most pupils who attended school regularly did not feel they were much affected by others' truancy. Some were sympathetic, but most felt irritated by truants' behavior and many felt relieved when they were away. 89% of primary school truants said their mother/guardian would be angry if they were aware of their truancy.

According to Franz & Conte (2010) studies have examined the relationship between truancy and educational attainment and have come to similar conclusions; namely that truancy is a strong indicator of poor educational outcomes. For the UK, Bosworth (1994) explores the determinants and effects of truancy for pupils in their final year of compulsory schooling. Using data from the Youth Cohort Study (YCS 3) his findings suggest that boys are slightly more likely to truant than girls and that individuals from single parent families are more likely to truant. Individuals who reported high levels of truancy are less likely to obtain good educational scores at age 16. However, even individuals who report fairly low levels of truancy significantly tend to obtain lower grades; suggesting that it is not so much the hours of truancy that impacts, rather the signal that truanting represents.

2.3.3 Studies on the Ways of Reducing Truancy among Students

As we have seen the impact of truancy to the students and the school setting, hereunder are some studies on the ways of reducing truancy among students. Idris (2016) summarises the ways of reducing truancy among students. According to Idris, Truant students need to be appropriately challenged and encouraged with word,

“You are smart! You can do it! Truant offenders look for opportunities to avoid school. Don’t give them any. Additionally, you can give credit to truant students for learning life skills that help them to get back on track. Idris believes that the opportunity is a small investment but could have a huge payoff for the students.

Idris (2016) suggests the use of incentives as another way of reducing truancy as he says ‘.....*address the truant behaviour by providing incentives rather than a punitive consequence such as failing grades. For instance, give a raffle ticket for each day of attendance, leading toward the grand prize of a Nook, Kindle, iPod, or laptop*’.

Other ways summarised by Idris (2016) includes the involvement of whole family, collaboration, discussion with parents, and creation of progressive classroom environment and identify struggling students early.

Laws regarding Truancy have been enacted in different nations. The reason behind is to ensure completion of the young generation for school related aspects. In Tanzania Parents are put into pressure if their children do not appear in schools. School boards committee use to discuss truants and termination is offered for those who do not appear in school more than three months consecutively.

Also, in Texas a law of truancy has been enacted. The law states that if your child has unexcused for 10 or more days or parts of days in a 6-month period, the school district MUST file the above charges on the student. In addition, the school district MAY file on your child if your child has unexcused absences for 3 or more days or

parts of days in a week period. You should receive a warning letter at the beginning of the school year starting you are subject to prosecution if your child fails to attend school for the period stated above.

If you receive the warning letter and your child fails to attend school as outlined above, charges can be filed. However, even if you do not receive this warning, it is not a defense to prosecution, and you should call the school attendance clerk to ask about child's absences. When charges are brought, the school district is also required to file a statement with the court that it tried intervention measures to prevent the filling, but that those attempts failed. The statement should also indicate whether or not your child receives special education services (TYLA, 212)

2.4 Research Gap

Research gap in this part shows what missed in literature review and therefore this study is going to cover. Provided the topic “the role of food provision in supporting eradication of truancy in Community Secondary Schools in Musoma District” There is little empirical data on the role of food provision in supporting eradication of truancy and also data available are picked from other parts rather than in Musoma District the target of the study. As such, this study intended to provide new knowledge on the role of food provision in supporting eradication of truancy in Musoma District and also to analyse the impact of truancy in a school setting.

2.5 Conceptual Framework of the study

According to Jeffels (2004), a conceptual Framework is a tool researcher use to guide their inquiry. It is a set of ideas used to structure the researcher, a sort of map

that may include the research questions, the literature review, methods and data analysis. Jeffels insists that, researchers use a conceptual Framework to guide their data collection, and analysis. Sociologists Haralams and Holborn (2008), give the function of conceptual Framework. According to Haralams and Holborn, a conceptual Framework enables the researcher to find links between the existing literature, and his own research goals.

This study assessed the role of food provision in supporting eradication of truancy in community secondary schools. Two variables were involved, one is independent variable and another is dependent variable. Independent variable is food provision whereas dependent variable is truancy. Also, extraneous variable may be severe punishments, economic activities such as fishing and distance from homeland to school. The overall conceptual frame work is expressed diagrammatically in Figure 1

