

**AN EVALUATION OF THE IMPLEMENTATION OF THE SCHOOL FEEDING  
PROGRAMME IN SELECTED PRIMARY SCHOOLS IN SINDA DISTRICT; A CASE  
STUDY AT ANZATHU PRIMARY**

**BY**

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**DECLARATION**

I Justina Zulu declare that this is my work and it has not been submitted for any award at this university or any other university. The work cited in this report have cited authentically.

Date of submission.....

Signature.....

**APPROVAL**

This work of Zulus family has been approved to have met the minimum requirement for the award of the bachelor's degree in primary education.

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## **ABBREVIATIONS AND ACRONYMS**

**AU:** African Union.

**DEBS:** District Education Board Secretary

**ECZ:** Examinations Council of Zambia

**Moe VT:** Ministry of Education and Vocational Training

**MDGS:** Millennium Development Goal.

**SFP:** School Feeding Programme.

**UK:** United Kingdom

**USA:** United States of America.

**UN:** United Nation

**WB: World Bank**

**WFP:** World Food Programme

## **ABSTRACT**

The purpose of this study was to find out whether or not the school feeding Programme had enhance the school enrolment, attendance and performance at Anzathu in sinda district. The objectives that guide this study were: to example the levels of enrolment before and after commencements 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 pupils academic performance. Data were collected using questionnaires and focus groups discussion. The finding of the study showed an increase in school enrolment and attendance and models have achieved due SFPs and few school noticed static in term 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 encourage parents to build the culture of contributing for proper implementation of SFPs.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

This chapter presents the objectives of the study, research questions, delimitation of the study, and limitation of the study, significance of the study, theoretical frame work and definition of operational terms.

### **1.1 Background of the Study**

Feeding programme (FP) is a school initiative commonly used by United Nation (UN) members Zambia inclusive, results in the formulation of Millennium Development Goals (MDGS) in which the attention has been paid to hunger and poverty as states in (MDGs) number 1; eradicate extreme hunger and poverty. The sub-goal formulates hereby is by the year 2015, the proportion of people who suffer from hunger is halved as compared to 1990 (UN2005a)

The United National Hunger Task Force (UNHTF) has made seven recommendations on how to achieve the first (MDG) these are states in their report of ‘having hunger, it can be done (200). One of the strategies identified by the (UNMTF) to achieve this goal is the implementation of school feeding programme (SFPS with usually produced food rather than imported foods aids). The UNHTF consider (SFPs) as an important tool towards improvement of education and agriculture. Their point of view is that (SFPs) could increase school attendance, especially for girls and also the task force expects that the implementation of (SFPs) can stimulate demand for locally produced food.

Furthermore (UNHTF) recommends comprehensive community and school based feeding programme that includes, not only school feeding but also systematic de-worming, micro-nutrients supplementation take home rations safe cooking facilities, clean drinking water and improved sanitation.

In 2011, the Zambian government launched a (SFP) to provide pupils in primary schools. In line with this launch the Nation food and nutrition strategic plan (NFNSP) 2011-2015 stipulated that; the school feeding programme which has been constrained by major dependency on limited or external finding used non-local foods. Beginning in (2011) this programme was being transformed

into a school feeding program(SFP) the essence nutrition for learners which win in turn enhance the teaching (NFNSPU 2011; 37).

Further in his 2017 national budget speech to parliament on 11 November, 2016 the Minister of Finance Honorable Felix Mutati confirmed the implementation of (SFP) in selected districts and emphasized that over one million primary school going children across the country were put on school feeding programme (SFP) restressed and reaffirmed the need for government to scale up (SFP) and allocated money in the 2017 National and get to improve attendance among vulnerable children.

According to Mufati [2016;11] said Mr. Speaker, government will scale up the school feeding programme to enhance the learner's abilities of school going children, increase their attendance rate and combat malnutrition. Government will increase the support to the programme from one million learners in 2016 to 1.25millions learners in 2017, to enhance the learner's ability of vulnerable children and encourage school attendance. He proposes to allocate k35.6 million to the rolling out of the school feeding programme which has been a success so far. Based on the minister's speech, we can agree that his view is very important especially to the educators and show the significance that government has attached to school feeding programme. Not only has government stipulated school feeding on its national plans, but also demonstrated action through financing which must be harnessed and supported from educational researchers, to venture into empirical research on programme implementation to help identify problem that threaten its sustainability.

## **1.2 Statement of the Problem**

School Feeding Programme (SFPs) can help get children under school age into school and help keep them there [Bundy et al., 2016: WFP, 2013]. Helping children to be available to learn, improves, enrolment and attendance the minister of general education in Zambia uses (SFPs) an intervention to help solve the problem of absenteeism dropout, hunger and malnutrition among vulnerable school going children, in order to improve access and retention. Although it brings about immediate, academic and intellectual benefits to learners, the empirical evidence on how school feeding programme is implemented in Zambia is remarkably thin. Therefore, the problem was that the successes and challenges of implementation of school feeding programme in primary school in Sinda District are not known. Hence the need to conduct a study to evaluate the

programme so that it does not fall extinct as well as find ways to improve programme implementation.

