

**AN ASSESSMENT OF THE EFFECTS OF SCHOOL FEEDING PROGRAMMES
ON SCHOOL ENROLMENT, ATTENDANCE AND ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN SINGIDA DISTRICT, TANZANIA**

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

2014.

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Open University of Tanzania, a dissertation titled “**An Assessment of the Effects of School Feeding Programme on the School Enrolment, Attendance and Academic Performance in Primary Schools in Singida District**” in partial fulfillment of the requirements for the degree of m Masters of Education in Administration, Planning and Policy Studies (MEDAPPS) of the Open University of Tanzania.

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.....
Date

DECLARATION

I JAPHARI KINDI RAMADHANI, declare that this is my own original work and that has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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DEDICATION

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LIST OF ABBREVIATIONS

AADP	Africa Agricultural Development Programme
AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
CSO	Central Statistical Office
DEO	District Education Officer
DED	District Executive Director
EFA	Education for All
FGD	Focus Group Discussion
FFE	Food for Education
HIV	Human Immune Virus
IFPRI	International Food Policy and Research
MoEVT	Ministry of Education and Vocational Training
MDGs	Millennium Development Goals
MS-Excel	Microsoft -Excel
NEPAD	New Partnership on Africa's Development
OUT	Open University of Tanzania
RAS	Regional Administrative Secretary
SFP	School Feeding Programme
SNFSP	School Nutrition and Food Security Programme
SPSS	Statistical Package for Social Science
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational Scientific and Cultural Organization

UNHTF	United Nations Hunger Task Force
UNICEF	United Nations Children's Emergency Fund
URT	United Republic Of Tanzania
USA	United States of America
WB	World Bank
WFP	World Food Programme

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ABSTRACT

The purpose of this dissertation was to find out whether or not the School Feeding Programme had enhanced the school enrolment, attendance and performance in selected primary schools in Singida District. Three objectives that guided this study dissertation were: To examine the levels of enrollment before and after commencement of School Feeding Programme, to investigate the effects of School Feeding Programme on pupils attendance and to determine the effects of School Feeding Programme on pupils academic performance. Data were collected using questionnaire, interview, and focus group discussion. The analysis involved frequencies of particular responses which were presented using tables and graphs. The study sample was 172, comprising 9 head teachers, 45 teachers, 72 pupils, 45 parents, 1 District education officer. Sample random, purposive and snow ball procedures respectively were used to select the respondents.

The findings of the study showed an increase in school enrolment and attendance and modest have achieved due SFPs and few schools noticed static in terms of school enrolment and attendance due poverty, long distance and poor negative attitude towards education. The study recommended that the government through MoEVT should expand and improve school infrastructure and encouraged parents to build the culture of contributing for proper implementation of the SFPs.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The ambition of all nations in the United Nations (UN) is to address the challenges resulting from advancing globalization, resulted in the formulation of the Millennium Development Goals (MDGs) in which the attention has been paid to hunger and poverty as stated in MDGs number 1: Eradicate extreme hunger and poverty. The sub-goal formulated hereby is by the year 2015, the proportion of people who suffer from hunger is halved as compared to 1990 (UN 2005a).

The United Nations Hunger Task Force (UNHTF) has made seven recommendations on how to achieve the first MDG. These are stated in their report of “Halving hunger, it can be done” (2004). One of the strategies identified by the UNHTF to achieve this goal is the implementation of School Feeding Programmes (SFPs) with locally produced foods rather than imported foods (aid). The UNHTF considers SFP as an important tool towards improvement of education and agriculture. Their point of view is that SFP’s could increase school attendance, especially for girls and, also the task force expects that the implementation of SFPs’ can stimulate the market demand for locally produced foods.

Furthermore the UNHTF recommends comprehensive community and school based feeding programme that include not only school feeding, but also systematic de-worming, micro nutrient supplementation, take home rations, safe cooking facilities, clean drinking water, and improved sanitation. Also education on HIV/AIDS, health, nutrition, and hygiene should be included. All these ingredients taken together provide a good platform for improving schools, keeping children healthy and engaging the community (UN 2005a).

The New Partnership on Africa's Development (NEPAD) adopted the approach of UNHTF and also focuses on the combination of SFPs and agriculture. The NEPAD was founded in 2002. The NEPAD secretariat has formulated the comprehensive Africa Agricultural Development Programme (AADP), which functions as a framework for the restoration of agriculture, growth, food security, and rural development in Africa. In this framework, pillar three has a specific focus on increasing food supply and reducing hunger and its objective includes reduction of malnutrition in school going children through diet supplementation via complete and adequate meals in terms of calorie intake and production by small holder farms. NEPAD has formulated an indicator of improvement: The provision of basic school lunch is to help children from poor and vulnerable areas throughout the NEPAD member states (NEPAD 2005a)

The introduction of the SFPs in Tanzania started since 1956 during colonial era, but was strengthened shortly after independence under local governments which included provision of mid day meals and health services such as screening and first aid (Missan, 2005). But a decade after independence this programme of school feeding began to lose its popularity due to changing socio-economic policies at micro-level (WFP, 2004).

The SFPs in Tanzania started to be implemented in 13 drought prone food insecure districts in five regions. These regions are Arusha, Manyara, Shinyanga, Dodoma and Singida. This programme was initiated in several districts of Bahi, Kondoa, Kiteto, Monduli, Longido, Ngorongoro, Loliondo, Karatu and Singida districts (WFP, 2004). The findings from a study carried out by Saunders (2006) have shown that the distance from homes to school affects many children to attend schools as normal both from rural and urban areas; About 18.9% students from urban and 28.65% from rural areas have dropped out from school because their residential locations were located far away from schools,

therefore they always failed to go back home during lunch time and even if they went back home the food was not enough to feed all family members.

In 2001, the governments of Tanzania pointed out the problems facing most of primary and secondary schools were below basic education enrollment, high dropout, and inefficient use of resources to meet education demands (URT, 2001). After realizing this problem, the Ministry of Education and Ministry of Health funded by World Food Programme (WFP) started to assist drought prone and pastoral regions of Arusha, Dodoma, Manyara, Singida and Shinyanga with School Feeding Programme (Navuri, 2011).

1.2 Statement of the Problem

School Feeding Programme is an organized programme that aims at alleviating hunger while supporting education, health and community development (WFP, 2007). SFPs provides meals or snacks to be eaten during school hours or distributed as dry take home food rations to pupils at the end of each day, month or school term. According to World Food Programme (WFP, 2004), SFP are implemented with the aims of improving nutritional status, alleviating short term hunger, improving school attendance and class concentration and improving household food security.

Tanzania through Ministry of Education and Vocational Training (MoEVT) and Non – Government Organizations' (NGO's) have made efforts to address the issue school enrolment, attendance and academic performance in most drought prone food insecure areas Singida District in particular. The SFPs was one of the interventions. Available statistical information on low enrolment, attendance and academic performance showed hunger was the commonest cause. However SFPs was introduced little has been done to

most of primary schools in Tanzania, Singida district in particular to improve school enrolment, attendance and even academic performance. Therefore, this study focused to assess the effects of the SFPs on school enrolment, attendance and academic performance.

1.3 Research Objectives

The study was focused on two objectives, namely the general objective and the specific objectives.

1.3.1 General Objective

The general objective of this study was to assess the impact of School Feeding Programme (SFP) on whether or not it enhanced school enrolment, attendance and performance in selected primary schools in Singida District, from 2008-2014.

1.3.2 Specific objectives

- i. To examine the levels of enrolment before and after the commencement of the SFPs.
- ii. To investigate the effects of SFP on pupils' attendance
- iii. To determine the effects of SFP on pupils academic performance.

1.4 Research Questions

- i. What are the levels of enrolment before and after the commencement of the SFP?
- ii. What is the effect of SFP on pupil's attendance?
- iii. What is the effect of SFP on pupil's academic performance?

1.5 Significance of the Study

The School Feeding Programme should be seen as an opportunity to find an alternative, affordable and appropriate approach that will make feeding school children possible so as

to enhance academic performance and promote consistent learning in primary schools. It should also improve a child's growth and development. The findings of the study are used to provide information to managers or sponsors of the Feeding Programme on effective implementation and management of SFP. They may also assist the government and others involved in the feeding programme. Also the study helps to guide parents, teachers and the community on the ways of best practices of SFP in primary schools. The study also provides general knowledge on the impacts of SFP in primary schools in relation to enrolment, attendance and academic performance. The findings may also help the Ministry of Education to improve ways of learning and managing primary schools on basis of SFPs in Singida district and Tanzania at large.

1.6 Scope and Delimitation of the Study

Kothari (2008) and Kumar (2005) both describe delimitation of the study as the scope and dimensions of the study that should be delimited with reference to the topical scope in terms of such factors as breadth, depth, reference period, the type of institutions or respondents to be studied and the issues to be analyzed. The study was carried out in the three selected wards of Mungaa, Ilongero and Ihanja and in every ward only three schools were selected. This being the case, the findings are not generalizable to all places where SFPs are implemented. The findings however point out to key issues that can facilitate the implementation of SFPs in other places.

1.7 Definitions of Key Terms

The following are the important terms used in this study;

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

- **School Feeding programme** - this refers the provision of food to school children (Bundy et al, 2009). It is intervention that can prevent short term hunger and improve enrollment, attendance, performance and, often nutritional status and health.
- **Take-home rations** –is amount of food given to pupils to take home. This provides an income transfer to families of primary school children thus acting as an incentive for them to enroll and keep their children in school.
- **Attendance-** refers to the appearance or availability of a pupil in the classroom for a long period of time, for example, one month without unjustified absence.
- **Enrollment-** this refers to the first entry in grade one, pupils received from non school feeding to schools with feeding programme, drop outs coming back, after being attracted by school feeding.
- **Hunger** – refers to the physiological desire or need for food subsistence in solid or liquid that promote nutrition of the body and its absence may result to disability or even death. But in this context, hunger is taken as the insecure of the individual families to provide a three meal to a school going child per day, which may determine that will attend or not attending.
- **Impact** – refers to the outcome of the effect of the SFP. Positive and negative, primary and secondary, long-term effects produced by a developed interventions, directly or indirectly, intended or unintended; the changes in lives of people affected by a developed intervention as perceived by them and their partners, to which the intervention has contributed.

1.8 Theoretical Framework.

This study was guided by Maslow's hierarchical needs, developed by Maslow Abraham (1943) in which all motives are derived from a hierarchical system of needs, from the 'basic' physiological needs to security and love to aesthetic needs for self-actualization (The Longman Enclopaedia, 1989:482). People who lack food are unable to express high need (The New Enclopaedia Britannica vol-7, 2005). According to this theory, there are certain minimum requirements that are essential for human needs to facilitate standards of living. These are known as physiological needs and they include food, shelter and health.

Apart from above the foregoing description, when this theory is applied to the study, the argument is that, when children are served with meals/food at school, they attend and stay in school and improve the attention span by solving short-term hunger. Therefore, the provision of food/meals through SFPs enhances school enrolment and attendance, alleviates short-term hunger and improves nutritional status. From this theory, the researcher therefore attempted to apply it to assess the impact of the SFPs at primary schools.