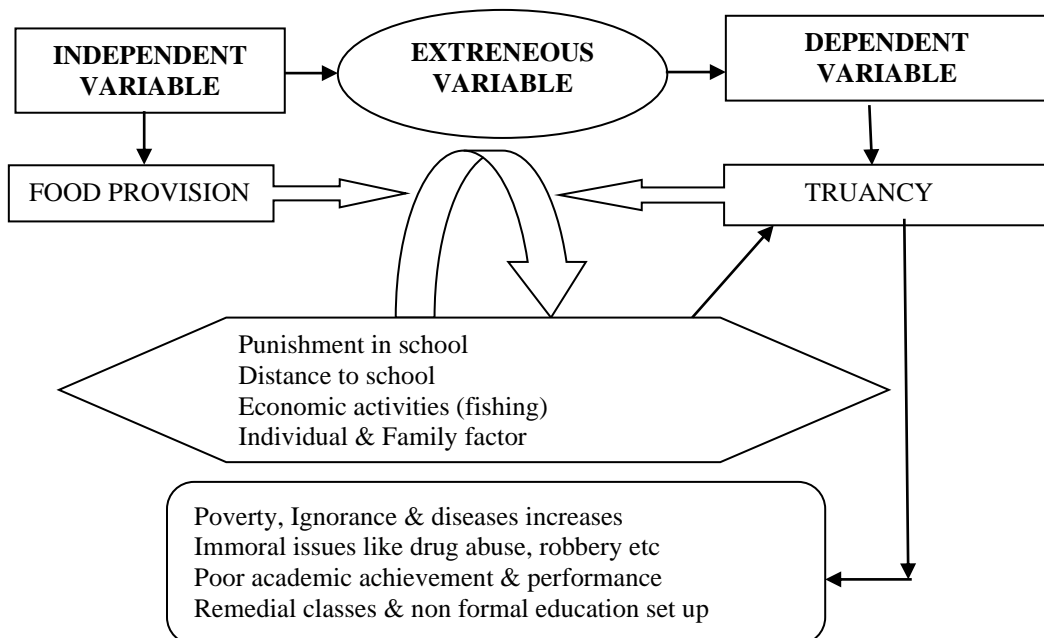


Figure 2.1: Conceptual framework

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains research design and methodology to be used. Explanation starts by an overview of area of study, research approach and then research design to guide the researcher, target population, sample size and sampling technique comes later. Data collection instruments, Validity and Reliability of research instruments are followed, Data analysis procedures and Ethical consideration are also explained in detail.

3.2 Research Approach

Research Approach refers to the methodology that has been adopted to conduct the research. Stott (2001) adds that a research approach can vary significantly depending on what is to be researched. This study involved mixed research approaches which entail quantitative and qualitative approaches. To use both approaches was advantageous. Punch (1998) explains advantages of qualitative and quantitative approach. According to him, procedures for the analysis of quantitative research data are being well developed and codified, bring 'objectivity' to the research in the sense that they increase the chances that the results of the analysis do not depend on the researcher doing analysis.

Punch (1998) on the other hand believes that, in qualitative research, methods are flexible, can be used in a wider range of situations and for a wider range of purposes,

can also be more easily modified as a study progresses because of their great flexibility. Moreover, can study the lived experience of people including peoples' meaning and purposes. Mixed of approach to ensure objectivity and to allow flexibility for both interviewer and interviewee in case of more explanations and clarifications for mutual understanding.

3.3 Area of the Study

This study was done in Musoma District in community secondary schools. The choice is done following a good number of truancy cases that are being reported in Musoma District. For example, between January 2018 and December 2018 about 428 students dropped out due to truancy (Attendance register 2018). Musoma District Council had poor academic performance in National examinations for about five years (2011-2015).

Performance had raised from 2016 after food programme introduced in some schools with the programme. For example, in 2018 Form Two National Examinations, the district became 170 out of 184 in National rank and 9 out of 9 Districts in Region wise (NECTA 2018). And it has been performing poorly both in primary and secondary schools in more than 5 years consecutively. Persisting truancy among students and lack of food motivation is one of the factors associated during discussions on performance evaluation.

According to the 2012 national census, Musoma District has a population of 312,683 people. It was the third district with high population in Mara Region. (Bunda

335,061 Butiama 241,732 Musoma 312,683 Rorya 265,241 Serengeti 249,420 and Tarime district 339,693).

The district is famous in fishing activity as it is surrounded by Lake Victoria and is the ancestral homeland for the Jita, Ruri and Kwaya. The Luo, Sukuma and other tribes are also found in the region. Musoma District is having 19 secondary schools. Among these 17 are community (government) and 2 are private secondary schools. There is only one secondary school with A Level. Other 18 secondary schools have only enrolment of O level students.

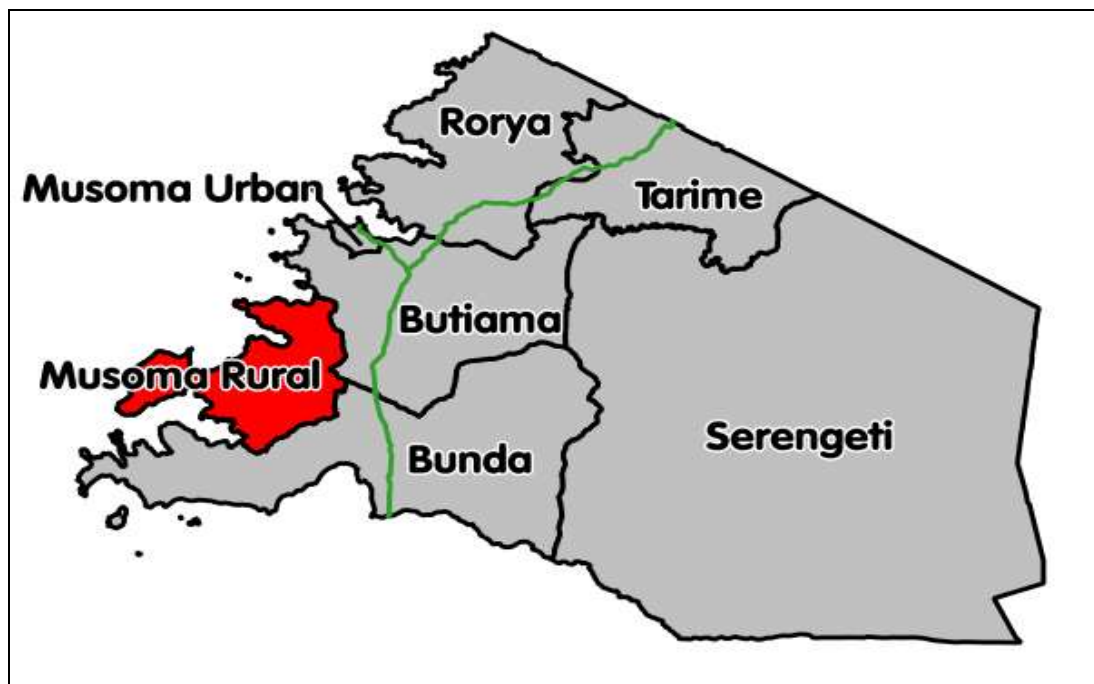


Figure 3.1: Musoma District Map

Source: <https://upload.wikimedia.org>

3.4 Research Design

According to Punch (1998), the term ‘research design’ at the most general level means all the issues involved in planning and executing a research project from

identifying the problem to reporting and publishing the results. William (2006) refers research design to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

This study incorporated a case study research design which aims to assess the role of food provision in supporting eradication of truancy. The design is suitable as it assessed in-depth the role of food provision in supporting eradication of truancy. Also, both quantitative and qualitative data were easily collected through this research design. The use of interview and documentary review made the study more focused and comprehensive.