### **1.3 Purpose of the Study**

The purpose of this study was to evaluate the implementation of school feeding programme (SFPs) at Anzathu Primary School in Sinda District.

### **1.4 Objective of the Study**

The study was guided by the following objectives

- I. To examine the levels of enrolment before and after the commencement of (SFPs) at Anzathu Primary in Sinda District.
- II. To investigate the effects of SFP on pupils' attendance in primary school at Anzathu primary in Sinda District.
- III. To determine the effects of SFP on pupils' academic performance in primary school at Anzathu primary in Sinda district.

### **1.5 Research Questions**

- I. What are the levels of enrolment before and after the commencement of the SFP in primary school at Anzathu primary in Sinda District?
- II. What is the effect of SFP on pupil's attendance in primary school at Anzathu Primary in Sinda District?
- III. What is the effect of SFP on pupils' academic performance in primary school at Anzathu Primary School in Sinda District?
- IV. How is the SFP implemented in Sinda?

### **1.6 Delimitation of the study**

Kasonde Ngandu (2013:21) posited that, "the delimitation of the study addresses how the study will be harrowed in scope." This study was limited to district education planning officers, head teacher, teachers and pupils at Anzathu Sinda District.

### **1.7 Limitation of the study**

The research has the following limitations: firstly, there was mistrust by some participants to be researched. Some participants believed the study not a pure academic undertaking by a work-



related activity. However, the researcher fully explained the purpose of the study which made the participants calm and therefore gave all the relevant information needed.

Secondly learner's academic performance depends not only on the school feeding programme but a number of other variables such as the quality of teaching and learning, motivation and support from family and proper school infrastructure. There was the need for caution to be taken when generalizing the finding of the study.

Lastly the result of the empirical investigation only draws a picture of the potential impact of the school feeding on school attendance, learner's academic performance and health at Anzathu Primary School where the researcher was doing the study. It is not known how stable their perceptions, attitudes and understanding were and whether they would change during the course of the coming years.

### **1.8 Significance of the study**

The findings of this study may be important to the government of Zambia. Specifically minister of general education (MGE), development and civil society organization, researcher, teachers and pupils in many ways. The government through the minister of general education. It is hope that the study may provide information on the management of (SFPs) and its implications on school enrolment and attendance. The study may serve as a form of monitoring and evaluation to be used to advice (MGE) on surface policy direction to improve operational efficiency.

Administration in primary school, teachers and pupils: finding of this study may be used as appraisal of the strategies they employ to manage the programme, by making relevant recommendation. The study may help primary school to take necessary measure to improve efficiency in their daily operation.

The study may also add to the existing body of knowledge on school feeding programme evaluation. It focuses on education outcomes and programme evaluation. Findings may lead to the identifications of new research avenues that maybe carried out in future by interested researchers.

### **1.9 Theoretical frame work**

This study was guided by Maslow hierarchical needs is popularized by the psychologist Abraham Maslow (194), who wanted to know what motivates people to attain self- actualization. Maslow stated that people are motivated to achieve certain needs through what he called 'a' hierarchy; in

defining what a hierarchy is, Santrock (2008) says it is an arrangement or classification of thing according to relative importance or inclusiveness. Maslow (1968, 1970) in Munsaka (2011:68) represented this hierarchy into 'five categories of needs namely: Love and belongings; esteem needs and the need for self- actualization.

According to Maslow, a person must satisfy level basic needs before progressing on to meet higher level growth needs. This means that a person must satisfy physiological need before safety needs are satisfied. Similarly love and belongingness must also be satisfied before satisfying esteem need and needs for self-actualization. Once these need have been reasonably satisfied, a person may be able to reach the highest level of need called self-actualization. The physiological needs are important in the current study as they are at the bottom of the pyramid and comprise of food, oxygen and water. In the right quality and quantity, food as a basic need must be provided to children because it builds, protects, and repair body tissues necessary for cognitive development (Stryler, Tymoczko and berg'2002). Malnutrition and hunger affects the children mental processes of registering selecting and reacting to information. Hence poorly fed children are more exposed to children distractibility, in attentiveness, passivity infections and in activity in class: diseases infection and emotional frustration as compared to well fed children.

The rationale here is that malnourished and hungry pupils could hardly make contribution to academic business. This theory is preferred in this study because it helped the researcher to understand and explain how the full human potential could be tapped from school going children regardless of their socio-economic status and backgrounds. This means that effective implementation of (SFPs) has far reaching impact on health and nutrition status of learners and improves their alertness and participation in class. Further the theory helped to explain and understand the importance of removing all barriers that cripple programme implementation. (SFPs) is taken to be ladder where learners could use to stop and achieve self-actualization. The researchers therefore, applied humanistic theory of hierarchy of need in an attempt to explain and evaluate the implementation of (SFPs) at Anzathu primary school in Sinda District.