1.9 Conceptual Framework

A conceptual framework refers to a research tool intended to assist a researcher to develop awareness and understanding the situation under scrutiny and to communicate this based on observations or experiences (Kombo and Tromp, 2006). It is researcher's own position on the problem and gives direction to the study, showing the relationships of the different constructs that a researcher wants to investigate (Neumann, 2000).

The impact of SFPs is to increase educational achievement. Through this programme of school feeding it can increase school attendance by lowering the opportunity costs of

attending school and also by providing additional incentive to engage in formal education. This may lead to more spending towards learning in schools. Also SFPs may alleviate short-term hunger which improves children's cognitive functioning and attention span. Furthermore, through SFPs it helps to improve nutritional status of children by providing them calories and nutrients in addition to their regular diet. This leads to better health and better resistance to infectious diseases and illness that would keep children from attending school (Buttenheim et al, 2011). Therefore; Figure 1.1 shows the relationship between SFP and potential impacts on school children.

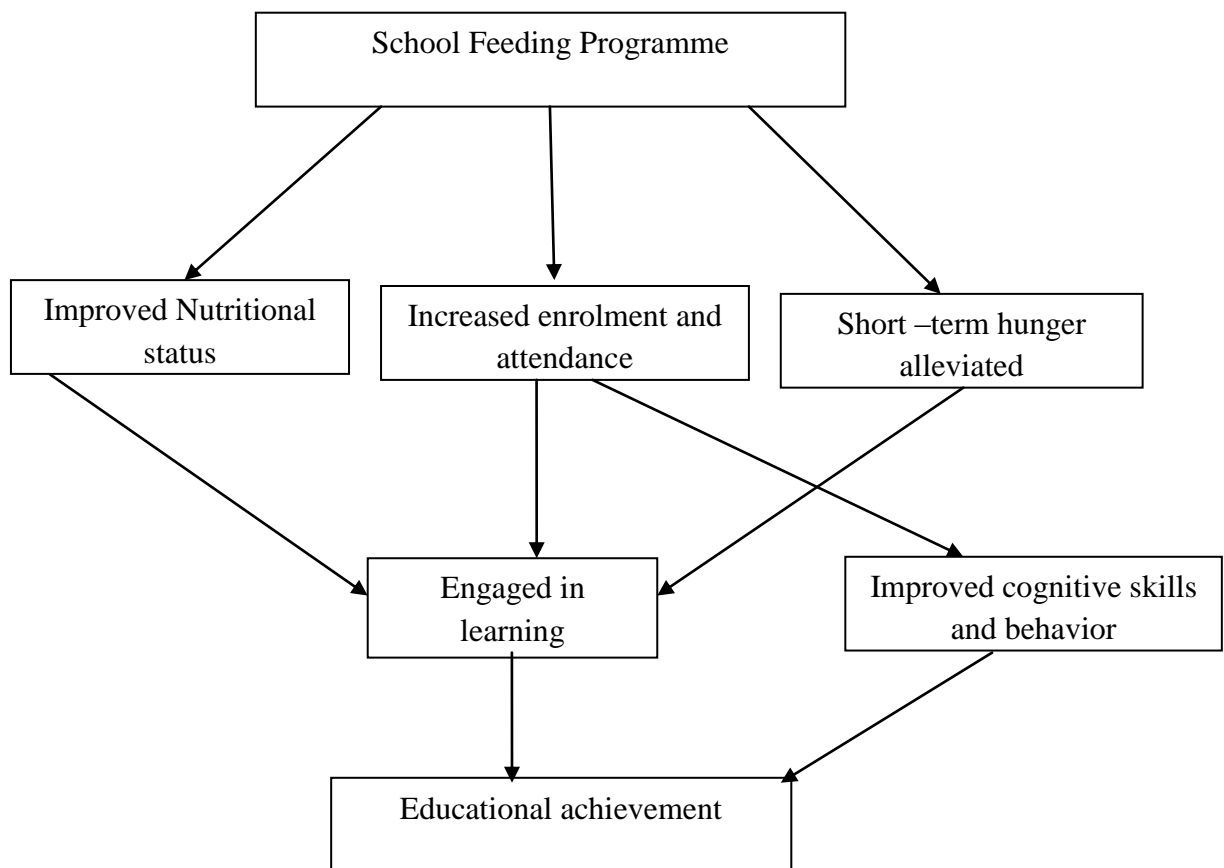


Figure 1.1 Conceptual Framework

Source: Adopted from Grantham-Mc Gregory et al., (1998) and Jacoby et al., (1998).

1.10 Organization of the Study

This research focuses and assesses the impact of SFP at primary schools in Singida District. This research is organized into five chapters namely; chapter one which consists

of the introduction which includes the background of the study, statement of the problem, purpose of the study/objectives of the study, significance of the study, limitations and delimitation of the study, definitions of the terms, theoretical framework as well as conceptual framework. Chapter two is concerned with review of related literature which outlines the literature of previous studies by other researchers. It begins with providing an overview of SFPs, and this chapter also outlines the effects of the programme on enrolment, attendance and academic performance. Chapter three consists of the research methodology which includes research design, target population, sample size and sampling procedures, data collection, research instruments, validity and reliability, data collection procedures and data analysis procedure. Chapter four consists of presentation, analysis and discussion of the research findings; and chapter five gives a summary, conclusion and recommendation of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature about the history of the SFPs both at the global and at national levels. The chapter also explains the impact that results in the implementation of such programme and challenges faced which affect it. Lastly the researcher shows the knowledge gap from those reviewed literature.

2.2 History of the School Feeding Programme

The SFP started in the 1930's, when feeding schemes were introduced in the United Kingdom (UK) and the United States of America (USA) with the purpose of improving the growth of pupils by providing them with milk (Ritcher et al., 2000).

In Brazil after the Second World War in 1945, School Nutrition and Food Security Programme (SNFSP) in schools was introduced (Swartz, 2009). In implementation of this programme, Brazil adopted a decentralization approach as a strategy to manage the programme. Brazil also introduced the local school meals councils, which involved representatives from the government, teachers, parents and civil society organizations (WFP, 2009).

South Africa also introduced free supply of milk as school feeding programme in the early 1940's for schools of white and colored, the programme provided fortified biscuits, nutrient supplementation or full meals (Tomlinson, 2007). The SFP was also introduced in Malawi and it was called the Food for Education (FFE), and it served school meals and/or snacks in order to reduce short-term hunger and achieve commonly expected academic outcomes to improve school enrollment, attendance and learning capacity. In

Malawi in general this programme, targeted learners from poor families especially girls, orphans and vulnerable children (Swartz, 2009).

According to WFP (2004) in Zimbabwe, the SFPs are conducted in partnership with the Ministry of Health and Child welfare, Ministry of Education, Sports and Culture, the WFP and other humanitarian organizations such as World Vision, Care International and Catholic Relief Services. The programme aims at helping learners from lower primary school grades as well as out of school children who are orphans and vulnerable in which learners are provided with corn meal porridge during break time (WFP, 2004).

For the case of Tanzania, SFP started since 1956 during colonial era, but was strengthened shortly after independence under local governments which included provision of mid-day meals and health services such as screening and first aid (Missan, 2011).

2.3 Impact of the School Feeding Programme

SFP is essential in any country whether it is developed or developing. The primary assumption of SFP is that education and learning depend on good nutrition (Briggs, 2008). School health and nutrition also determine factors that keep children out of school and reduce their ability to learn effectively (Save the children USA, 2007).

SFP is mainly implemented with the purpose of achieving the following results:

- Increase enrolment and attendance
- Alleviate short term-hunger
- Improve nutritional status
- Improve micronutrient status (WFP, 2004) and also increase learner's performance.

2.3.1 Increase Enrolment and Attendance

According to Del Rosso (1999), the provision of food acts as a strong incentive for children to attend school on a regular basis. In many communities, girls mostly benefit from SFP because most of families, girls are culturally disadvantaged such that in hardship situations, male children are given opportunity to go to school over girls. SFP can provide a way in which parents can save money by spending less food and thereby allow the girls to attend school. In Jamaica the study carried out by Del Rosso (1999), showed that the provision of breakfast to primary school students significantly increased attendance.

The pilot study conducted by World Food Programme (WFP) over three month in Malawi showed that SFP increased enrolment by 5% and up to 36% improvement in attendance (WFP, 1996). Also the evaluation findings of SFP in Burkina Faso (found out) indicated that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates, and higher success rates on national exams, especially among girls (Moore and Kuntze, 1998).

According to the analysis by Gelli (2006), done from WFP's assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2005, showed a 14 percentage yearly increase in school enrolment for both boys and girls. Also the United Nations reported that providing children with take-home rations in addition to school meals increased enrolment in 32 countries and particularly beneficial for girls in the primary school (WFP, 2009).

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

2000). The study carried out by Lamber (2009) in Burkina Faso the findings showed the findings showed that in rural schools at four provinces of the Sahel region in which the school gross enrollment was the lowest in the country (48.8 % vs. 72.5%) with high gender disparity, especially at the beginning of SFP in 2003. The programme started with 234 schools and 30,000 pupils in which statistics show that the admission rate increased from 50.5 % in 2003/4 the first year of the programme to 69.7 in 2008 while the gross rate enrolment also increased from 21.8% to 48.8% over the same period (Lamber, 2009).

Also the study conducted by World Food Programme (2006) in Zambia showed that after the introduction of SFP, the enrollment of children in basic schools increased from 11.1% of the total enrolment in 2002 to 20.1% in 2004 (WFP,2006). In Tanzania according to the study carried by Navuri (2011), the findings have shown that the enrolment of standard one in primary schools in 2007 was 8,396,925 from 6,562,722 by 2003, in which the average has risen from 90% in 2004, to 99% in 2010 while dropouts have declined from 6% to 3% (Navuri,2011).

2.3.2 Alleviation of Short –Term Hunger in Learners

The WFP (2004) reported that the effects of short-term hunger related to learning capacity in which learning ability is affected greatly by hunger due to skipped meals. Many factors contribute to hunger among school children. These include long distances children have to travel, cultural meal practices that include no or small breakfasts due to lack of family time and resources to provide adequate meals to children before and/or during the school day. The provision of SFP, for example, small snack at the start of the day or mid-morning alleviates the short-term hunger and has been linked to increase awareness, activeness and improve learning capacity (Briggs, 2008).

2.3.3 Improvement of Nutritional Status in Learners

The School feeding programme helps to improve the nutritional status as well as health status of school children, as they learn better if they are not hungry. The poorly fed school children who are provided with good meals improve their growth and school performance, and prevent anemia and other nutritional deficiencies (King and Burgess, 1995).

2.3.4 Improve Micronutrient of Learners'

According to Briggs (2008), when the SFP designed with micronutrient in mind, can greatly improve micronutrient status of learners. This micronutrient includes iron, vitamin A and iodine. All three micronutrient are linked to mental and learning capacity. The studies conducted by Bundy et al., (2009), the findings have shown that micronutrient deficiency can occur at any age and is common in school children. It is estimated that in sub-Saharan Africa and in India, half of the school children in poor communities are in iron deficient.