3.5 Target Population

According to Kothari (2002), population is the group to whom the researcher would like to generalize the results of the study. Provided the topic “the role of food programme in reducing truancy in community secondary schools; the case of Musoma District,” therefore, the target population of this study will be all Community Secondary schools in Musoma District. The district has at least one community secondary school in each ward and all 17 schools had truancy problems. The launch of Secondary Education Development Program (SEDP I Phase 2004-2009, SEDP II Phase 2010- 2015) contributed much to establish and provide facilities in these community schools. One of the challenges of these schools is that of being scattered and located in rural area and their students go and return home.

Students spend time to walk towards the school and back home. A long walk and missing of food provision are considered a factor accelerating truancy. 3 secondary schools with food programme and 3 without food programme have been chosen to be studied to disperse the population representation. In those 6 secondary schools chosen, the respondents were head of schools, 5 teaching staff, 10 students and 5 parents for each school.

3.6 Sample Size and Sampling Technique

Provided that all Community Secondary Schools in Musoma District were the target population of this study, it is absolutely difficult that all Community Secondary Schools were involved in the study due to several limitations such as financial constraints, long distance, time factor, and others. To make this research more focused, detailed and in depth, the researcher chose a small proportion to be inclusive in this study, such proportion selected from accessible population is called Sample Size. According to Punch (1998) Sample size is the actual group included in the study, and from whom the data are collected.

This study involved six community secondary schools. Three schools were selected from the group with food provision program and other three from the group without the program. This made the study more focused and comprehensive since both categories of schools were studied. The respondents are head of schools, teachers, students and parents, due to their participation in food programme also students are victims of truancy.

Table 3.1: Categories of sample

| S/N | Categories of Sample | Number of Respondents |
|------------|----------------------------------|------------------------------|
| 1 | Schools with food program (3) | |
| 2 | Schools without food program (3) | |
| 3 | Students | 60 |
| 4 | Teaching Staff | 30 |
| 5 | Head of Schools | 6 |
| 6 | Parents | 30 |
| | Total | 126 |

3.6.1 Sampling Technique

Since it is absolutely difficult to involve each one in the study, sample size was needed to represent the whole population. The process of selecting participants as sample size is called Sampling. Miles & Huberman (1994) believe that, all research involves sampling, this is because no study whether quantitative, qualitative or both can include everything, ‘you cannot study every one everywhere doing everything’ According to Kothari (2002), sampling refers to the techniques the researcher would adopt in selecting items for the sample.

The question one can ask is “how to select sample size? There are many ways of selecting sample size. This study used purposive sampling technique. This method helped to increase utility of findings and the researcher selected samples based on a certain purpose.

3.6.2 Purposive Sampling Technique

Purposive Sampling technique as already explained above that, the researcher selects samples based on a certain purpose. Patton (1990) adds that, it is used when the

desired population for the study is rare or very difficult to locate and recruit for the study.

This study used purposive sampling technique so as to obtain exact sample to assess the role of food provision in supporting eradication of truancy. Schools with food provision program had the first opportunity and first priority of being selected. Furthermore, Head of schools, teachers, parents with students were purposively selected. Teachers include discipline teacher, catering master, class teachers and other 2 staff teachers. Students include with and without truancy behaviour. Head of school helped to chose and arrange the interview of staff teachers and students. Parents include members of school board and were found in their families and work places.

3.7 Data Collection Instruments

Data collection instruments involve a broad range of methods of data collection, including questionnaires, interview guide, focus groups guide, observations and Documentary review. This study used an interview and documentary review to collect data.

3.7.1 Interview

Interview is the most frequently method of data collection researchers prefers to use. This interview can be done at respondent's home, work place, in halls or even simply on street and is conducted by the presence of the researcher and respondents. It is the best data collection instrument as it allows collection of primary data at the time, and

also the choice is made due to the fact that it allows longer conversation and more clarification. This method can help to collect in depth data from head of schools, parents, teaching staff and students in particular. The interviewed confirmed that food programme had a big role to reduce truancy in community secondary schools.

3.7.2 Documentary Review

A document is any written or recorded material, and can be categorized into Public records as well as Personal documents. Examples of Public documents are Census and vital statistics reports, country office records, newspaper archives and local business records. Personal documents can be diaries, portfolios, photographs, artwork, schedules, poetry, as well as letters. Documentary review is chosen due to its strength of collecting detailed data from trustworthy or accurate sources available locally and to the area that you are talking about. It is grounded in setting and language in which they occur.

Truants in schools were identified through documentary review. The researcher reviewed student attendance register and other documents pertaining truancy so as to explain the rationale of food provision in secondary schools. Documents indicate minimum number of truancy and high performance in school with food programme compared to schools without food programme.

3.8 Validity and Reliability of Research Instruments

Validity in research determines how truthful the research results are (Joppe, 2000). Also explains whether the research truly measures that which it is intended to measure.

To ensure validity and reliability, the researcher before going to collect data sought advice from different people on the methods of data collection and research instruments (pilot test). This gave out the picture if data intended will be collected. Also, the use of purposive sampling strategy increased validity and reliability of the study as the targeted respondents (subjects) with primary data will have the chance of being selected. These are the heads of schools and parents with student. And the use of documentary review also increased validity and reliability as objectivity of the study were observed in the sense that results to be analysed depended not only depended on the participant opinion but also through documents. Therefore, no biasness in the study. The employed of interview and document review was to ensure the validity and reliability of the research instruments. Pilot study was administered in six secondary schools so as to be assured of the instruments in prior.