### 1.10 Definition of operational term

The following are the important terms used in this study

- **School feeding programme:** This refers the provision of food to school children. It is intervention that can prevent short term hunger and improve enrollment, attendance, performance and often nutritional status and health.
- **Attendance:** Refers to the appearance or availability of pupils in the classroom for a long period of time.
- **Hunger:** Refers to the physiological desire or need for food subsistence solid or liquid that promote nutrition of the body and its absence may result to disability or even death.
- **Impact:** Refers to the outcomes of the SFP positive and negative.

### 1.11 Summary

Chapter one has given a clear roadmap of the research study as it clearly introduced the research problem, objectives, significance, delimitations and limitations of the study. The chapter stated one theoretical frame work necessary for this study namely: humanistic theory of hierarchy of needs. Hereto, in chapter two where literature by different scholars on school feeding was reviewed to establish the link to the current study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Overview**

The following presents reviewed literature related to the study on the school feeding programme in primary school at Anzathu Primary in Sinda District. It begins with a brief historical background of school feeding at global level, Africa and Zambia. Lastly the researcher shows the knowledge gap from these reviewed literatures.

### **2.1 History of the school feeding programme**

The (SFP) started in 1930s in United Kingdom (UK) and the United States of America (USA) with the purpose of improving the growth of pupils by providing them with milk (Richer et al:2000).

In Brazil after the second world war in 1945 school nutrition and food security programme (SNFPS) in schools was introduced (Swartz in 2009) . In implementation on their programme, Brazil also adopted a decentralized approach as a strategy to manage the programme. Brazil also introduced the local school meals councils, which involve representation from the government, teachers, parents and civil society organization.

South Africa also introduce free supply of milk as school feeding programme in the early 1940s for schools of white and colored, the programme provided fortified biscuits nutrients supplementation or full meal [Tomlinson 2007) the SFP was also introduced.

In Malawi it was called the food for education (FFE) and it served school means and snack in order to reduce short-term hunger and achieve commonly expected academic outcomes to improve school enrollment attendance and learning capacity. Malawi in general this programme, targeted learners from poor families especially girls' orphans and vulnerable children (Swartz 2009)

In Zambia, school feeding was introduced after independence in 1964 and the ministry of health (MOH) was task to provide this service that also include the provision of physical examination, referral and treatment of ailments and supplementation of micronutrients through supplying school going children with milk and burns (Malama) 2012. The government support this programme through budgetary allocation to pupils in early grades implement by local authorities (minister of education 1977] however, during the late 1970s Zambia experience an economic depression due drastic falls in copper prices, thereby making it difficult to fund (SFPs)

Following the recommendation of the international monetary fund (IMF) and the World Bank (WB) the Zambian government undertook economic policy, reform from 1983. However, the structural adjustment programme (SAPS) worsened, rather improving the economy policy (Word and Kean, 1992) Agricultural and manufactures, high inflation rate unemployment and rising external debts although later, school health and nutrition (SHN) was launch in 2001, it implementation record insignificant gain due to lack of financing (Malama) 2012). MOE 1996 report that malnutrition level remain extremely high and parasitic infection also increase due to poor sanitation. Hence, the need to evaluate the current (SFP) tag as (SFPS) to assess its future sustainability and any problem at hand to avoid a repeat of the previous setback.

## **2.2 Impacts 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 depends on good nutrition. 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 Increase enrolment and attendance**

According to Del Rosso (1999) the provision of food act as a strong incentive for children to attend school on regular basis. In many communities' girls mostly benefit from SFP because most of families, girls are culturally disadvantaged such that hardship situation, 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 to breakfast to primary school students' significant increases attendance.

The pilot study conducted by the World Food Programme (WFP) over three months in Malawi showed that SFP increases enrolment by 5% and up to 36% improvement in attendance that school canteens were associated with increased school enrolment, regular attendance, and 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 (WFPs) 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 enrollment for both boys and girls. Also the United Nations report that providing children with take-home ration in addition to school meals increase enrollment in 32 countries and particularly beneficial school (WFP 2009).

In 1994 Pakistan tried to address the issue of low enrolment amongst girls and introduced (SFP) which provided snacks of rice for families. This encouraged parents to send their children to school especially girls and this led to an increase in enrolment of girls (WFP 2000). The study carried out by Lamer (2009) in Burkina Faso the findings showed that in rural schools in four provinces in which the school gross enrollment was the lowest in the country (48.8% to 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 showed that the admission rate increased from 50.5% in 2003 to 69.7% in 2008 while the gross rate enrolment also increased from 21.8% to 48.8% over the same period Lamer, 2009.

Also the study conducted by the World Food Programme (2006) in Zambia showed that after the introduction of SFP, the enrolment of children in primary school increased from 11.1% to the total enrollment in 2002 to 20.1% in 2004 (WFP, 2006)

### **2.3.1 Alleviation of short-term hunger in learners**

The (WFP) 2004 reported that the effect of short-term hunger related to learning capacity in which learning ability is affected greatly by hunger due to skipped meals. Many factors contributed to hunger among school children. These include long distances children have to travel cultural meal practices that include no or small breakfast due to lack of family time and resources to provide adequate meal to children before and for during the school days. The provision of (SFP) for example, small snacks at the day or mid-morning hunger and has been linked to increased awareness. Activeness and improved learning capacity.