2.3.5 Increase Learners' Performance

According to the research carried out by Ahmed (2004) in Bangladesh, the findings showed that there was an increase of enrollment and completion rates, improvement in achievement tests by children receiving meals/food at schools. Also Taras (2005) reviews research on micronutrient supplementation have shown that iron appears to improve cognitive performance in which the programme of providing food with micronutrient, helps to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. School meals act as a good way to channel vital nourishment to poor children. Therefore providing pupils' food helps them to increases attention and concentration in their learning (Madeley, 2000). Also School Feeding Programme effectively reduces absenteeism and increases the duration (King and Burgess, 1995).

2.4 Factors Affecting School Enrolment, Attendance as well as Performance

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

Also the study conducted in Kibera (the biggest slum in Nairobi), by CSO (2003) showed that poverty had been the major factor in preventing parents to enroll their children to schools. In Zambia and Mali respectively the research conducted by Milingo (2000) and Ng'andu et al., (2000), found out that a number of factors that affect a larger number of children from attending school mentioned poverty as major problem in many households.

Furthermore, the Education for All (EFA) (2002), revealed that apart from poverty and the need for children's help at home and at work, the main reasons which lead to dropout rates is the poor quality of the education provided. Long distances affect also pupil's attendance and even performance according to UNICEF (2007); UNICEF has also added that household chores, such as fetching water from long distances kept many girls out of school.

Kelly (1999) pointed out that long distance and that by the time pupils arrive at school, they are too tired to concentrate on school work. The girls are less able than boys to fight against physical hazards such as swollen rivers especially during rain seasons, also dangerous escarpment paths which they may encounter on the way to school. This situation affects pupils' enrolment, attendance and performance.

2.5 The Knowledge Gap from Reviewed Literature

There are various studies on the SFP which have been done in many nations worldwide and in Tanzania in particular. Some of the studies took at a general approach, while others have focused on specific areas. A number of studies have shown that there is a link between lack or inadequate food intake and hunger among pupil and their educational outcomes in terms of enrollment, attendance and even performance.

In the reviewed literature, school feeding had assumed an important role in solving the issue of low enrolment, poor attendance and performance. A number of studies show an increase in school enrolment, attendance and performance after school feeding started and yet high enrolment and attendance do not necessarily translate into high rates of achievement for children.

In general the above reviewed literature provide valuable information, but failed to give a comprehensive picture of the effectiveness of School Feeding Programmes across the globe because they were limited in their scope, therefore in Tanzania Singida District in particular little has been achieved to some of schools to address the issue of school enrolment, attendance and academic performance despite the implementation of the SFPs, that is why the researcher intended to assess the effects of it on school enrolment, attendance and academic performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a science of studying how research is conducted scientifically (Kothari, 2004). The discussion in this chapter includes the research design, study area, target population, sample and sampling procedure, data collection methods and instruments, validity and reliability of instruments, data analysis procedure and research ethical issues/considerations.

3.2 Research Design

Research design refers to a complete scheme or a plan conceived so as to obtain answers to research questions or the problems (Sekaran, 2005). The research is survey study in which the researcher uses descriptive research design for descriptive purposes. It is a kind of design in which individual people use as the units of analysis. It involves some individual persons who must serve as respondents or informants. Descriptive research design is used during collection of information about people's attitudes, opinions according to feelings or any of the variety of education or social issues (Kombo and Tromp (2006). Descriptive research is useful in describing the characteristics of a large population. This helped the researcher to ask many questions which provide considerable flexibility in the analysis of the data collected.

3.3 The Study Area (Selection Criteria)

The study was conducted in Singida District involving three divisions, namely, Mungaa, Ihanja and Ilongero. Three primary schools were selected from each division namely, Msisi, Mnung'una, Ntodo from Mungaa, Nkwae, Ilongero, Mwakiti from Ilongero and Mwahango, Igauri and Ifombou from Ihanja. The rationale of selecting those divisions

was as follows; firstly; the area is mostly affected by chronic hunger, secondly, the area is conducting the SFPs in many primary schools in Singida district. Therefore, it is for those reasons that Singida district is the best chosen for the in- depth study.

3.4 Target Population

According to Best and Khan (2003), population is defined as any group of individuals who have one or more characteristics in common that is of interest to the researcher. Also according Sekaran (2005) and Punch (2000), population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. The target population of this study consisted of forty five parents, nine head teachers and forty five teachers of primary schools, seventy two pupils' and one District Education Officer (DEO).

3.5 Sampling Procedures and Sample Size

Sampling is the process of selection a sufficient numbers of elements from the population. A study of the sample and an understanding of its properties or characteristics would make it possible for use to generalize such properties or characteristics (Sekaran, 2005). Also according to Adam and Kamuzora (2004) sampling refers to a process of obtaining information about an entire population, by examining only a part of it. It is actually a process in which elements of a population are selected as representatives of the whole population (Best and Khan, 2003, and Kothari, 2004). There were several sampling technique applied during the study as follows; random sampling was used to pick up different schools conducting SFPs also used to pick teachers, pupils during the study while purposive sampling was used in the selection of head teachers and also during interview with DEO and snow ball sampling was used to select parents with students at particular schools. The sample size distribution is shown in Table 1.1.

Table 1.1. Sample Size Distribution

Respondents	Number in each school	Number of schools	Total
Head teacher	01	9	09
Teacher	05	9	45
Pupils	08	9	72
Parents	05	9	45
DEO	-	01	01
TOTAL	19	37	172

Source: Field survey, 2014

3.6 Research Instruments

According to Orodho (2008), the most commonly used instruments in education and social science research are questionnaires, interviews, observations forms. Also, Mwiria and Wamahiu (1995) stated that Focus Group Discussion (FGD) is useful because it is best suited for obtaining data on group attitudes and perceptions to the problems they encounter and suggest possible solutions. In this study the researcher used interviews, questionnaires, observation, documentary review, and Focus Group Discussion (FGD) guide. The following section discusses each of the data collection instruments.

3.6.1 Interviews

Interview involves presentation of oral verbal stimuli and reply of oral verbal responses (Kothari, 2004). The study involved oral questions based on the use of interview guides. This was a flexible way, because questions were both open and closed ended. This method helps the interviewer to collect supplementary information about the respondents as well as the researcher probed for more specific answers while at the same time helping the researcher to repeat a question when the response indicated that the respondent misunderstand the question. Interview guides were used on parents and DEO. The

respondents were requested to answer questions, and the researcher used semi-structure interview questions which enabled the researcher to ask broad questions in any order considered appropriate. Also questions gave the respondents room to answer freely and amplify the responses. The respondents were interviewed at their work places and homes. The interview guides for parents are found in Appendix 5 and 6.

3.6.2 Questionnaires

Questionnaires have open and closed questions or statements to which respondents react upon (Kothari, 2004). Closed –ended questions were used where the answers were divided into categories such discrete, distinct and relatively few in number. It is easier for respondents to answer because they have only to choose categories. In that way a chance for irrelevant answers is limited to the minimum, because appropriate answer categories is provided. The main respondents were head teachers and teachers. The questionnaires for head teachers and for teachers are found in Appendix 1 and 2 respectively.

3.6.3 Observation Checklist

Observation is a data collection method through which the investigator observes the behavior of respondents or sampling units (Pannerselvam, 2004 and Rwegoshora, 2006). The observation checklist involved visiting respective primary schools during meals time. This helped the researcher to establish the condition of meals offered, facilities and equipments that are used for preparing, cooking and storage. The observation also enabled the researcher to note food staffs in each respective school in Singida district. Also the researcher observed children before and after meals. The observation checklist is found in Appendix 3.

3.6.4 Documentary Reviews

To supplement the information obtained through the use of questionnaires, observation

checklist and interviews, a number of documents at school and district levels were reviewed. The documents that the researcher reviewed were students register book which show enrollment of students at given particular year. The researcher considered seven years from 2008 to 2014. The researcher also reviewed students' class attendance, examination records and documents which showed the amount of food received per month/year from government/donors.

3.6. 5 Focus Group Discussion (FGD)

Focus group discussion is a form of group in which there are several participants in addition to the facilitator where emphasis is on the questioning of a tightly defined topic and interaction within the group for joined construction of meaning (Bryman, 2001). The main respondents were pupils who formed nine groups from nine selected schools. Each FGD consisted eight individuals 4 boys and 4 girls, and selection of those samples was a simple random sampling technique in which every member who shared the same characteristics had equal chance to participate. Through FGD enabled the researcher to gain a larger amount of information in short period of time. The participants were able to bring issues in relation to a topic; the respondents were able to argue by challenging each other's views and it further offers the researcher the opportunity to study the ways in which individual collectively make sense of a phenomenon and construct meaning around it. The instrument was used effectively because it was economic on time and focused on a particular issue. The FGD is found in Appendix 4.

3.7 Reliability and Validity of Data Collection Instruments.

Reliability and Validity are two factors which were used to during designing a study, analyzing results and judging the quality of the study.

3.7.1 Reliability

Orodho (2009) defines reliability as the consistency of an instrument in producing a reliable result. Also, Best and Khan (1993), define reliability as the degree of consistency a given instrument demonstrates when it is to measure a particular phenomenon. In order to ensure reliability, the researcher employed multiple sources of evidences namely documentation, individual interviews, direct observation. Crowder *et al.*, (1991) argue that the significance of using multiple sources is to triangulate the converging lines of evidence. To make the results of the intended research more dependable, the researcher started with individual interviews and then focus group discussions. Through using such multiple methods to collected data, such as individual interviews and focus group discussions the procedure led to more reliable construction of realities (Rigdon and Basu, 2000). The aim of increasing reliability in this study helped the researcher doing predictions, through improving the ability to construct, plan and produce, through increasing our knowledge, minimize errors and bias in a study for the future provision of SFP worldwide, but Tanzania in particular.

3.7.2 Validity

According to Tabachnic and Fidel (2007), validity refers to the degree to which study accurately reflect or the degree to specific concept the researcher is attempting to measure. In qualitative research, the concept of validity has been adopted to mean more appropriate terms such as quality, rigor and trustworthiness (Fink, 2008). Also validity is a measure of accuracy and whether the instruments of measurements measure the accuracy and whether the instruments of measurements are actually measuring what they are intended to measure. To ensure validity of questionnaire and interview schedule, Focus Group Discussion guide was constructed in such a way so that the relevant and crucial themes are obtained. To enhance the validity of the instruments, a pilot study was used in order to

assess the clarity of the items administered so that if instruments are found to be inadequate, they could be either modified or disregarded completely. By improving the quality of the instruments and pilot study conducted in Kinyeto ward at two schools that is Mkimbii, and Ntunduu and researcher were discovered the prepared instruments were clear.

3.8 Data Collection Procedures

The researcher sought authority to carry out the data collection from the concerned authorities and was granted permission to conduct the research. The researcher proceeded to the field to administer the research instruments. The researcher visited all the sampled areas and made prior arrangement with the respondents on the appropriate date to visit them for the administration of the tools. The researcher informed the respondents that, the instruments being administered was for research purpose only and the responses from the respondents would be kept secret and confidential. The researcher, then administered the instruments starting with DEO, the head teachers, teachers and proceeded to the respective sample schools and administered the instruments personally. The researcher collected the instruments after they had been responded.

3.9 Data Analysis Plan

According to Kothari (2004), data analysis is the means of computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Creswell (2007) defines data analysis as a process whereby the researcher prepares and organizes the data for data analysis then reduces the data into themes through a method of condensing the codes, and finally representing the data in figures, tables or a discussion. The researcher employed both descriptive and inferential methods. The collected data was further tabulated and coded. The percentages were also calculated so as to facilitate the interpretation as well as drawing conclusions.