3.9 Data Analysis Procedures

Data analysis as defined by Gode (2010) is a practice in which unorganized and unfinished data is ordered and organized so that information can be highlighted from it. Ader (2008) insists that, data analysis is done in order to get correct information. To do so, data should be inspected, cleaned, transformed and modelled with the goal of highlighting useful information to make suggestions, decision making, supporting and conclusion.

The researcher analysed data quantitatively and qualitatively. In quantitative way, the researcher used tables, figures and percentage whereas in qualitative form

explanations of words were appropriate. Computer software system “Microsoft Office Excel 2007” was applied for drawing figures.

3.10 Ethical Consideration

Besides enabling the researcher to accomplish this study in partial fulfilment of the requirement for the degree of Masters of Education in Administration, Planning, and Policy Studies of the Open University of Tanzania; Ethical issues are treated confidentially in the planning and conducting of the study. Before going to collect data to the specific schools, the researcher obtained permission letter from the Open University of Tanzania which stated how ethical issues protected and also explained that the results obtained will be useful in academic purposes only.

In connection to that, during data collection, the researcher told respondents that privacy (confidentiality) is protected. Personal details like names and index numbers of the subjects such as names of truants are not disclosed or transferred to someone else without the consent of studies schools, the researcher or the Open University of Tanzania.

Permission to conduct the study was sought from the Open University of Tanzania, Musoma District Executive Director’s office. Interview and documents review were administered to the head of schools. Moreover, the respondents were assumed of confidentiality of the information they retrieved. The consent of all the subject under the study was sought before conducting the interview.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

This chapter present and discuss research findings on the role of food program in reducing truancy in community secondary schools.

The findings presented were mainly collected by means of documentary review and interview. Data collection was delimited to the objectives of the study which focused on (i) exploring teaching staff, parents and students' perception on the role of food provision in day Community Secondary Schools; (ii) examine students' truancy rate in the school with food programme and assess truancy magnitude in three Community Secondary Schools with food provision programme and other three without the program, also, (iii) to analyse the importance of food programme and the impact of truancy in a school setting.

4.2 Teachers Perception on the Role of Food Programme in Community Secondary Schools

In this study, the first research objective aimed to explore the head of schools, teaching staff, and student's perception on food programme. Teachers are the one enhancing students in the whole teaching and learning process. Also are the ones who can explain and give a detailed primary data on the role of food provision in community secondary schools. In secondary schools, there are two groups of teachers to define, the first group is teaching staff and the other is the head of school. Teaching staff are directly responsible in classroom sessions whereas a head of

school can play both role of teaching and at the same time managerial undertakings; some of teaching staff had duties of class masters/mistresses and discipline teachers. Basing on this fact, 30 teaching staff and 6 head of schools were selected and an interview was carried out to them. During an interview, the researcher was flexible to pose different questions and the respondents were free to explain in a subjective way rather than objectivity and the findings were collected at a time. Since had experience in food programme and truancy.

The focus of an interview was on giving perception on the Role of Food provision in Day Community Secondary Schools by comparing two cohorts when the school had food program and the other time when food provision program stopped

Among teaching staff who were interviewed, all teachers declared that food provision reduces truancy rate, and students involve fully and more active in teaching and learning process, also their academic achievement grow rapidly. They added that food provision helps to decrease students' drop-out and it helps teachers to complete topics in time. To justify this, one teacher from school G emphasized that:

“I like the teaching job, but I dislike to teach hungry students:

On the other hand, all head of schools that were interviewed confirmed the role of food provision to reduce truancy. Food acts as a motivation factor to students in the teaching and learning process. Students like and enjoy to attend classes. Also, food provision was mentioned to increasing students' attendance, promotes redness during class sessions, decrease drop out of students who are walking long distance to school and subsequently the head of schools explained the role of food provision as an agent

of promoting attendance, hence good academic performance. To justify this one of the teachers from school P said that:

“It is hurting to discover that the lesson you have planned for 40 students, you come up to find only half of the class, majority had disappeared to seek for food outside the school compound and the remaining are tired and sleepy.”

Table 4.1 presents a summarised findings of both teaching staff and head of schools

Table 4.1: Teachers perception on the role of food provision

| Sn | Teaching Staff | Teachers Response on the Role of Food Provision |
|----|-----------------|--|
| 1. | Etaro | All teachers declared that food provision has a great role of increasing attendance, learning and high performance |
| 2. | Mugango | All teachers declare that after the food provision program the truancy rate is decreased and students are more active to enable them to complete the topics in time |
| 3. | Suguti | All teachers agreed the importance of food provision program for F.IV that raised an attendance average to be 96% while other classes remain 60-70%. They compared F.IV with food program, and other classes without the program who are weak, sleepy, high permission, absenteeism, truancy and drop out. |
| 4. | Mkirira | All teaches stated the trouble they face during the learning and teaching process of hungry students which lead to high rate of absenteeism, the school performance to decrease and made the school to be the last in the district in the CSEE 2018. Students leave the school early to seek for food outside the school compound. |
| 5. | Nyakatende | All teachers have a positive perception of food provision. They compared the period the school had a food provision program in 2016 with the period without food program (2017 - 2019) whereby Truancy increased and performance decreased. |
| 6. | Kasoma | All teachers agreed the role of food provision in supporting the eradication of truancy. They compared the attendance of Form IV with food provision average was 91-99% while other classes without the program was 67-88%. Teachers showed the hard time they had to teach in a school without food programme. |
| 7. | Head of Schools | In summary, all six head of schools had a common percetion of the role of food that is subject to increasing students' attendance, motivation, promotes redness during class sessions, decrease drop out of students who are walking long distance to school and subsequently the role of food provision is explained as an agent of promoting attendance and good academic performance. They insisted and requested the parents to provide food for their children. |
| | Total | |

Source: Research findings, 2019

4.3 Students Perception on the Role of Food Provision in Community Secondary Schools

This study has incorporated 60 students. The reason behind to maximise the number of respondents from this group of student category was just to seek more information so as to develop a deep assessment on the role of food provision reducing truancy in community secondary schools basing on the fact that students are the ones who are directly affected, and thus they have a lot to explain. They are the victims of truancy. They understand why they leave the school before time or don't come at all.