### **2.3.2 Improvement of nutritional status in learners**

The school feeding issue 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 provide with good meals improved their growth and school performance and other nutritional deficiencies (king and Burges, 1995).

### **2.3.3 Improve micronutrient of learners**

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

### **2.3.4 Increase performance**

According to the research carried out by Ahmed (2004) in Bangladesh, the findings showed that there is an increase of enrollment in achievement test by children receiving meals/food at schools. Research on micro-nutrient supplementation have shown that iron appears to improve cognitive performance in which the programme of providing food with micro-nutrient. Here 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 pupil's food helps them to increase attention and concentrating 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 we as performance**

The despite of increasing enrolment in many developing countries and fragile state these efforts are still affected by overcrowding of pupils in the classroom too few texts books and teaching material and also an increase in pupil's teacher ratio these are factors that have forced many children, especially girls, to drop out early in school.

Also they 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 school. In Zambia and Mali respectively the research conducted by Milingo (2000) and Ngandu et al--(2000), found out

that a number of children from attending school mentioned poverty as major problem in many households.

Furthermore, the education for all (EFA) (2002), reveal that apart from poverty and the need for children help at home and at work the main reasons which leads to drop out rate in the poor quality of the education provide. Long distance affect pupil's attendance and even performance according to UNICEF (2007); UNICEF has also added household chores, such as fetching water from long distance kept many girls out of school.

Kelly (1997) point out that long distance and that by the time pupils arrived 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 rainy season, also dangerous escarpment path 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 Zambia in particular. Some of the studies took a general approach, while others have focus on specific areas. Number of studies have showed that there is a link between lack or inadequate food intake and hunger among pupils and their educational outcomes in terms of enrolment attendance and even performance.

In the reviewed literature, school feeding had assumed an important role in solving issues of low enrolment, poor attendance and performance after school feeding start and yet high enrolment and attendance do not necessarily translate into high rate of achievement for children.

In general the above reviewed literature provide valuable information, but fail to give a comprehensive picture of the effectiveness of school feeding programme across the globe because they were limit in their scopes, therefore in Zambia Sinda District in particular litter has been achieve to some of school 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.



## **2.6 Summary**

SF has been discussed as common and beneficial to school going children across the globe and is conducted differently by different countries. However, in most of these countries, objectives of SFPs were seemingly the same. In all the literature reviewed, what is known is that SFPs improves school enrolment and attendance. Many studies have focused on the nutritional and academic benefits thereby emphasizing the power of SF in promoting academic achievements. Little attention has been given to the challenges that implementer such as teachers and parents face in order to put food on the table. If the implementation of SF is to be sustainable, the plight of the implementer should not be undermined.

## **CHAPTER THREE: RESEACH METHODOLOGY**

### **3.0 Overview**

Research methodology is a science of studying how research is conducted scientifically (Kothari, 2004). The discussion in this chapter include the research design, target population, sample size, sampling techniques, research instrument, data collection procedures, data analysis and ethical considerations.

### **3.1 Research design**

Research design refers to a complete scheme or a plan conceived so as to obtain answers to research questions or the problems (Sekeran, 2015). The design used in this study was the case study because of its nature to draw individual people used as the units of analysis. The evaluation study was conducted on the selected primary school pupils of Anzathu primary school as they were the beneficiaries of the school feeding programme. There was no manipulation of any variable and no administration of any kind of stimulus or intervention on subject.

### **3.2 Target population**

According to Best and khan (2003), population is defined as any group of individual who have one or more characteristics in common that is of interest to the researcher. The targeted population for this study comprised of District Education Board Secretary (DEBS), Head teacher, teachers and pupils in Sinda District at Anzathu Primary School. These study participants were perceived to be reliable in giving information on the implementation of SFP as they were directly involved. For example, DEBS was included in the study because this office was directly involved at district level on the receiving, distribution, monitoring and evaluation of SFP in primary school. Head teacher, manage SFP at school level; the teachers were also involved in the sensitization and monitoring of pupils during feeding time. Being the recipient of the food, pupils were also included.

### **3.3 Sample Size**

A sample size according to white (2005) and Kothari (2011) is a subject selected from the larger population and whose characteristic can be generalized to the entire population. The sample size for this study comprised of (26) study participation. This consisted of the head teacher, nine (9) teachers, fifteen (15) pupils and one (1) District Education Board officer at Anzathu Primary School in Sinda District.

### **3.4 Sampling Techniques**

The study used random sampling techniques and purposive sampling techniques. The random sampling was used to select 9 teachers and 15 pupils because it provides them chance to be chosen as a sample. On the other hand, purposive sampling is appropriate for selecting the head teacher and 1 DEBS during questionnaires, at Anzathu Primary School.