The Statistical package for Social Sciences (SPSS), package version 16.0 and Microsoft excel (Ms-Excel); were used to analyze questionnaires. The study also used frequencies and percentages because the research findings can easily communicate to the majority of the readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. Percentages were used to compare the sub-groups that differed in size and proportion.

The data from interviews and FGD was carefully analyzed through thematic analysis by paying attention to the main ideas, comments and concern from the participants. The field notes were edited, coded and written based on content and then analyzed deductively. Glense and Peshkin (1992) stated that coding is a progressive process of sorting and data refining and sorting out those scraps of collected data, such as observation notes, interview transcripts, memos, documents, and notes from relevant literature that are applicable to the research purpose.

After collection of data, the analysis of the data collected started with data reduction, data organization and then data interpretation. The first step was to process information according to the categories of the areas of data collection through interviews, observation checklist, and questionnaires for head teachers and teachers of primary schools.

3.10 Research Ethics Issues

Approval and permission from the Open University of Tanzania was considered before carrying out this study and research clearance is found in appendix 8. Other research ethical issues of getting permission to carry out the study involved permission from Regional Administrative Secretary and District Executive Director (DED) and their permission letters is found in appendix 9 and 10 respectively who allowed the researcher

to collect data from the target place. Also the study was carried out in accordance with the ethical requirements of scientific practices and of the law. The researcher allowing the participants to participate into the study by their own voluntary informed consent (Burns and Grove, 1995). Lastly, the issue of privacy, confidentiality and anonymity was considered from different participants who were involved in this study. The identity of the participant was not revealed in any way and also each participant received uniform and fair treatment during the study to avoid discomfort and harm (Burns and Grove, 1995).

3.11 Limitation of the Study

Kombo and Tromp (2006), define limitation of the study as a section that indicates challenges anticipated or faced by the researcher during the study. The study was faced with several limitations such as travelling costs, inaccessibility of some of data in the district, ward and schools, time shortage in carrying out the study and lack of reliable transportation facilities during data collection. Despite of these limitations, the researcher was not affected from collecting the required information.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings and results on the assessment of the impact of School Feeding Programme on school enrolment, attendance and performance. The presentation of the findings and discussion addresses the three research objectives and these are based on the level of school enrolment before and after the commencement of the School Feeding Programme and the effects of SFP on attendance and academic performance. The purpose of the study was to find out whether or not School Feeding Programme has enhanced school enrolment, attendance and academic performance in selected primary schools in Singida District.

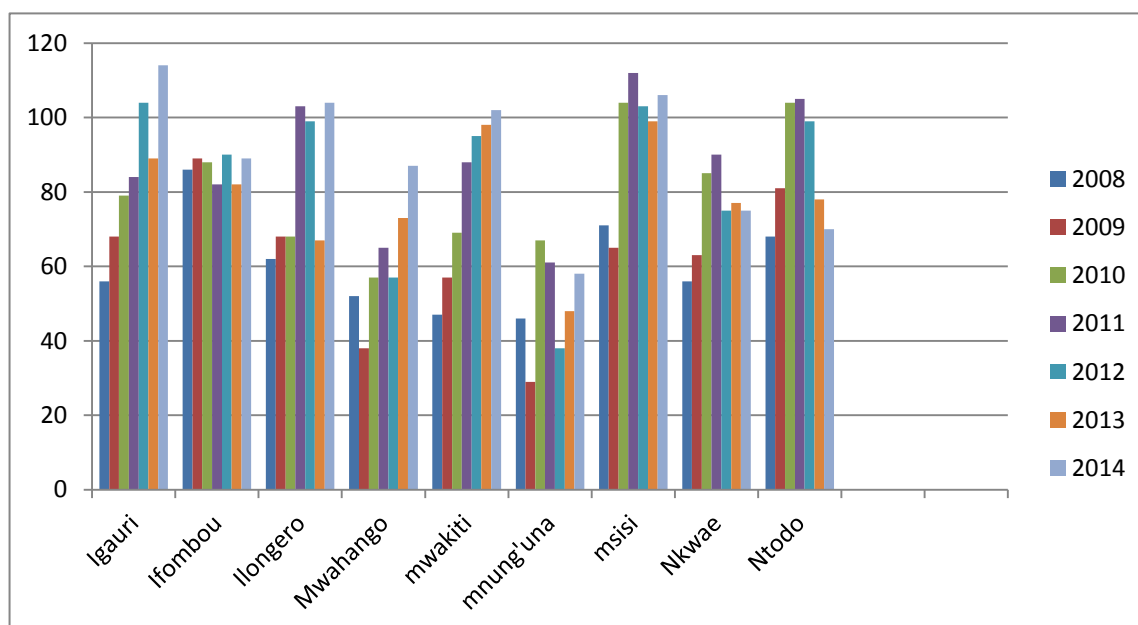
4.2 The Level of School Enrolment before and after the Commencement of School Feeding Programme

This is the first research objective which focused to find out the levels of school enrolment before and after the commencement of School Feeding Programme. All head teachers were asked to provide data which showed the levels of school enrolment before and after the introduction of the programme. Their responses are indicated in Table 4.1

Table 4.1: Levels of School Enrolment before and after Introduction of SFPS

SCHOOL	Before SFPS		After SFPS				
	2008	2009	2010	2011	2012	2013	2014
Igauri	56	68	79	84	104	89	114
Ifombou	86	89	88	82	90	82	89
Ilongero	62	68	68	103	99	67	104
Mnung'una	46	29	67	61	38	48	58
Mwahango	52	38	57	65	57	73	87
Mwakiti	47	57	69	88	95	98	102
Msisi	71	65	104	112	103	99	106
Ntodo	68	81	104	99	105	78	70
Nkwae	56	63	85	90	75	77	75

Source: School enrolment registers from 2008-2014



The findings from Table 4.1 are well illustrated in Figure 4.1 which shows the Levels of School Enrolment before and after the Introduction of School Feeding Programme.

Source: Plotted in MS-Excel from Research Findings, 2014

Note that 2008-2009 represents figures before school feeding programme and 2010-2014 represents figures after School Feeding Programme.

The above graph show that by 2010, Igauri had increased enrollment from 56 to 79 representing (13.2%) increase, Ifombou school 86 to 88 representing increase (14.5%), Ilongero school 62 to 68 representing increasing (11.7%), Mwahango 52 to 57 representing increase (13.2%), Mwakiti 47 to 69 representing increase (12.4%), Ntodo 68 to 104 representing increase (17.2%) , Nkwae 56 to 85 representing increase (14%), Msisi 71 to 104 representing increase (15.7%) and Mnung'una 46 to 67 representing increase (19.7%).

Head teachers were also asked to describe increase at the levels of school enrolment before and after the commencement of school feeding programme. Out of 9 head teachers, eight head teachers indicated that the enrolment had increased after the introduction of School feeding Programme, while one head teacher said that the enrolment stayed at the same level (static). When asked to give reasons for their responses one of the head teachers from the school whose enrolment had increased stated that “School Feeding had encouraged the majority of parents to enroll their children. Parents enrolled their pupils because they knew that their children will have meals while at school instead of staying home hungry”.

The head teacher from the school which had recorded static enrolment said that, “the enrolment of pupils had not increased or decreased and this was associated with negative attitudes of parents towards education”. One head teacher revealed that “there is negative attitude of parents and the community at large towards the importance of education of their children”. The head teacher further explained that, some families encouraged their

pupils to engage in economic activities, especially agriculture and fishing to earn a living for the family.

Furthermore teachers were also asked to describe the levels of the increase of school enrolment before and after the commencement of the SFPs. Out of the 45 teachers from sampled schools, 44 teachers (97.8%) responded that there was an increase in school enrolment after commencement of School Feeding Programme. They stated that an increase in school enrolment was attributed to the introduction of SFP at various primary schools, by saying, “Parents had been motivated to enroll their children without being forced by the school management”. Findings in Table 4.2 and Figure 4.2 show the frequency of the responses from 45 teachers of selected schools during research finding.

Table 4.2: Responses of Teachers about School Enrolment since the Introduction of the SFPS.

Teachers response	Frequency	Percent
Increased	44	97.8
Static	1	2.2
Total	45	100.0

Source: Research Findings, 2014

The findings in Table 4.3 are well depicted in Figure 4.2

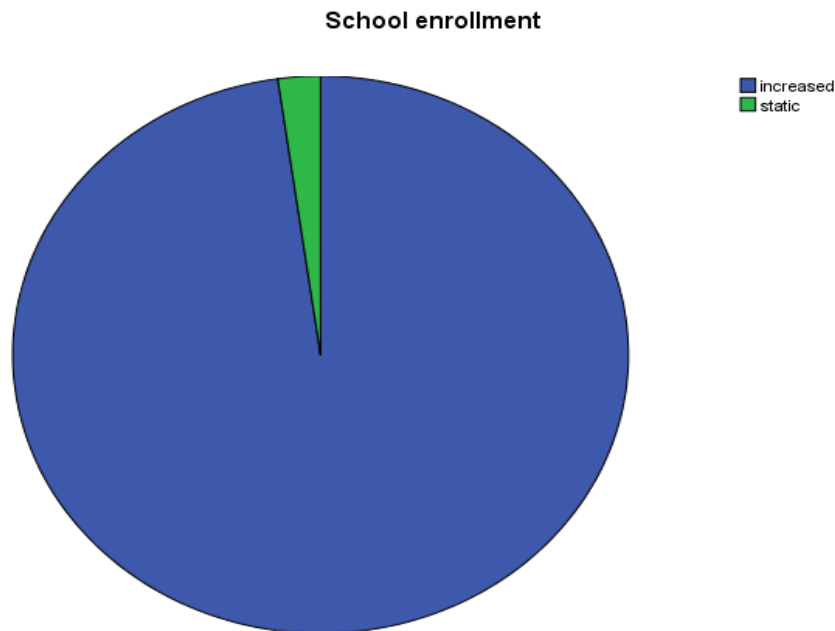


Figure 4.2: Show Response of Teachers about School Enrolment since the Introduction of School Feeding Programme.

Source: Computed in SPSS from Research Findings, 2104.

The findings in Figure 4.2: Show response of teachers about school enrolment since the introduction of School Feeding Programme.

There were 9 Focus Group Discussions during the carrying out of the study. All groups said that the enrolment had increased. During discussion participants stated that school feeding is the main reason that motivated many pupils to be enrolled at school because they know that going school helps them to get meals rather than staying home while hungry.

Also during the interview with parents around selected schools, most of them said that, “They were encouraged to enroll their children where pupils were saved with food”. Some went saying further that, other than food, parents wanted their children to be able to

read and write effectively as well as advance in education and be able to support themselves in future life.

During the interview with the District Education Officer (DEO), she also acknowledged that there was an increase in school enrolment since the programme started and DEO went on saying that “before the introduction of school feeding in most schools in Singida district school enrollment was less than 50%, but the emergency of this programme encouraged pupils to enroll and enrollment rose up 90%”. The DEO also explained that school feeding programme helps students who have to travel long distances back home to get food. This being the situation there was improvement in academic performance in most of schools.