Table 4.2 summarises students' response on the role of food provision. The selected schools were Etaru, Mugango, Suguti, Mkirira, Nyakatende and Kasoma. Most of students who were interviewed in the schools with food program explained the role of food provision in terms of decreasing their health problem like headache, stomach pains. Others added that, food provision enable them to attend to school daily and concentrate in studies. They declared that food programme facilitates them to stay at school and learn. One student said that:

“We remain in the class waiting for lunch and at the same time we learn. We can't leave the class because we are sure of eating lunch.”

In some schools without food program, the students declared that, they are unable to concentrate during learning process, and during break time they leave the school ground to seek food as the result some come late or don't turn back at all. This habit inculcates to students and results to truancy and drop out. One of the students from school W declared that:

“Food programme have changed our truancy behaviour of our group namely Big Four, we became enemies of our teachers because of truancy, but after the food programme started, we stay in the classroom waiting for lunch at the same time we learn.”

Table 4.2 summarizes perception of students from each school

Table 4.2: Students perception on the role of food provision

| S/N | Student | Student Response on the Role of Food Provision |
|-----|------------|--|
| 1. | Etaro | All students declare that they didn't get enough food at home they had one meal at night. Provision of food at school motivates their attendance, enable to be active in learning, and decrease health problem like headache and stomach pains. They grow food crops in the school farm to support the program. |
| 2. | Mugango | Food provision reduces truancy and time to time permission Enable to be active in classes and raise performance. |
| 3. | Suguti | Before food program truancy increased due to weakness, hunger, sleepy, and dormant in classes which results in punishment from teachers. They left school early because of walking long distance (Chirolwe 7 kms) Wanyere are 10 kms and Murugee about 16 kms) food programme helped students to remain at school and study. |
| 4. | Mkirira | They are unable to concentrate in the learning process felt weak, sleepy and hunger forced them to leave the school with or without permission Parents were failed to provide the food at school |
| 5. | Nyakatende | Since 2017 nobody pay attention to their basic need of food. Truancy and dropout increased. They prefer to engage other activities like fishing, mining and business that increase the family income to enable food provision at the family level |
| 5 | Kasoma | Form Four with food provision stay at school at all the time. Other without classes ought food program during break time they leave the school ground to seek food as the result they came late or don't turn up |
| | Total | |

Source: Research findings, 2019

4.4 Parents Perception on the Role of Food Provision in Day Community Secondary Schools

Table 4 presents Parents Perception on the role of food provision in Community Secondary Schools. 30 Parent were interviewed most of them disagreed the importance of food provision in Day Secondary Schools. They are few of them who agreed the initiatives of food program. Majority parents understand the role of food provision to reduce truancy but tried to escape their responsibilities to their children.

According to the data presented in table 4, among 30 parents who were interviewed, only 13 had a positive perception on the role of food provision in reducing truancy and raising academic performance in particular. The rest 17 Parents emphasized that the responsibility of food provision in secondary schools is centred to the government, to them there is no need to provide food to the students because they cannot afford. They also reflected and insisted that for many years' student managed to study without food and they performed and asked why the government now wants to disturb their income and family food which is scarce. One parent from school H emphasized that:

“Since the government has declared to provide free education it should bring funds for food provision, our children are suffering.”

Table 4.3 clearly presents a summary of Parents response

Table 4.3: Parents perception on the role of food provision

| SN | Parent | Parents response on the Role of Food Provision |
|----|------------|---|
| 1. | Etaro | 2 parents had the positive perception on the food provision 3 didn't support the program due to drought, low income, famine, and unaffordable ways of modern cultivation method (irrigation) in the society that parents couldn't afford the provision of food |
| 2. | Mugango | 2 parents had the positive perception while 3 claimed that students are unsatisfied with the food provided, so the government should take the responsibility of food provision. |
| 3. | Suguti | 3 parents declare to continue with the program if the season allows the high food production 2 parents insisted the government to provide fund to feed the students. |
| 4. | Mkirira | All 5 parents claimed the lack of food in the family level and asked the government to play its role the provision of free education by adding the food provision package. |
| 5, | Nyakatende | 1 parent had a positive perception on the food provision student while 4 parents insisted that for many years student managed to study without food and perform well and asked why the government now wants to disturb their income and family food which are scarce. |
| 6. | Kasoma | All 5 parents hate truancy and poor performance and had a positive perception on the food provision but insisted the government to take the responsibility by allocating fund through free education program |

Source: Research findings, 2019

4.5 Students Attendance and Truancy Magnitude in Three Community Secondary Schools with Food Provision Program and Other Three Without the Program

The study targeted to examine students' attendance and assess truancy magnitude in three Community Secondary Schools with food provision program and other three without the program. The reason behind for this target was just to compare critically the magnitude of truancy cases in schools with food provision program and others without the program so as to develop a comprehensive justification of the need of food provision in Day Community Secondary Schools.

Table 4.4 shows annual average of students' attendance in percentage of five cohorts with food provision program and other five cohorts without food provision program that obtained from documentary review.

The findings presented in Table 4.4 shows a range of 55% to 88% annual average students' attendance to the cohorts without food program and a range of 81% to 97% average students' attendance to the cohorts with food program.