### **3.5 Research Instrument**

This study used semi-structure interview guides to evaluate the implementation of (SFP) and semi-structured questionnaires for data collection. These instruments are preferred and suitable for studying people's understanding of prevailing situation and for describing their experiences, attitudes ideas and options towards school feeding programme activities. In addition, the use of more than one instrument to collect data helped because the research instruments complemented each other's limitation (Creswell, 2009).

#### **3.5.1 Interview schedule**

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 indicates that the respondent misunderstands the question.

#### **3.5.2 Questionnaires**

Questionnaires have open and closed question 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 numbers. It is easier for respondent to answer because they have only to choose categories. In that way a chance for irreverent answer is limited to the minimum, because appropriate answer categories is provided. The main respondents were Head teacher and teachers. The questionnaires for head teacher and teachers are found in Appendix 1 and 2 respectively.

### **3.5.3 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 a schools during meals time. This helped the researcher to establish the condition of meals offered, facilities and equipment's that are used for preparing, cooking and storage. The observation also enabled the researcher to note food stuffs at Anzathu primary school in Sinda District. Also the researcher observed children before and after meals.

### **3.5.4 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 pupils register book which show enrollment of students at given particular year. The researcher considered seven years from 2016 to 2021. The researcher also reviewed pupils class attendance, examination records and documents which showed the amount of food received per month/year from government/donors.

### **3.5.5 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 three groups. Each FGD consisted eight individuals 4 boys and 5 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 participants. 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.

### **3.6 Reliability and validity of data collections instruments**

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

#### **3.6.1 Reliability**

Orodho, 2009 defines reliability as the consistency of an instrument in producing a reliability results. Also, Beast 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 source of evidence namely documentation, individual interviews, direct check observation. Crowder et al... (1991) argue that the significance of using multiple source is to triangular the converging lines of evidence. To make the results of the intended research more dependable, the researcher started with individual interview. The aim of increasing reliability in this study helped the researcher doing prediction, through improving the ability to construct, plan and procedure, through increasing our knowledge, minimize error and bias in a study for the future provision of SPF worldwide, but Zambia in particular.

#### **3.6.2 Validity**

According to Tabachnic and Fidel (2007), validity refers to the degree to which study accurately reflected or the degree to specific concept the researcher is attempting to measure in qualitative research, the concept of validity been adopted to mean more appropriate terms such as quality and trustworthiness (Fink, 2008). Also validity is a measure of accuracy and whether the instrument of measuring elements the accuracy and whether the instrument is actually measuring what they are intended to measure. To ensure 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 plot study conducted at Anzathu Primary the researcher was discovered the prepared instruments were clear.

### **3.7 Collection procedures**

Data collection procedures can simply be defined as gathering of information in order to prove or refuse some facts. Kombo and Tromp (2006) argues that researchers collect data to help policy maker plan properly and effectively by influencing progressive and legislative policies and regulations. Before going into the field, the researcher collected introductory letter from the dean

for postgraduate in the school of Education at Chalimbana University and took it to District Education Board Secretary (DEBS) office at Sinda District to seek permission to conduct the study in the district. Permission was sought from Head teacher who linked the researcher to the teachers and pupils. Before the participants were given any task, the researcher got their consent on their willingness to participate in the project. The researcher started with semi-structured questionnaire administration to the district education planning officer followed by Head teacher by teachers and pupils were interviewed during the research visit to school.

### **3.8 Data analysis**

In the study, data was analyzed using qualitative and quantitative methods. Qualitative data was sorted out by creating categories and checking for uniformity and consistency as collected from respondents as well as counting the number of responses from the respondents. Besides, qualitative data was analysed using the computer based programme. The statistical package for social sciences (SPSS) version 20.0. This helped to obtain graph, tables, charts percentages and make curves.

### **3.9 Ethical consideration**

The researcher strictly took note of all ethical issues involved in the research process starting from data collection to data reporting stage. Other than seeking permission from Chalimbana University and DEBs Sinda. All details of the research were fully explained in full to the study participants, including the fact that they could choose not to participate if they felt uncomfortable for inclusion, further, the researcher observed confidentiality during the study and did not intend to name any Head teacher, teachers and pupils

### **3.10 Summary**

Chapter three has successfully presented the procedures the researcher carried out when conducting this research at Anzathu Primary School in Sinda District. It has stated research design, the kind of people involved in the study, the instrument used and the methods for data analysis and interpretation. All the necessities and requirements in the collection and analysis of qualitative data were presented in this chapter. The next chapter which is chapter four presents the findings of the study as reported by the study participants.

## CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

### 4.0 Overview

This chapter presents the findings and results on the assessment of the impact of School Feeding Programme on school enrolment, attendance and performance. 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 primary schools in Sinda District.

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

This was the first research objective which focused on finding out the levels of school enrolment before and after the commencement of School Feeding Programme. The head teacher was 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

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.

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

SCHOOL	Before SFPs	AFTER SFPs					
		2016	2017	2018	2019	2020	2021
Anzathu	56	68	79	84	104	89	114
	86	89	88	82	90	82	89
	62	68	68	103	99	67	104

Note that 2016-2017 represents figures before school feeding programme and 2020-2021 represents figures after School Feeding Programme.