Generally from the above discussion, the majority of respondents (head teachers, teachers, pupils, DEO and parents) showed that there was an increase of the enrolment after commencement of SFP while few recorded static in school enrolment. However, there are various factors that have been mentioned which contributing to disparities in school enrolment attributed the increase to the SFPs as the major factor which was increased enrolment. Also it was recorded that due to shortage of food because of drought and poverty of too many communities in Singida district. School feeding encouraged many parents to enroll their children where pupils were served with food. This was supported by the focus group discussion with pupils enrolled in schools where food was given and this situation increased school enrolment.

This study is similar to the research conducted by WFP (2000), which showed Generally, the provision of food to pupils at school encouraged those not in schools to be in school, Also it helped those who came to school on empty stomach to have something to eat. Also

it enabled even those pupils from poor families to enroll as they were assured of a food at school. According to the Basic Need Theory of Abraham Maslow emphasizes that there are certain minimum requirements that are essential to a decent standard of living such as food. Pupils who lack meals/food are unable to express interests for higher needs. At school level, the application of the Basic Need Theory can be observed in the children enrolled in schools. This study is similar to that research carried out in Pakistan where donors started to address the problem of lower enrolment amongst the girls, which the World Food Programme provided food such as snack of rice to pupils from poor families (WFP, 2003), it was recorded that parents' response was overwhelming and led to enrolment of girls to be doubled.

4.2.1 Factors Affecting School Enrolment

Despite School Feeding Programme, during research study, head teachers from sampled schools pointed out that there were factors affecting school enrolment such as family poverty, long walking distance and parents' negative attitudes towards education as indicated by Table 4.4 and illustrated in Figure 4.4.

Table 4:3 The Response of Head Teachers Factors Affecting School Enrolment

Factors affecting enrolment	Frequency	Percentage
Parents negative attitude towards education	2	22.2
Long distance	4	44.4
Poverty	3	33.3
Total	9	100.0

Source: Research Findings, (2014)

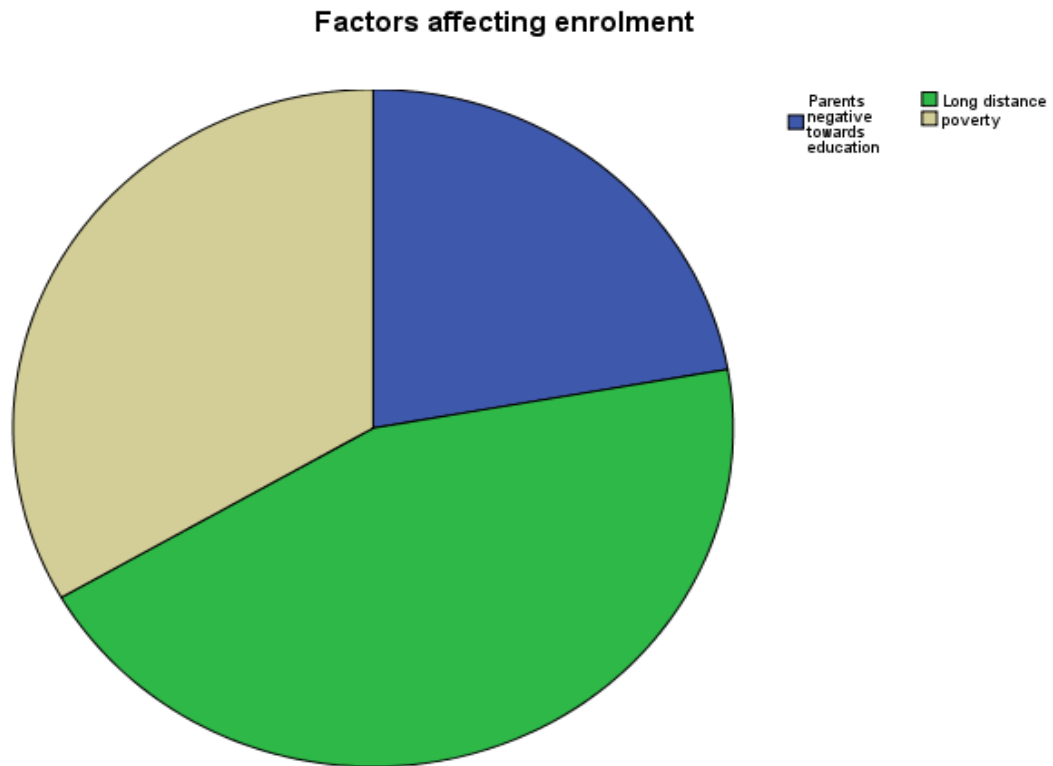


Figure 4.3: The Response of Head Teachers Factors Affecting School Enrolment

Source: Computed in SPSS from Research Findings, 2014

Apart from the Table 4.4 and Figure 4.4 respectively above the following are illustrations of it. The head teachers mentioned parents negative attitude towards education discouraged their children to be enrolled to school because they saw schooling as a waste. This situation affected school enrolment. The school like Ifombou and Mwahango (22.2%) experienced lower enrolment due to parent's attitudes and encouraged their children to stay at home.

Long distances were also accounted for by the head teachers from, Msis, Ntodo, Nkwae and Munung'una (44.4%). These recorded that, distance between the home and the school is one of the determinant factors to the static in enrollment in most of the selected primary

school in Singida district. This is similar to the study carried out by WFP (2004). The findings of this study showed that long distance affect many pupils to be enrolled

in school since young children and girls, in particular would not risk their lives meeting with physical hazards on their way to and from school if the school was far. Also during the interview with parents from those area recorded that, “they were late to enroll their pupils in school in order for them to reach the age where they could manage to walk long distances to and from the school and home as it was on their own without risk”.

Poverty was mentioned by head teachers from Ilongero, Msimbazi and Igauri (33.3%). They pointed out that poverty among different families had problems in school enrolment. Most of families discouraged their pupils to be enrolling in school rather than encourage them to engage in family activities as source of labor power and helped them to raise family income. Also during interview with parents to those places recorded that, they failed to enroll their children in school, because of different school cost such as buying clothing, books and pens or pencils. They were also required to contribute certain amount of per child so as to facilitate the SFPs at respective schools.

This finding is similar with the study carried out by Milingo (2000) and Ng’andu et al, (2000) in Zambia and Mali respectively. The findings showed that poor enrollment in schools were contributed by a number of factors which included poverty in most households. This finding is similar from a study carried out by CSO (2004), in Kibera, the biggest slum in Nairobi in which parents had been unable to enroll their children to schools because of poverty. Other research findings from this study also indicated that most of poor parents saw schooling as wastage of time because it was looked or perceived as non-profitable to them.

4.3 Effects of School Feeding Programme on Pupils' Attendance

This is the second research objective which focused to find out the effects of SFP on student attendance. The following is the information provided by different respondents. Head teachers from selected schools indicated that the attendance went up since the commencement of the School Feeding Programme. For example, one head teacher said, “Children who are hungry never used to attend classes regularly, but after the introduction of school feeding, class attendance became quite regular”.

Out 45 teachers, 42 teachers (93.3%) indicated that pupils attended school regularly while 3 teachers (6.7%) stated that the school attendance was irregular. Some teachers said that some pupils attended school because of School Feeding Programme and this had encouraged some pupils to attend school regularly. Data in Table 4.4 and Figure 4.4 show the frequency of teachers' response about attendance of pupils.

Table 4.4: The Responses by Teachers on Attendance of Pupils

All students attend regularly	Frequency	Percentage
Yes	42	93.3
No	3	6.7
Total	45	100.0

Source: Research Findings, 2014

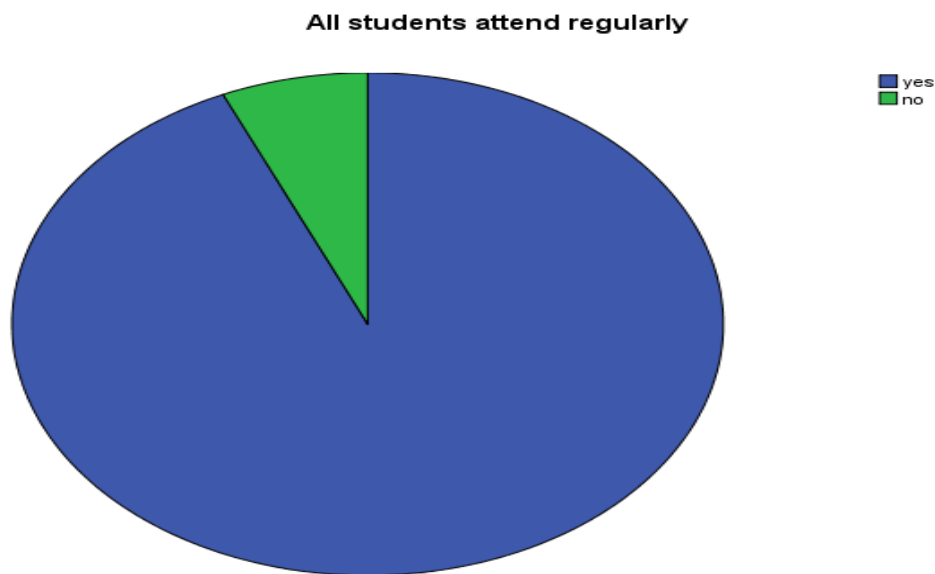


Figure 4. 4: The findings Shows Response of Teachers about School Attendance

Source: Computed in SPSS from Research Findings

For the case of pupils in focus group discussion in all 9 groups revealed that they attended school regularly because they were encouraged by the food they received from school. During interview with parents, some mentioned that pupils were encouraged by the parents to attend school regularly because they were able to get food while studying but few parents said, “Contributing salt, firewood and money for the cook’s salary, discouraged pupils from poor families to attend school regularly”.

Furthermore, during the interview with the District Education Officer (DEO), he/indicated that, “Most vulnerable pupils were able to go to school, when enough rations of food were delivered in schools per term as soon as schools opened to avoid break in feeding that might cause absenteeism among pupils”.

Majority of respondents above pointed out that the introduction of School Feeding Programme encouraged most of children who previously stayed away from school during

the period of hunger to attend school regularly. For example, during focus group discussion with pupils, it was found that many children opted to attend school where food was given. Also during the interview with parents, it was also noted that children who were provided with meals in school attended classes more regularly and were less likely to drop out. This is supported by the study carried out in Burkina Faso by Moore and Kuntze (1998). They found that school canteens were associated with increased school attendance, consistently lower repeater rates, and lower dropout rates. Also the finding is similar with the study carried out by Del Rosso (1999), stated that “Provision of food, act as a strong incentive to attend school on a regular basis”.

