

**THE UNIVERSITY OF ZAMBIA**

**THE IMPACT OF SCHOOL FEEDING PROGRAMME ON SCHOOL ENROLMENT,  
ATTENDANCE AND PERFORMANCE IN SELECTED BASIC SCHOOLS IN MONGU  
DISTRICT OF WESTERN ZAMBIA**

**BY**

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**A dissertation Submitted to the University of Zambia in partial fulfillment of the  
requirement for the award of the degree of master of education in Sociology of Education**

**2011**

## **Declaration**

I, Sitali Constance Munukayumbwa do hereby declare that this dissertation represents my own work which has not been submitted for a Masters degree at this or any other University.

Signature -----

Date -----

## **Dedications**

To my father Mr. Kanyimba Sitali and the family members whose support and encouragement in my education will forever inspire me.

## **Approval**

This dissertation of Sitali Constance is approved as fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia.

Signed -----

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## **LIST OF ABBREVIATIONS/ACRONYMS**

ABE – Assistance to Basic Education

ACIS- All Children In School

AIDS- Acquired Immune Deficiency Syndrome

CAMFED – Campaign for Female Education

CAPS- Continuous Assessment and Progression System

CRS- Catholic Relief Services

CSO – Central Statistical Office

EFA- Education for All

FAO – Food Agriculture Organisation

FAWEZA – Forum for African Women Education in Zambia

FFE – Food for Education

FGDs – Focus Group Discussions

HEPS – High Energy Protein Supplement

HIV- Human Immune Virus

IGA- Income Generating Activities

MCDSS – Ministry of Community Development and Social Sciences

MDGs – Millennium Development Goals

MOE – Ministry of Education

MOH- Ministry of Health

NGO – Non Governmental Organisation

OVC – Orphans and Vulnerable Children

PTA – Parents - Teachers’ Association

PTC- Primary Teachers Course

SHN – School Health and Nutrition Programme

SFP – School Feeding Programme

SIDA- Swedish International Development Assistance

THR – Take Home Ratio

UN- United Nations

UNICEF- United Nations Children’s Emergency Fund

USAID- United States Assistance for International Development

WFP – World Food Programme

ZBEC- Zambia Basic Education Course

## **Abstract**

The purpose of the study was to find out whether or not the School Feeding Programme had enhanced the school enrolment, attendance and performance in selected Basic Schools in Mongu district. The study used the Basic Need Theory by Maslow to attempt to explain the impact of school feeding on school enrolment, attendance and performance. The three objectives that guided the study were: to determine the levels of enrolment before and after the commencement of the programme, to investigate the effects of school feeding on school attendance and to identify factors responsible for the attendance of pupils.

Quantitative and qualitative research methods were used. Data were collected using questionnaires, focus group discussions and semi structured interviews. Quantitative data were analysed manually. The analysis involved frequencies of particular responses which were presented using tables and graphs. Qualitative data were analysed manually too. From the information recorded, researcher identified major themes and sub-themes and analysed various expressions with a view to gaining deeper insight into the subject matter. The study sample was 155, comprising 10 head teachers, 40 teachers, 60 pupils, 40 parents and 5 officials; 3 from the education offices and 2 from World Food Programme sub-office. Simple random and purposive sampling procedures were used to select the respondents.

The findings of the study showed an increase in school enrolment and attendance in most selected Basic Schools after the commencement of the programme and school feeding stood out as a major factor contributing to the increase. Other factors contributed to the increase in school enrolment and attendances were: Free education policy, external support, and parental encouragement, availability of water and sanitation facilities. Few schools that recorded a decrease in enrolment attributed the decrease to poverty, long distances to school, nomadic life, sicknesses, household chores, negative attitude towards education, poor learning environment and initiation ceremonies.

Despite the school feeding intervention, little had been achieved in terms of performance in some of the schools because of other factors such as over enrolment, poverty, long distance,

shortage of teachers, large number of female teachers, and lack of teaching and learning materials. The few schools whose performance improved the improvement to school feeding programme, small class size, availability of t and learning materials, availability of water and sanitation facilities.

Based on the findings, the study made the following recommendations: the government should expand and rehabilitate schools in order to cater for expand the school feeding programme to include other inputs by networking and partnering with organizations/institutions that give cash and/or other materials, the government should design social protection programme or put measures to sustain the SFP in case the donor may not sustain the programme when needed or is phased out, the government should help parents through provision of farm input or more grants for them to start small income generating activities 'IGA', and revamping production units in schools.

## CHAPTER ONE

### INTRODUCTION

This chapter outlines the impact of school feeding programme on school enrolment, attendance and performance in Mongu district. The chapter also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, limitation, theoretical perspective and operational definition of terms.