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.*

Findings in Table 2 show the frequency of the responses from 9 teachers at Anzathu Primary School

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 9 teachers from Anzathu School, 8 teachers responded that:

*There is an increase in school enrolment after commencement of School Feeding programme.*

They also stated that:

*An increase in school enrolment was attributed to the introduction of SFP at various primary schools, by saying.*

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

Teachers Response	Frequency	Percent
Increased	8	97.8
Static	1	2.2
Total	9	100.0

Table 4.1 shows that 97.8% of teachers said that the SFP had increased the enrolment level of pupils while 2.2% said the enrolment level has been static.

During the interview with the District Education Board Secretary (DEBS), she also acknowledged that:



*There is an increase in school enrolment since the programme started. And went on saying that: before the introduction of school feeding in most schools in Sinda District school enrolment was less than 50%, but the emergency of this programme encouraged pupils to enroll and enrollment rose up 90%.*

The DEBS also explained that:

*School feeding programme helps pupils who have to travel long distances back home to get food, this being the situation there is improvement in academic performance in most of schools.*

Generally, from the above discussion, the majority of respondents (head teacher, teachers, pupils, and DEBS). 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.

#### **4.2 Factors Affecting School Enrolment**

The Head teacher mentioned that:

*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 at Anzathu (22.2%) experienced lower enrolment due to parent's attitudes and encouraged their children to stay at home.

**Table 4. 3: The Response of Head Teacher on Factors Affecting School Enrolment**

Factors affecting enrolment	Frequency	Percentage
Parents negative attitude towards Education	2	22.2
Long distance	4	
Poverty	3	44.4
<b>Total</b>	9	33.3
		100.0

Long distances were also accounted for by it. The findings of this study showed that long distance affect many pupils to be enrolled, particular would not risk their lives meeting with physical hazards on their way to and from school if the school was far.”

Most of families discouraged their pupils to be enrolling in school rather than encourage them to raise family income. The findings showed that poor enrollment in schools were contributed by a number of factors which included poverty in most households.

#### 4.3 Effects of School Feeding Programme on Pupils’ Attendance

The following is the information provided by different respondents.

The head teacher from Anzathu Primary School indicated that:

*the attendance went up since the commencement of the School Feeding Programme.*

3 teachers (6.7%) stated that:

*Some pupils attended school because of School Feeding Programme and this had encouraged some pupils to attend school regularly.*

Out 9 teachers, 6 teachers (93.3%) indicated that:

*Pupils attended school regularly.*

Data in Table 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	6		93.3
No	3		6.7
Total	9		100.0

**Source: Research Findings, 2021**

Table 4.4 indicates that 93.3% of the teacher participants agreed to the statement that all pupils attend classes regularly while 6.7% of the teacher participants disagreed.

Source: Computed in SPSS from Research Findings

For the case of pupils in focus group discussion in all 3 groups revealed that they attended school regularly because they were encouraged by the food they received from school.

Furthermore, during the interview with the District Education Board Secretary (DEBS), he indicated that:

*Most vulnerable pupils were able to go to school, when enough rations of food were delivered.*

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.

#### **4.4 Factors Affecting School Attendance**

Factors affecting attendance are, long distances to and from school, home Poverty, Parents negative attitudes toward education and sickness of pupils, these factors were pointed out by the teachers at Anzathu Primary.

Table 4. 5: The Responses of teachers on factors affecting attendance of Pupils

Factors affecting attendance	Frequency	Percentage
Long distances	6	44.4
Poverty	2	22.2
Sickness of pupils	1	11.1
Total	9	100.0

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.

Lastly, teachers ‘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.

#### **4.5 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.

Table 4. 6 below is the response from the Head teacher regarding their school examination results based on grade seven examination.

School	2016	2017	2018	2019	2020	2021
Anzathu	15(9.3%)	10(6.2%)	35(21.6%)	19(11.7%)	38(23.5%)	45(27.1)

The findings in above table shows that Anzathu had their performance decreased 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 teacher said that:

*Pupils are 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 9 teachers indicated that:

*The academic 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.