4.3.1 Factors Affecting School Attendance

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

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

Factors affecting attendance	Frequency	Percentage
long distances to and fro school and home	4	44.4
Poverty	2	22.2
Parents negative attitudes toward education	2	22.2
sickness of pupils	1	11.1
Total	9	100.0

Source: Research Findings, 2014

The findings in Table 4.5 are well depicted in Figure 4.5

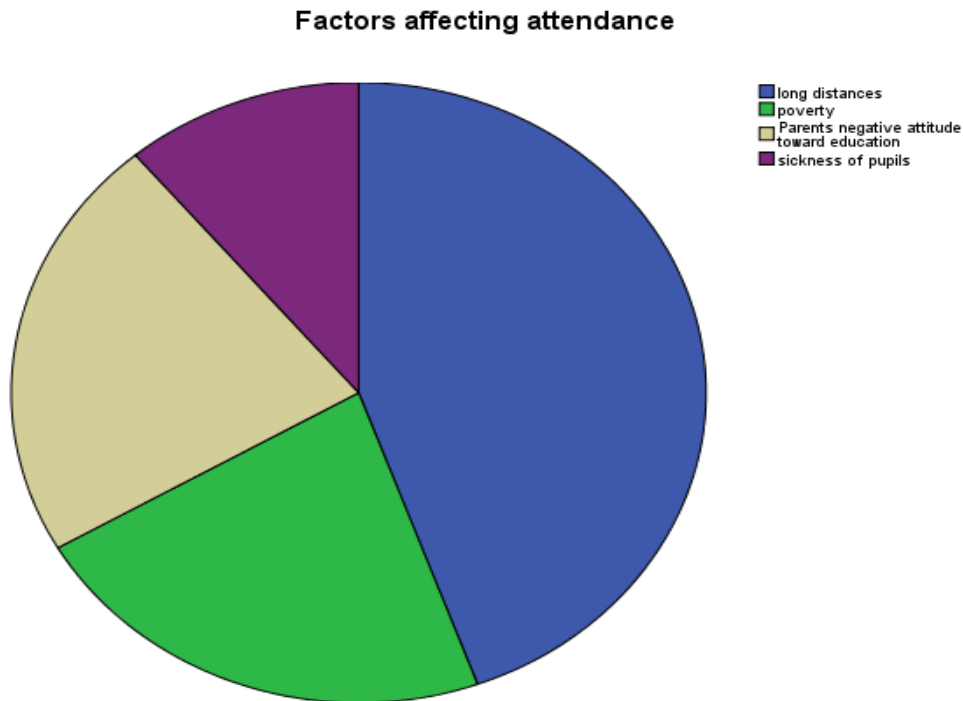


Figure 4.5: Shows Factors Affecting Attendance of Pupils (Head Teacher)

Source: Plotted in SPSS from Research Findings, 2014

Therefore from above Table 4.5 and Figure 4.5 well depicted, the following are discussion is concerned with those factors mentioned by head teachers and others respondents.

Four head teachers (44.4%) mentioned long distance that affected school attendance. Children were forced to walk long distances to located schools to receive education. This became dangerous for young children who had to cross rivers and pass through thick bushes especially during the rainy season. To save their lives children stayed home until they got support from their parents to escort them to school.

Another factor mentioned by two head teachers (22.2%) was poverty of the parents that affected school attendance. For example, parents were required to pay certain amount of money per child so as to get money to pay for cooks' salaries. During the time of carrying

out the data collection exercise, the researcher found out that parents' contribution ranged from 5000 TZ shillings up to 9000 TZ shillings per term. Once parents failed to pay such amount of money, the pupils were not allowed to get daily meals at school. This situation therefore negatively affected school attendance as daily records of attendance indicated.

Lastly one head teacher (11.1%) mentioned sickness among pupils as a factor that decreased school attendance. It was revealed that when pupils were sick, it was not possible for them to attend school regularly. Also it was pointed out that girls were likely to be withdrawn from school to care for sick family members or guardians and younger siblings. The findings is similar to the study carried out by UNICEF (2007), whose findings pointed out that girl children were faced with too many domestic chores and were less likely to attend school regularly.

4.3 Effects of School Feeding Programme on Pupil's Academic Performance

This was the third research objective which focused to investigate the effects of School Feeding Programme on pupil academic performance. Data in Table 4.7 are responses from head teachers regarding their schools' examination results based on national standard seven examination results.

Table 4.6: Examination Results For Standard Seven before (2008 – 2009) and after (2010-2013) Commencement of School Feeding Programme

Schools	2008	2009	2010	2011	2012	2013
Igauri	15(9.3%)	10(6.2%)	35(21.6%)	19(11.7%)	38(23.5%)	45(27.7%)
Ifombou	12(3.9%)	59(19.2%)	24(7.8%)	24(7.8%)	37(12%)	18(5.8%)
Ilongero	73(19.8%)	59(16%)	60(16.3%)	75(20.3%)	43(11.6%)	58(15.7%)
Mnung'una	10(9.4%)	9(8.4%)	18(16.9%)	37(35%)	21(19.8%)	11(10.4%)
Mwahango	11(9.3%)	7(5.9%)	23(19.4%)	19(16.1%)	28(23.7%)	30(25.4%)
Mwakiti	46(21.1%)	35(16%)	33(15.1%)	44(20.1%)	28(12.8)	32(14.6%)
Msisi	31(13.4%)	50(18.4%)	40(14.7%)	72(26.4%)	36(13.2%)	43(15.8%)
Ntodo	58(17%)	69(20.4%)	49(14.5%)	78(23.1%)	37(10.9%)	46(13.6%)
Nkwae	13(11.5%)	17(15%)	6(5.3%)	33(29.2%)	23(20.3%)	21(18.5%)

Source: National examination for standard seven from 2008-2013

The findings in Table 4.6 show that Ilongero, Ntodo, Ifombou and Msisi had their performance increased by an average of 61 %, 56 %, 51% and 45% respectively, while Mnung'una, Nkwae, Mwahango, Igauri and Mwakiti had a decrease in their performance of an average of 17.6%, 18.8%, 19.6%, 27% and 36% respectively. The study findings revealed that although there had been an improvement in school enrolment, not much has been achieved in terms of performance as indicated in the table.

In addition head teachers said, “Pupils were able to have more concentration after having school meals and those were able to attend school regularly”. When teachers were asked to comment on school performance since the SFP started, all 45 teachers indicated that, the academic performance had increased since the introduction of school feeding. Teachers recorded availability of school meals increased, and learners’ concentration and increased time of teaching and learning. This finding is similar to the study carried out by

Briggs (2008) which linked school feeding and learning because it increased learner's awareness, activeness and improved learning capacity.

The findings in Table 4.6 are well illustrated in Figure 4.6

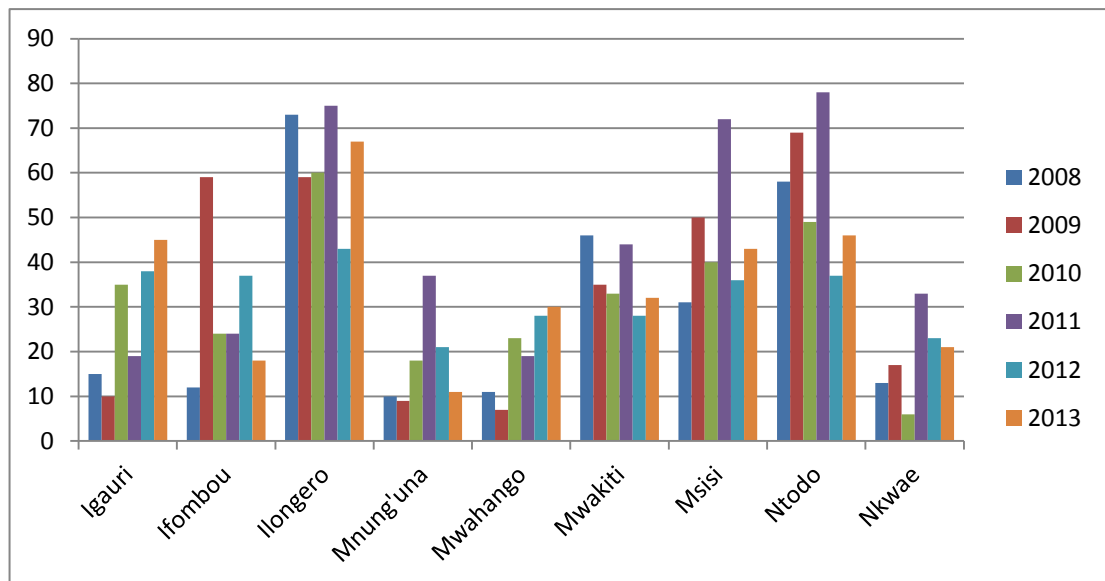


Figure 4.6: Shows Examination Results For Standard 7 before SFP from 2008 – 2009 and after Commencement of SFP from 2010-2013

Source: Plotted in MS-Excel from Research Findings, 2014.

During focus group discussion, pupils in their groups had varying comments according to schools performance. Using their learning experience, that is, end term test results and through announcement of previous examination results by the school authority, some pupils indicated that the performance was high and some mentioned that there was poor performance. For example focus group discussions from, Ntodo, Ifombou, Msisi and Ilongero indicated that “They started attending school on the daily basis because they were having meals at school”.

The head teachers, teachers, pupils and parents from Ifombou, Ilongero, Msisi, and Ntodo recorded an improvement in academic performance. This improvement was attributed to

the presence of the school feeding. The findings showed that school feeding was one of the reasons for the improvement in academic performance. This finding is similar to the research carried out by Ahmed (2004) in Bangladesh whose findings showed that the increase of enrollment and completion rates, improved performance in achievement tests of children receiving meals/food at schools. The finding is also similar with studies carried out by Taras (2005) where the findings showed that school feeding improved cognitive performance. Feeding helped to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. However some parents during research recorded that the academic performance of their children improved because they encouraged them to study hard through understanding the importance of education to their future life.

Lastly the DEO, head teachers and teachers revealed that, pupils were encouraged to attend school regularly, as a result their performance improved. School Feeding was seen as a safety valve especially for poor families and also tended to keep children in school and concentrate better on their lessons. This finding is similar to the study carried out by Madeley (2000) who found out that providing pupils with food helped the children to concentrate better in their lessons. As researcher found out that despite of providing SFPs in Singida district, the attendance of pupils in some schools such as Ntodo, Munung'una and Mwakiti were irregular because some parents still had negative attitudes towards education and this affected academic performance.

4.4 Factors Affecting Academic Performance

There several factors mentioned by some head teachers. They in particular pointed out the fact of inadequate school facilities in primary schools, such as text books for every pupil, furniture especially desks and shortage of teachers. These factors greatly affected pupil's

academic performance in almost all primary schools. The findings are shown in Table 4.7 and illustrated in Figure 4.7.