The findings presented in table 4.4 justify clearly the role of food programme in reducing truancy. Truancy magnitude has decreased in the schools with food program and at the same time it was high in the schools without food program. For example, in the year 2015, Etaro Secondary school before provision of food program has annual average student attendance of 55%, whereas the percentage increased rapidly immediately after food provision program started. The trend paused 95% in

2016, 87% in 2017, 91% in 2018 and 95% in 2019. The truancy rate decreased after food programme was introduced.

Table 4.4: Annual average attendance in percentage in three communitiy secondary schools with food program and other three without the program

| SN | School | Cohorts Without Food Program | | | | | Cohorts with Food Program | | | | |
|----|------------|------------------------------|------|------|------|------|---------------------------|------|------|------|------|
| | | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 1. | Etaró | 55 | - | - | - | - | - | 95 | 87 | 91 | 95 |
| 2. | Mugango | 70 | - | - | - | - | - | 91 | 87 | 81 | 94 |
| 3. | Suguti | 61 | - | - | 69 | - | - | 92 | 89 | - | 96 |
| 4. | Mkirira | 64 | - | 79 | 70 | 62 | - | 95 | - | - | - |
| 5. | Nyakatende | 67 | - | - | 62 | 65 | - | 93 | 86 | - | - |
| 6. | Kasoma | 75 | - | - | 88 | 80 | 0 | 96 | 97 | - | - |
| | | | | | | | | | | | |

Source: Research findings, 2019

4.6 The Advantage of Food Provision and the Impact of Truancy in a School Setting

The study analysed the impact of truancy in a school setting, the reason behind was to justify disadvantages of students' truancy in community based, in the school and to students themselves so as to communicate the message that will stimulate and concertize the community on the need of food provision in reducing truancy.

Table 4.5 presents a qualitative description of the impact of truancy in a school setting. A total number of 126 respondents including 6 Head of Schools, 30 Teachers, 60 Students, and 30 Parents were interviewed. Head of Schools in common responded that truancy decrease school performance due to inconsistency of learning. On the other hand, teachers put forward students drop out as one of the results of truancy that creates more ignorant people, irresponsible and non-creative citizen.

Subsequently, students declared indiscipline cases, like pregnancy, robbery, drug abuse and early marriage and low academic performance whereas Parents articulated poverty since truancy allow student to engage in activities with low income/wages like fishing, mining, farming and housekeeping

Table 4.5: The impact of truancy in a school setting

| SN | Category of Respondents | Response on the Impact of Truancy in A School Setting |
|----|-------------------------|--|
| 1 | Head of School | Truancy Decrease Performance of the school, district and the region at large due to inconsistency of learning. Head of school are blamed for poor performance. |
| 2 | Teachers | Truancy results in dropout which creates more ignorant people, irresponsible and non-creative citizen. Food provision should be conducted through cost sharing between parents and the government. |
| 3 | Students | Truancy motivates students to engage in indiscipline behavior like early pregnancy theft, robbery, drug abuse and early marriage low performance. |
| 4 | Parents | Truancy allow student to engage in activities with low income/wages like fishing, mining, farming and housekeeping, hence no development in the family level and the nation at large |
| | TOTAL | |

Source: Research findings, 2019

4.7 Academic Performance in Form Four National Examination in 2015 and 2016 as the Indicator of Truancy Is Schools Without Food Programme

The study intended to examine and compare academic performance in secondary schools by the year 2015 where food program was not initiated and 2016 when food program was effective in Secondary schools. The intention was to just to verify if there is relationship between truancy and academic performance for students.

In Table 4.6 data presented does not show a correlation between academic performance in schools with food provision program and those without food provision program. In 2015, there was an average of 51.5 failures in National

examination whereas in 2016 an average number of failures was 51.3. This minimal difference does not justify the correlation.

Table 4.6: Academic performance in Form Four National Examination in 2015 and 2016

| SN | School | 2015- No Food Provision Program | | | | | 2016- There is Food Provision Program | | | | |
|----|------------|--|-----|--------|--------|-------------|--|-----|--------|--------|-------------|
| | | Registered | Sat | Passed | Failed | % | Registered | Sat | Passed | Failed | % |
| 1. | Etaro | 56 | 56 | 28 | 28 | 50 | 55 | 54 | 53 | 1 | 2 |
| 2. | Mugango | 107 | 100 | 48 | 52 | 52 | 127 | 107 | 30 | 77 | 72 |
| 3. | Suguti | 128 | 121 | 62 | 59 | 49 | 120 | 119 | 47 | 72 | 61 |
| 4. | Mkirira | 54 | 43 | 23 | 20 | 47 | 45 | 45 | 11 | 34 | 76 |
| 5. | Nyakatende | 75 | 75 | 34 | 41 | 55 | 97 | 97 | 48 | 49 | 51 |
| 6. | Kasoma | 192 | 186 | 81 | 105 | 56 | 139 | 134 | 64 | 70 | 52 |
| | | Average of Failures in Percentage | | | | 51.5 | Average of Failures in Percentage | | | | 52.3 |