The findings in Table 4.6 are well illustrated in figure 4.1

**Figure 4.1: Examination results for grade seven before SFP from 2016 to 2021 and after commencement of SFP 2010-2013**

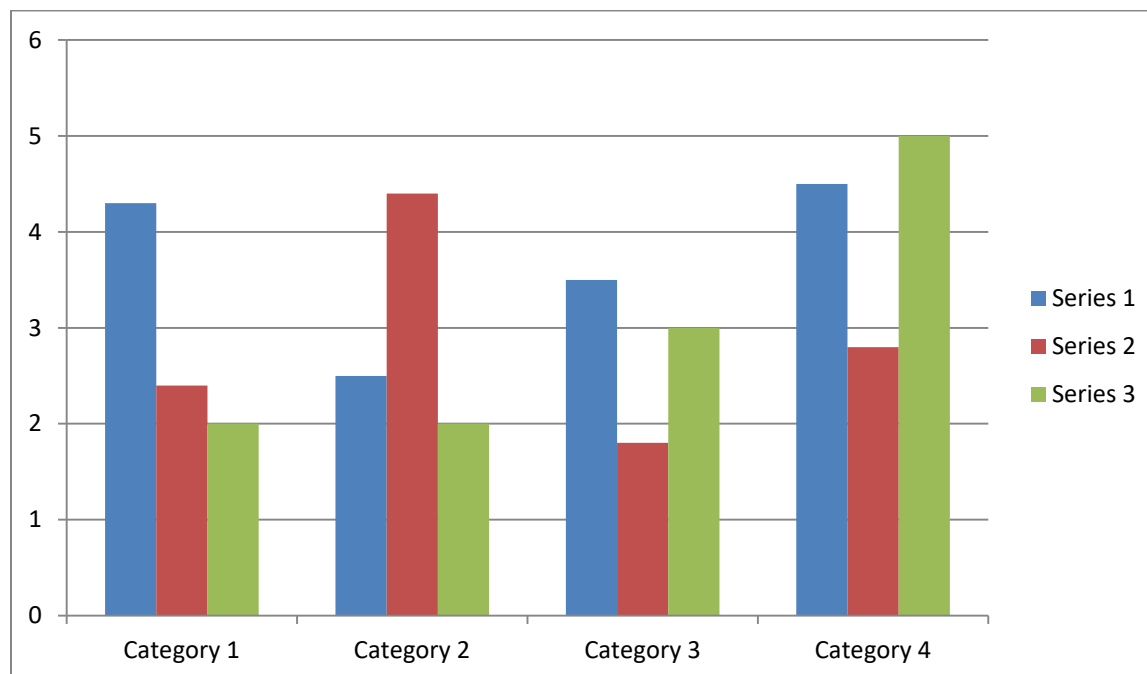


Figure 4. 1 Shows Examination Results for Grade 7 before SFP from 2016 – 2021 and after Commencement of SFP from 2010-2013

Source: Plotted in MS-Excel from Research Findings, 2021

During focus group discussion, pupils in their groups had varying comments according to performance. Using 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 with pupils indicated that:

*They started attending school on the daily basis because they were having meals at school.*

The head teacher, teachers, and pupils from Anzathu 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.

Lastly the DEBS, head teacher 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 Sinda District, the attendance of pupils in some schools were irregular because some parents still had negative attitudes towards education and this affected academic performance.

#### 4.6 Factors Affecting Academic Performance

There several factors mentioned by the head teacher. 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.

**Table 4.7: The Head Teacher Response on Factors Affecting Academic Performance**

<b>Factors affecting performance</b>	<b>Frequency</b>	<b>Percentage</b>
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
<b>Total</b>	<b>9</b>	<b>100.0</b>

Teachers from Anzathu 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.

On the other hand, head teacher, teachers and pupils from Anzathu 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 and pupils from Anzathu Primary School 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, Anzathu had 621 pupils and 9 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 school.

Therefore, the study findings indicated that Anzathu 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.

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. 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.

#### **4.7 Summary**

Chapter four has presented the findings of the study conducted in Sinda District on SFPs. The programme benefitted the learners and primary schools in Sinda District as enrolment numbers, academic achievements and completion rates recorded an increase during the period under review. The next chapter which is chapter five discuss the findings according to how they were presented in chapter four in relation to the objective of the study.



## **CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS**

### **5.0 Overview**

The findings which were presented in the previous chapter displayed the views and opinions of the study participants on an evaluation of the implementations of school feeding programme in selected primary schools in Sinda district. In some cases, statistic was used to express figures according to what the researcher found on the ground. This chapter discuss the finding as they were presented in the previous chapter. Using an interpretivist approach, findings as they were presented accordingly to give a clear picture to the readers. The views and opinions of the researcher came out as the findings were interpreted in relation to the set objectives. The discussion has been presented following the objectives. 1 To examine the levels of enrolment before and after the commencement of SFPS in primary schools at Anzathu primary in Sinda District, to investigate the effects of SFP on pupils' attendance in primary schools at Anzathu primary in Sinda District, to determine the effects of SFPS on pupils' academic performance in primary school in at Anzathu primary in Sinda District.

### **5.1 To examine the levels of enrolment before and after the commencement of SFPs in primary schools**

This study is the first objective which focused to find out the levels of school enrollment before and after the commencement of school feeding programme. This 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 double.

## **5.2 To investigate the effects of SFPs on pupils' attendance in primary schools**

This is the second research objective which focused to find out the effects of SFPs pupils attendance. They were several factors which affected school attendance and below are some of them. 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.

Also 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 'were contributing K5 per month. 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. Also 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 are 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.

## **5.3 To determine the effects of SFPs on pupils' academic performance in primary schools**

This was the third research objective which focused to investigate the effects of school feeding programme on pupil's 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 Tara's (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.