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

Factors affecting performance	Frequency	Percentage
Inadequate number of teachers	4	44.4
lack of school furniture i.e. desk	2	22.2
Poverty	2	22.2
Parents negative attitude toward education	1	11.1
Total	9	100.0

Source: Research Findings, 2014

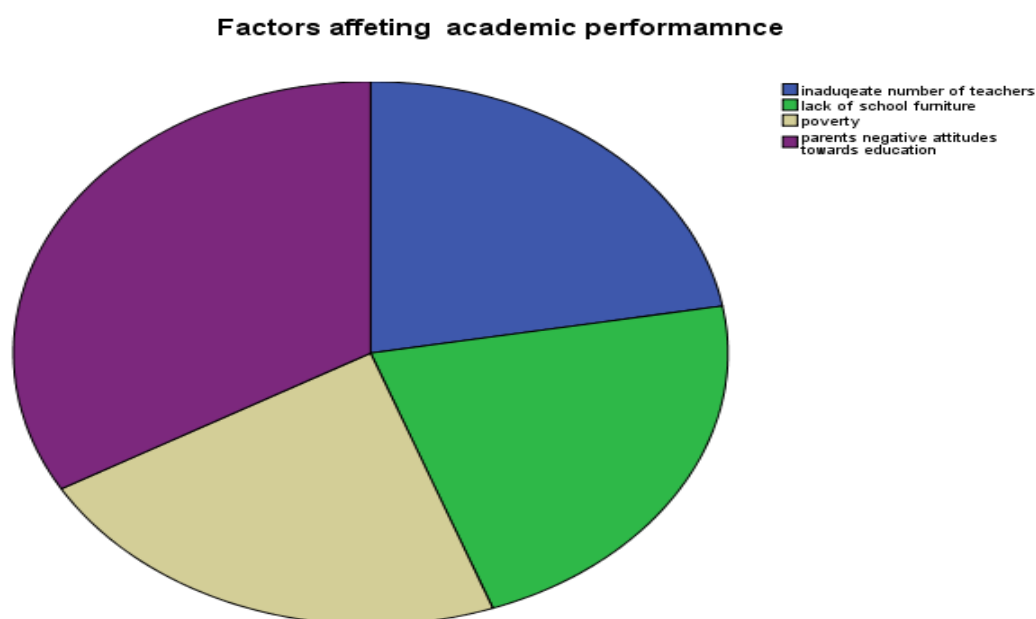


Figure 4.7: Shows Responses of Head Teachers on Factors Affecting Academic Performance

Source: Computed in SPSS from Research Findings, 2014

Also teachers from Igauri, Ilongero, Msisi and Ntodo mentioned several factors which affected school academic performance. Such factors included; lack of teaching and learning materials, overcrowding of pupils in one classroom, lack of school furniture, inadequate number of teachers, long distance to and from school, parents negative attitudes towards education and sickness of pupils. Teachers' responses are indicated in Table 4.8 and illustrated in Figure 4.8.

Table 4.8: The Responses of Teachers Factors Affecting Academic Performance

Factors affecting Performance	Frequency	Percentage
Lack of teaching and learning materials	7	15.6
Overcrowding of pupils	4	8.9
Long distance	6	13.3
Parents negative attitudes towards education	6	13.3
Lack of school furniture egg desk/chairs	10	22.2
Sickness of pupils	4	8.9
Inadequate/lack of teachers	8	17.8
Total	45	100.0

Source: Research Findings, 2014

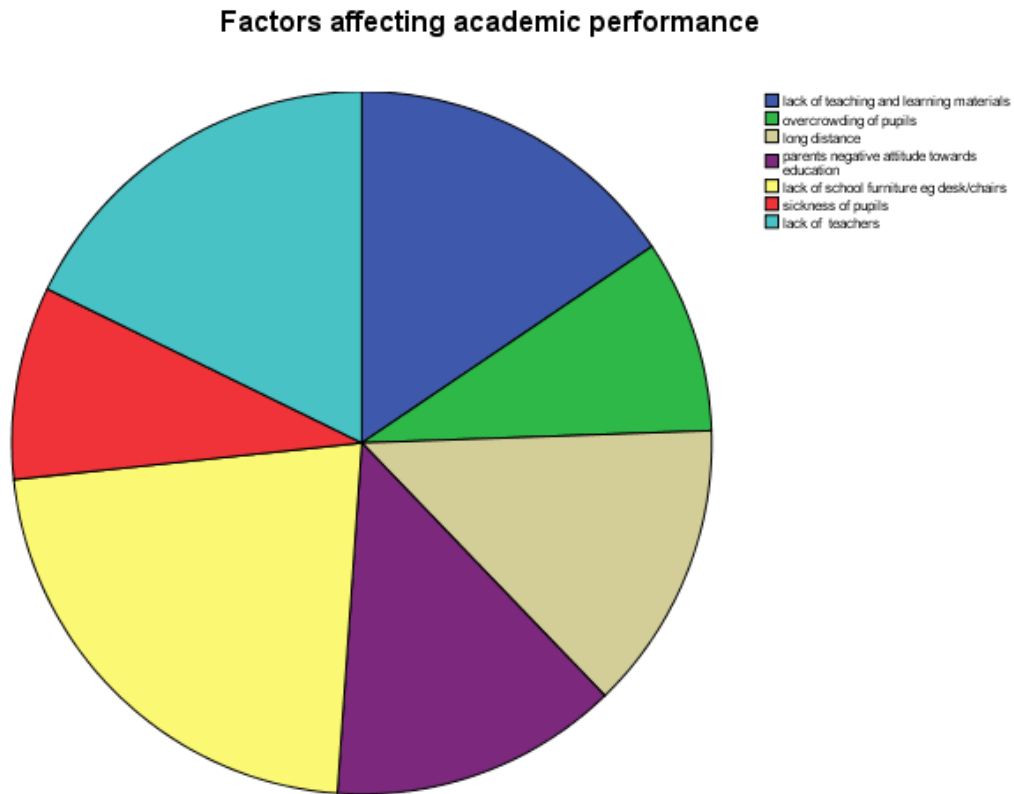


Figure 4.8: Shows Teachers' Response on Factors Affecting Performance

Source: Computed in SPSS from Research Findings, 2014

On the other hand, head teachers, teachers and pupils from Igauri, Munung'una and Mwachango recorded that, there were low rates in school academic performance for some of schools and the situation was attributed to non-availability and of teaching and learning materials. Such situation had a negative impact on the performance of both teachers and pupils. The lack of materials in the form of text books meant that teachers had to write or draw on the blackboard board. This was one of the reasons why teachers did not cover their syllabus. During focus group discussion the pupils said that, they were sharing books in some cases in a ratio of 1 to 6. For the case of pupils are exposed to crowded classes with inadequate textbooks and furniture, learning can never yield modest academic

performance. In addition, UNICEF (2008) commented on the same that, despite increased enrolment and attendance in many developing countries, overcrowding of pupils in the classrooms, too few textbooks and insufficient instructional learning and teaching materials, led to big teacher-pupils ratio that had a negative impact to the school academic performance.

Furthermore, school furniture was mentioned by some of respondents that affected performance of pupils. They said that a child who was comfortable seated on a chair in the classroom could concentrate well during the lesson better than one who is either standing or sitting on the floor. Teachers, parents and pupils from schools of Msisi, Ntodo, Mwakiti and Ilongero revealed that there was inadequate furniture due to overcrowded classes.

The findings disclosed that one desk was occupied by three to four pupils. Some of them claimed that they could not even write properly because they were squeezed in a chair and that it was as good as sitting on the floor hence lacked effective concentration during the teaching and learning process. Shortage of teachers was mentioned as one of the factors which hindered good performance in some schools. For example Igauri had 621 pupils and 10 teachers, Ilongero had 670 pupils and 13 teachers, Msisi had 621 pupils and 10 teachers, Munung'una 391 pupils and 7 teachers to accommodate such number of many pupils. This has been attributed to several reasons. The reasons included fewer teachers to satisfy the staff requirements of all schools; lack of social facilities that made some teachers refuse to teach in some of the schools as most of schools in the study were found in the interior part of the Singida district.

Therefore the study findings indicated that most of school had only fewer teachers instead of the required number. As a result of this situation it yielded poor performance, because

the few teachers available in the school were overloaded and were expected to perform other responsibilities that eventually led them to be ineffective.

Long distances were mentioned by pupils, head teachers and parents from Igauri, Nkwae and Msisi, whereby pupils walked long distance to school daily. The findings was similar with the study carried out by Kelly (1999), who revealed that, “The time pupils arrive at school, they are too tired to concentrate on school work, and girls are less able than boys to face physical hazard, like swollen rivers or dangerous escarpment on the way to school”.

Lastly, the provision of food through SFPs can be considered to address the basic need required to enhance school enrolment, attendance and academic performance of the pupils at primary schools. The Basic Need Theory of Maslow indicates that when children are served with food, they attend and stay in school and improve the attention span by solving short-term hunger. The provision of school meals/food therefore, can be considered at school level as stepping ladder for pupils to improve learning process no matter how long the ladder is, each pupils has to start with lowest step. But in order to reach other needs up to the stair of the ladder, the provision of food should be the first and this helps to enhance school enrolment, attendance and academic performance

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study, it also gives concluding remarks about what the research findings depict and lastly provides recommendations on what should be done to improve the SFPs and this is then followed by identification areas that call for further studies.

5.2 Summary of the Study

The purpose of the study was to determine whether or not School Feeding Programme had enhanced school enrolment, attendance and academic performance in selected primary schools in Singida district. The study used the Basic Need Theory by Abraham Maslow to attempt to determine the impact of the School Feeding Programme on school enrolment, attendance and academic performance. Three objectives guided this study, that is; to examine the levels of enrolment before and after commencement of School Feeding Programme, to investigate the effects of School Feeding Programme on pupil's attendance and to determine the effects of School Feeding Programme on pupil's performance. The study involved quantitative and qualitative research designs. Data collection methods involved the use of questionnaires, interview guides, focus group discussion schedules, documentary review and observation checklist. and the target population of the sample involved head teachers, teachers, pupils, parents and DEO. These categories of the respondents were selected using purposive, random and snowball sampling techniques.

The findings of the study have shown increase in school enrolment, attendance and academic performance attributed this with SFPs and parental encouragement. The findings some schools and few has indicated that school enrolment and attendance were static and

even the academic performance was modest due several factors such pupils travelling long distances from home to school and back; poverty of the community members especially parents who could not pay money needed to sustain the SFP, The findings have also indicated that children were involved in households chores at the expense of attending school and other involvement in income generating activities The findings have also indicated that some parents have negative attitudes towards education thus they are unwilling to allow their children to attend school on regular basis.

5.3 Conclusion

The purpose of the study was to find out if school feeding programme had enhanced school enrolment, attendance and academic performance in selected primary schools in Singida district.

The study findings have indicated proved that, there recorded positive outcomes accredited to School Feeding Programmes where six out of the nine schools in the sample had positive outcomes as regards to school enrolment and attendance. And there was modest achievement in academic performance. SFP has been capable of addressing the issue of low school enrolment and attendance; however modest has been achieved in terms of academic performance of pupils. There was an increase in school enrolment and attendance in most selected primary schools after the commencement of the SFPs and other factors was parental encouragement of their pupils. However few schools recorded static in school enrolment and attendance due to poverty, parent's negative attitude towards education and long distance.

However, despite the positive impacts that SFPs had increased school enrolment, attendance and even academic performance to some of schools , negative impact recorded

to affect the objective of this study because SFPs had increased enrolment which caused overcrowded classes and led other obstacles such as limited space, inadequate teaching and learning materials and inadequate furniture and this suggested to affect effective teaching and learning hence, yielded modest academic performance.

All in all SFPs is an effective way to improve school enrolment, attendance and academic performance. Therefore the government through Ministry of Education and Vocational Training should take a holistic view to solve the problem of children who are both hungry and need education.

5.4 Recommendations

5.4.1 Recommendations for Policy Issues

Based on the findings of the study the following recommendations are provided for policy issues;

- The SFPs had positive impacts towards school enrolment, attendance and academic performance, the government through Ministry of Education and Vocational Training (MoEVT) should expand and improve school infrastructure in order to cater for the enrolled pupils who have been attracted by the SFP and MoEVT should build more schools close to the community to solve long distances pupils have to travel daily to and from schools.
- The government and Non –government Organizations should encourage parents to build the culture of contributing for the proper implementation of the SFPs. This can be done through opening farm projects from which the produced food items could be used for children.