Source: Research findings, 2019

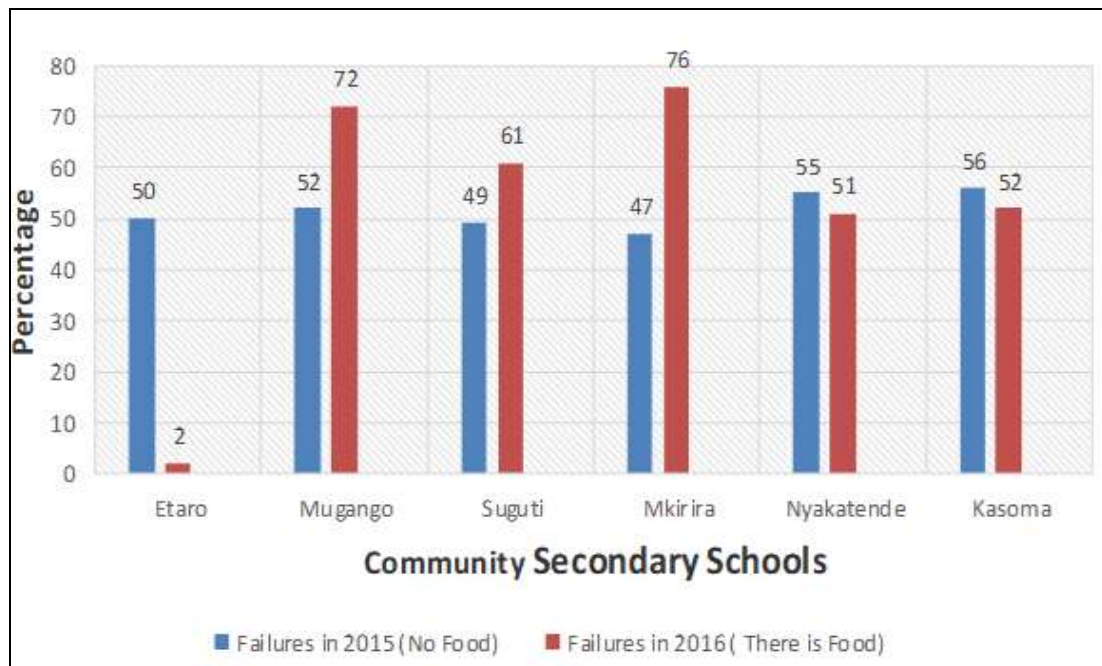


Figure 4.1: Failures in Form Four National Examination in the year 2015 and 2016

4.8 Academic Performance in Form Two National Examination in 2015 and 2016 as the Indicator of Advantage of Food Programme

The researcher collected data on Form Two National examination academic performance of the year 2015 and 2016. The focus was to examine if students of the year 2016 had a better performance than those of the year 2015.

The data collected and presented in table 8 shows a better performance in national examination in the year 2016 compared to the year 2015. An average number of failures in 2015 were 17.2 whereas in 2016 it was 4. This justifies a relationship between food provision program and reducing of truancy. Since food provision program has something to do with reducing truancy and also truancy contributes to deterioration of academic performance. So, provision of food in 2016 has helped to support reducing truancy and thus rose up academic performance in particular. The finding concurs with Michael (2012) who emphasized the importance of food in academies as well as Wilson (2013) who explained the impact of truancy.

Table 4.7: Academic Performance in Form Two National Examination in 2015 and 2016

| SN | SCHOOL | 2015- No Food Provision Program | | | | | 2016- There is Food Provision Program | | | | |
|----|------------|--|-----|--------|--------|-------------|--|-----|--------|--------|----------|
| | | Registered | Sat | Passed | Failed | % | Registered | Sat | Passed | Failed | % |
| 1. | ETARO | 548 | 531 | 427 | 104 | 20 | 40 | 40 | 40 | 0 | 0 |
| 2. | MUGANGO | 105 | 85 | 69 | 16 | 19 | 103 | 94 | 89 | 5 | 5 |
| 3. | SUGUTI | 80 | 75 | 44 | 11 | 15 | 105 | 95 | 91 | 4 | 4 |
| 4. | MKIRIRA | - | - | - | - | - | - | - | - | - | - |
| 5. | NYAKATENDE | | 62 | 46 | 16 | 26 | 71 | 71 | 68 | 3 | 4 |
| 6. | KASOMA | 117 | 105 | 96 | 6 | 6 | 134 | 134 | 125 | 9 | 7 |
| | | Average of Failures in Percentage | | | | 17.2 | Average of Failures in Percentage | | | | 4 |

Source: Research findings, 2019

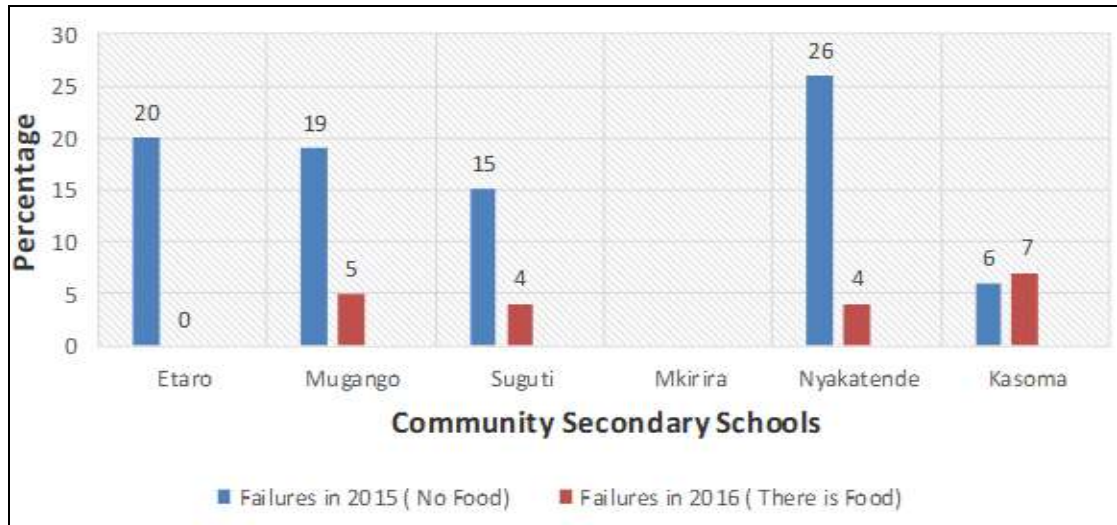


Figure 4.2: Failures between 2015 and 2016 in Form Two National Examination

In this study, through documentary review the findings the finding have revealed that food provision managed to change students truancy attitude and raise academic performance. Food programme is a motivation incentive to reduce truancy. Findings suites the suggestion of Idrisa (2016) who suggested to use incentives as another way of reducing truancy rather than punishment.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendations. In the summary page, an explanation is extended to sampling techniques, data collection procedures as well as the highlight of research findings. In the conclusion part, a critical explanation that justify the role of food programme in reducing truancy in secondary schools. Also, this chapter provides four recommendations that base on the study and the other for further studies