Madeley (2000) who found out that providing pupils with food helped the children to concentrate better in their lessons. The findings disclosed that one desk was occupied by three to four pupils, some of them even 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 is one of the factors which hindered good performance in some school.

#### **5.4 Summary**

The findings of the research indicated that Anzathu Primary school in Sinda District were implementing on SFPs. It's clear from the findings that SFPs improved school's enrolment and attendance in Sinda. Stakeholders were also involved in various activities to ensure that the programme is running. Numerous challenges were as well encountered on the ground such as pupils spending learning time cooking school meals. Lack of incentives to parents, parents fearing medical examination.

## **CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **6.0 Overview**

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.

### **6.1 Summary of the Study**

The purpose of the study was to determine whether or not School Feeding Programme has enhanced school enrolment, attendance and academic performance at Anzathu primary schools in Sinda 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 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 teacher, teachers, pupils, and DEBS. These categories of the respondents were selected using purposive and random.

The findings of the study have shown increase in school enrolment attendance and academic performance attributed this with SFPs and parental encouragement. The findings 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 household 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.

### **6.2 Conclusion**

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

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 at Anzathu primary school after the commencement of the SFPs and other factors was parental encouragement of their pupils. However, school 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, in adequate teaching and learning materials and inadequate furniture and this suggested to affect effecting teaching and learning hence, yielded modest academic performance.

All in all, SFPs is 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 problem of children who are both hungry and needed education.

### **6.3 Recommendations for Policy Issues**

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

1. The SFPs had positive impacts towards school enrolment, attendance and academic performance, the government through the 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.
2. 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.

### **6.4 Suggestions for Further Studies**

This study was conducted only one primary school in Sinda district. It is suggested that, a similar study be conducted in large population and more primary schools in different settings in Zambia

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 A: Interview Guide for Pupils

**Dear respondent,**

I am a student at Chalimbana University, and my name is Justina Zulu, I am conducting a research on evaluation of the implementation of school feeding programme in selected primary schools in sinda district and you have been chosen as a participant in the study you are assured that the information given will be treated with confidentiality as the study is purely meant for academic purpose.

1. Do you have SFP at your school?
2. Which food is available for SFP at your school?
3. How often do you access the same food mentioned above?
4. How often do you eat meals in a week?
5. Do you enjoy meals prepared in the school?
6. Does every pupil participate in SFP at your school?
7. Who sponsors SFP at your school?
8. What time do you take your meals while in school?
9. Is the timing fair to all the pupils?
10. Which people are involved in implementing SFP at your school?

**Thank you for your time**

**APPENDIX B: Semi-structured Questionnaire for Teachers and Head teachers**

Dear respondent,

I am a student at Chalimbana University, and my name is Justina Zulu, I am conducting a research on evaluation of the implementation of school feeding programme in selected primary schools in sinda district and you have been chosen as a participant in the study you are assured that the information given will be treated with confidentiality as the study is purely meant for academic purpose

**INSTRUCTIONS**

Do not write your name anywhere on the paper rather, tick where you think the response is most appropriate and write in brief where possible and required.

**PART A: Respondents Characteristics**

- a. Gender                      Male [ ]                      Female [ ]
- b. Position / Title                      .....

**PART B: Implementation of SFP**

- 1. Are you aware of school feeding program at your school?

Yes [ ]    No [ ]

- 2. If yes, which food is available for school feeding program at your school?

.....

- 3. Which organizations or people supply food to the school?

GRZ [ ]    NGO [ ] specify.....SCHOOL [ ]    COMMUNITY [ ]    NON [ ]

- 4. How often does the school serve pupils with meals?

.....

5. Do all pupils participate in the implementation of school feeding program at your school? Yes [ ] No [ ]

6. If your answer to question 5 is **NO** please give reasons

.....

7. How does SFP program benefit the school?

**Thank you for your time**

**APPENDIX C: Interview guide for District Education Board Secretary (DEBS)**

Dear respondent,

I am a student at Chalimbana University, and my name is Justina Zulu, I am, conducting a research on evaluation of the implementation of school feeding programme in selected primary schools in sinda district and you have been chosen as a participant in the study you are assured that the information given will be treated with confidentiality as the study is purely meant for academic purpose

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 program?
  
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 the 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 .....
11. In your own opinion, how do you view the school feeding programme in?  
Improving teaching and learning?

**Thank you for your time**

**APPENDIX D: CONSENT FORM**

CHALIMBANA UNIVIVERSITY

PRIVATE BAG E 1

LUSAKA

Date: \_\_\_\_\_.

Dear sir or madam,

\_\_\_\_\_

P.O Box \_\_\_\_\_

SINDA DISTRICT

**REQUEST FOR COLLECTION OF RESEARCH DATA**

-----is a student at Chalimbana University. As part of the requirement for the award of the Degree, I am expected to undertake a research study. I am requesting for your participation in a study that evaluates “**Implementation of the school feeding programme**” Please **participate in the interviews**. The research results will be used for academic purposes only and information provided will be treated with confidentiality.

Your cooperation will be appreciated.

Yours sincerely,