5.4.2 Suggestions for Further Studies

This study was conducted only for nine primary schools in Singida district. It is suggested that, a similar study be conducted in large population and more primary schools in different settings in Tanzania where SFPs is implemented so as to determine whether or not the SFPs had enhanced school enrolment, attendance and academic performance.

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APPENDICES

Appendix 1. Questionnaires for head teachers

An assessment on the impact School Feeding Programme at primary school in Singida district.

Dear Respondent,

You have been picked in a sample to help in investigation of the above topic. Please note that this is purely an academic exercise, which will in no way harm anyone. Your responses will be treated as confidential as manner.

Please answer questions as objectively as possible following the instructions. Please give only response for question by ticking (v) writing in spaces provided (... ..) the response that suits your view on each particular question.

Please do not write your name or any other identity on this questionnaire.

1. Sex

a) Male []

b) Female []

2. Name of school.....

3. Number of classrooms

4. Number of pupils

5. Number of teachers.....

a) Male []

b) Female []

6. When did the School feeding Programme (SFP) started?

.....

7. Why was your school chosen?

.....

8. How would you describe the enrolment of pupils since the start of the SFP?

a) Increased []

b) Static []

c) .Decreased []

9. What could be the reasons for your answer in question number (8) above?

.....

.....

10 (a) How would you describe the attendance of pupils since the commencement of SFP?

a) .Increased []

b) .Static []

c) .Decreased []

10 (b) Give reasons for your answer from question (10a) above

.....

.....

11. (a) How would you describe the performance of pupils from the time the programme?

Started?

a) Increased []

b) Static []

c) .Decreased []

(b) Give reasons for your answer in question 11 (a) above

.....

.....

.....

12. What factors affect the school enrolment?

.....

.....

.....

13. What are the main factors affecting the school enrolment?

.....

.....

14. What are the main factors that affect the performance of pupil?

.....

.....

15. Do all pupils benefit from the SFP?

a) Yes []

b) NO []

16. If no, what criterion is used to select the beneficiary?

.....

.....

17. How often does the school receive food?

a) Monthly []

b) Per term []

c) Yearly []

d) .Other, specify.....

18. What time is the school meal served?

- a) Before class starts []
- b) Mid morning []
- c) Break time []
- d) When knocking off []

19 (a) Are pupils provided with take home rations?

- a) Yes []
- b) No []

. If yes, how much? Specify (kg).....

20. Has there been any stoppage in feeding?

- a) Yes []
- b) .No []

21. If yes, what was the reason for the break?

.....

22. What was the effect on the pupils?

.....

23. Apart from SFP, is there any other external programme running in the school?

- a) Yes []
- b) No []

If yes, specify

24. Could you kindly provide the data in the table 1.1

a. School enrollment

	SX	2008	2009	2010	2011	2012	2013	2014
Enrolment	Boys							
	Girls							

b. School examination performance results

	SEX	2008	2009	2010	2011	2012	2013
Examinations results for standard seven	Boys						
	Girls						

Thanking you for your cooperation

Appendix 2:

Questionnaire for Teachers

An assessment on the impact of School Feeding Programme at primary school in Singida district.

Dear Respondent,

You have been picked in a sample to help in investigation of the above topic. Please note that this is an academic exercise, which will in no way harm anyone. Your responses will be treated as confidential as possible.

Please answer questions as objectively as possible following the started instructions. Please give only response for question by ticking (v) writing in spaces provided (... ..) the response that suits your view on each particular question.

Please do not write your name or any other identity on this questionnaire.

1. Sex

a) Female []

b) Male []

2. Name of school.....

3. When did the School Feeding Programme (SFP) start at your school?

.....

4. Why was your school chosen?

.....

.....

5. How would you describe the enrolment of pupils since the program started?

a) Increased []

b) Static []

c) Decreased []

6. What could be the reason for your response in question number (5) above

.....

7. What is the number of pupils in your class?

a) Boys ... [].....

b) Girls []

8. Do all pupils attend school regularly?

a) Yes []

b) No []

9. a. If yes, why is it so?

.....

b. If no, what do you think could be the reason for attending school regularly?.....

.....

10. How would you describe the performance of pupils from the time the SFP started?

a) Increased []

b) Static []

c) Decreased []

11. Give reasons for your response above

.....

12. What factors can affect the performance of pupils?

.....

.....

.....

13. Are all the pupils benefiting from the SFP?

a) Yes []

b) .No []

14. If not, what criterion is used to select the beneficiaries?

.....

.....

.....

15. How frequent does the school receives food?

a) Monthly []

b) Per term []

c) Yearly []

.Other, specify.....

16. What time is the school meal served?

a) Before class starts []

b) Break time []

c) When knocking off []

17. Are pupils provided with take home rations?

a) Yes []

b) No []

18. If yes, how much? Specify

19. Has there been any break in feeding?

a) Yes []

b) No []

20 If yes, what was the reason for the break?

.....

.....

21. What was the effect on the pupils?

.....

.....

22. Apart from School Feeding Programme, is there any other external support programme running in your school?

a) Yes []

b) No []

23. If yes, specify.....

24. What is the challenges affecting the implementation of SFP at your school?

.....

.....

25. In your opinion, what should be done so as to improve this programme in your schools?

.....

.....

Thanking you for your cooperation

Appendix 3:

Observation checklist

1. Name of the primary school -----
2. Enrollment of the primary school children number of boys -----Girls-----
3. Type of the primary school class rooms
4. Type of floor, cemented [] earthen []
5. Number of children taking school lunch.....
6. Time of the meals taken at break time [] lunch time []
7. Do the teachers take the same kind of food? Yes [] No []
8. The place where cooking equipments/utensils kept.....
11. Type of furniture used in the classrooms. Benches [] chairs [] desks []
12. People who serve the food to the students. Cooks [] Teachers [] students []
13. Type of fuel used for cooking students food. Charcoal [] gas [] any other []
specify

Appendix 4:**Focus group discussion**

1. Why are pupils given food at school?
2. What time is the school meal served?
3. How do you explain the enrolment and attendance since the programme started?
4. How would you explain the performance of pupils since the programme started?
5. What are the effects of SFP on school performance?
6. What benefits do you think the programme has brought to the welfare of pupils?
7. What are the challenges you face from this programme of school feeding at your school?
8. Can you give any comments concerning school feeding programme at your schools?

Appendix 5:

Interview guide for community

1. As parent, are you aware of the school feeding programme?
2. Why do you think pupils are given food at school?
3. How would you describe the enrolment of pupils since the programme started?
4. Give reasons for your answer
5. Do all your school age children attend school?
6. a. If yes, what motivate them to attend?.....
 b. If no, what prevents them from attending school?

- 7 (a) how is the performance of pupils since the programme started?

 (b) Give reasons for your answers
8. What are the effects of SFP on the school performance?

9. What benefits do you think the programme has brought to the welfare of pupils?

Appendix 6:

Interview guide for District Education Officer (DEO)

1. When did the School Feeding Programme in the district begin?
2. Who initiated it and why?
3. What criteria were used to select the school?
4. What are the intended goals of the programme?
5. How often do you deliver rations in each school?
- 6 a. Do you think the programme is achieving its intended goals?
 b. Give reasons for your answer
7. What benefits do you think the programme has brought to the welfare of pupils?
- 8 What are factors that affect the performance of pupils in your district?
- 9 a. Apart from school feeding programme, do you receive any other external support from either parents or donors to provide meals at respective schools?
 b. If yes, specify
10. In your own opinion, how do you view the school feeding programme in improving teaching and learning?


Appendix 8:

Research clearance letter from Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



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Fax: 255-22-2668759
E-mail: drpc@out.ac.tz

Ref. No. HD/E/286/T.12 **Date: 16th April, 2014**

Regional Administrative Secretary /
District Administrative Secretary
Singida Rural District,
SINGIDA

RE: RESEARCH CLEARANCE

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

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you **Japhari Kindi Ramadhani** a Masters of Education in Administration, Planning and Policy Studies student at the Open University of Tanzania **Registration No. HD/E/286/T.12**. By this letter **Japhari Kindi Ramadhani** has been granted clearance to conduct research in the country. The title of her research is "**Assessment of School Feeding Programme at Primary School in Singida District.**" The research will be conducted in Singida Rural District.

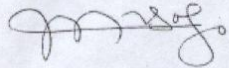
The period which this permission has been granted is from the 15th April, 2014 to 30 June, 2014.

In case you need any further information, please contact:

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

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

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA




Prof. S. Mbogo
For: **VICE CHANCELLOR**
THE OPEN UNIVERSITY OF TANZANIA

Appendix 9:

Permission letter from Regional Administrative Secretary

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

SINGIDA REGION
 TELEGRAPHIC: "REGCOM"
 Phone Number: 2502170
 Fax No. 2502078
 E.mail: rassingida@pmoralg.go.tz
 In reply please quote:



REGIONAL COMMISSIONER'S OFFICE
 P.O. BOX 5
 SINGIDA

Ref. No. BA. 381/391/01/135 29th April, 2014.

District Executive Director,
 Singida District Council,
 P.O. Box 27,
SINGIDA.


**RE: RESEARCH PERMIT FOR MR. JAPHARI
 KINDI RAMADHANI**

The above mentioned, is a bonafide student of Open University of Tanzania with registration number HD/E/286/T.12.

He is expecting to conduct the reasearch with title **"Assessment of School Feeding Programme at Primary School in Singida District"**. The research will cover the period of twelve weeks from 15th April, 2014 to 30th June, 2014.

Please accord him with necessary assistance as required.

Thank you.


Franciscar J. Mmari
For: Regional Administrative Secretary
SINGIDA

Copy:
 Mr. Japhari Kindi Ramadhani
Student.


Appendix10:**Permission letter from District Executive Director**

HALMASHAURI YA WILAYA SINGIDA
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji)

Mkoa wa Singida.
Simu Na. 2502252/2502237

S.L.P. 27,
SINGIDA

Fax: 2502992
E-Mail: singidadc@yahoo.com



Kumb.Na. SDC/E.e/12/PART'I'/35. Tarehe: 21/04/ 2014

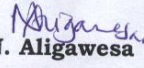
Waalimu Wakuu
Shule ya Msingi
Msisi, Munung'una, Ntongo, Nkwae,
Igauri, Ifombou, Ilongero, Mwakiti na
Mwahango.

YAH: KUMPOKEA MTAFIGITI NDUGU JAPHARI KINDI RAMADHANI

Husika na somo tajwa hapo juu..

Ninamtambulisha Ndugu Japhari Kindi Ramadhani ambaye ni mwanafunzi kutoka Chuo Kikuu Huria cha Tanzania, anahitaji kufanya utafiti kuhusu utoaji wa vyakula mashuleni katika shule zenu.

Utafiti huo utanza tarehe:- 15/4/2014..... Hadi 30/6/2014..


N. Aligawesa
Kny. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
SINGIDA
MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
SINGIDA

Nakala: Ndugu Japhari Kindi Ramadhani

" DED – Aione kwenye jalada.