5.2 Summary of the Study

This study assessed the role of food programme in reducing truancy in community secondary schools. The study involved six community secondary schools namely; Etaro, Mugango, Suguti, Mkirira, Nyakatende and Kasoma. Purposive sampling technique was used to obtain response of this study. Three secondary schools with food programme and the other three without food provision program were selected. Head of schools, staff teachers, students and parents participated in the interview. This enabled the researcher to examine and assess in depth the role of food programme in reducing truancy.

Data were collected mainly using interview and documentary review. Head of schools, and the selected teachers, students and parents helped to provide some information which fulfilled the aim of this study. The data collected were delimited

to the objectives of the study which focused on exploring teaching staff and Students' perception on the role of food provision in Community Secondary Schools, examine students' attendance and assess truancy magnitude in three Community Secondary Schools with food provision program and other three without the program also to analyse the impact of truancy in a school setting.

The findings confirmed that, food provision in Community Secondary Schools reduce truancy. The cohort of students with food provision program had a better students' attendance than the cohort of students without food provision program. Table 4.5 provides a critical justification. Also, the head of schools, teachers, students and parents who were interviewed confirmed the contribution of food provision reducing truancy. School with food programme had a minimum number of truanies compared to those without the food programme.

Subsequently, this study has also revealed that the role of food provision in reducing truancy also initiate a better academic performance to students. This is an extraneous information found during data collection and its confirmation is justified in Table 4.8 Students who sat for Form Two National Examination in 2016 had a better academic performance than results of 2015, a period before the food programme.

5.3 Conclusion

The study concludes that food provision in Community Secondary Schools plays a big role in reducing truancy of students. The Cohort of students with food provision program had a minimal number of truants compared to the cohort of students without

food provision program. As such, poor students' attendance, drop out, poor academic performance and others alike in our secondary schools is an attribute of insufficient provision of food. The study respondents confirmed that, the food programme in community secondary schools reduce truancy and raise performance. Moreover, parents have negative attitude on schooling activities and don't perform the responsibilities of food provision.

5.4 Recommendations

The following are the recommendations of this study basing on the findings:

- (i) Since food provision in Community Secondary Schools is confirmed to have the role in reducing truancy, this study recommends to the community, government and other education stakeholders to have a great focus in enhancing adequate food programme in Community Secondary Schools. Most of our schools do not have this program of food provision and thus are suffering from truancy that results in poor academic performance. Truancy cases are prevailing to the extent of extreme.
- (ii) It is much better if students will have both breakfast (porridge) and Lunch in particular. This will improve their health and develop a sense of attention and understanding during the process of teaching and learning. Food programme will motivate students to attend classroom session.
- (iii) This study has assessed the role of food provision in reducing truancy in Community Secondary Schools, the case of Musoma District Council. It was absolutely difficult that all districts to be involved due to several limitations such as financial constraints, long distance, time factor, and others. To make

this research more focused, and detailed, the researcher studied one district to be the case of this dissertation. As such, this study recommends a further study in other districts to examine if there is the correlation of the finding of this study.

- (iv) Also, apart from assessment of the role of food provision in reducing truancy, other researchers are recommended to carry out the study on assessing the role of food provision in supporting academic performance in secondary schools so as to develop detailed information on this attribute.
- (v) Moreover, truancy has been a problem for a long-time various measure have been taken like students' punishment and parents taken to court. From this study school stake holders are advised to implement the food provision programme to reduce truancy. Parents should observe their responsibilities. The government should seek solution of provision of food in schools by adding a component of food provision in the free education fund which is released to schools every month.

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APPENDIX 2: Kibali cha Kufanya Utafiti Katika Shule za Sekondari

HALMASHAURI YA WILAYA YA MUSOMA
(Barua zote zijibiwe kwa Mkurugenzi Mtendaji Wilaya)

MKOA WA MARA

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13/08/2019

Unapojibu tafadhali taja;

Kumb. NA. C.5/4/292

Wakuu wa Shule za Sekondari,
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MUSOMA.

**YAH: KIBALI CHA KUFANYA UTAFITI Ms. SAVERINA
MISINDE KATIKA SHULE ZA SEKONDARI.**

Tafadhali rejea somo tajwa hapo juu

Ofisi ya Mkurugenzi Mtendaji (W) imepokea barua yenye Kumb Na HD/E/214/T.08 ya tarehe 16, Julai 2019 kutoka Chuo Kikuu Huria cha Tanzania ikimtambulisha mwanafunzi tajwa hapo juu anayesoma Shahada ya Uzamili ili aweze kufanya utafiti katika Halmashauri ya Wilaya Musoma kuhusu 'The Role of Food Provision in Supporting the Eradication of Truancy in Community Secondary Schools in Tanzania'

Utafiti huu utafanyika kati ya Mwezi Januari 2019 hadi Disemba 2019 katika shule za Sekondari zilizoko ndani ya Halmashauri ya Wilaya Musoma

Kwa barua hii, unaelekezwa kutoa ushirikiano utakaohitajika ili aweze kufanikisha utafiti wake.

Nawatakia utekelezaji mwema


S.Stanley

**Kny. Mkurugenzi Mtendaji (w)
MUSOMA**

Nakala: Mkurugenzi Mtendaji (W) -aione kwenye jalada

" Afisa Elimu Sekondari (w) - kwa taarifa