### BACKGROUND

Since independence, efforts have been made by the Zambian Government and some non – governmental organisations to address the issue of low rates in school enrolment, attendance and performance of pupils. The government has made effort                      production unit, young farmers club, school and health education and now, the School Feeding Programme (SFP), which was initiated by the World Food Programme (WFP) in conjunction with the Ministry of Education (MoE). The purpose of the school feeding was to improve school enrolment, attendance and performance in the most drought-prone and insecure areas with low educational indicators. It is believed that this would    event short – term hunger, encourage children to continue attending                      and enhance their concentration and academic performance. It was estimated that close to 90% of pupils in the 18 worst drought-affected districts in the country were attending school irregularly or staying away from school during periods of hunger, (WFP, 2001).

School Feeding is the distribution of food to Basic day-school children. "It is an intervention that can prevent short-term hunger and improve school enrolment, attendance and performance," (FAO,



1993:10). Many Zambian children go without a meal. They walk long distances to go to school and when they arrive, they are hungry and restless. They find it difficult to concentrate on learning. Many other children cannot enrol at all, forced to work, look for food or help with family chores. School becomes less of a priority. Even when they do enrol, many are frequently absent; reducing their learning capacity and academic performance.

On July 1, 2003, a pilot project of school feeding programme was commenced in 30 schools in three most drought-affected districts (Sinazongwe, Siavonga and Gwembe) in Southern Province. Furthermore, in September 2003, the programme was expanded to include 10 schools in Livingstone, Southern Province and Chadiza District in Eastern Province.

The WFP Zambia, in cooperation with the MoE was then providing hot nutritious meals of High Energy and Protein Supplement (HEPS) to over 280 000 children in 829 schools situated in the most drought-prone and food-insecure areas with low educational indicators. These were: Sesheke and Mongu (Western Province), Kazungula, Kalomo, Gwembe, Livingstone, Sinazongwe, Siavonga, and Monze (Southern Province), Lusaka, Kafue and Chongwe (Lusaka Province), Nyimba, Petauke, Chipata, Mambwe and Chadiza (Eastern Province). Children in all received porridge upon arrival at school everyday. Also over 28, 000 household were benefiting from take - home ration support where children bring home food to share with their families. This was meant to encourage household to host orphans and vulnerable children and send children to school.

The Ministry of Education, through Health and Nutrition Project recommended some intervention in other hunger - prone areas, among which was Mongu District. The programme started in 2006 with 15 schools and with 5, 378 pupils. Currently the WFP is providing food assistance programme to 87 schools across the three constituencies in Mongu District, namely, Mongu Central, Luena and Nalikwanda constituencies. A total of 26 000 school going children benefit from this programme.

Through this programme, children who attend classes are provided with meals in order to encourage them to continue attending school and enhance their concentration and academic performance. The major concern of the study, therefore, was to find out whether after implementing the School Feeding Programme, the programme has been able to achieve its of enhancing school enrolment, attendance and performance in the selected Basic Schools in Mongu District.

#### STATEMENT OF THE PROBLEM

Efforts have been made by the Zambian government and non governmental organisations to address the issue of school enrolment, attendance and performance in most droughts prone food insecure areas. The School Feeding Programme was one of the interventions. Available statistical information on low enrolment, poor attendance and performance showed hunger was the commonest cause. However, since the School Feeding Programme was initiated, little has been done to establish the effect of the programme on school enrolment, attendance and performance. Therefore, this study intended to evaluate the impact of the School Feeding Programme on school enrolment, attendance and performance in selected Basic Schools in Mongu District.

## PURPOSE OF THE STUDY

The purpose of the study was to find out whether or not the School Feeding Programme had enhanced the school enrolment, attendance and performance in selected Basic Schools in Mongu District of the Western Province of Zambia.

## OBJECTIVES OF THE STUDY

1. To determine the levels of enrolment before and after the commencement of the programme.
2. To investigate the effects of School Feeding Programme on performance.
3. To identify factors responsible for the attendance of pupils in school.

## RESEARCH QUESTIONS

1. What is the level of enrolment before and after the commencement of the programme?
2. What are the effects of School Feeding Programme on performance?
3. What are the factors responsible for the attendance of pupils in schools?

## SIGNIFICANCE OF THE STUDY

It was hoped that the findings of the study would help to generate useful information that would encourage national governments to design social protection approach that focuses on policies and practices to promote livelihood and welfare of poor and vulnerable people (neediest) in society. The findings would also give the relevant ministries (MCDSS and Education) an opportunity to update

themselves on challenges and local solutions to the educational access by vulnerable children. It would also add to the knowledge on the factors that may affect school enrolment, attendance and performance. The study has also contributed to the existing body of knowledge on the impact of the School Feeding Programme on school enrolment, attendance and performance.

## LIMITATIONS

- Financial constraints limited the study in terms of the number of sites and the number of respondents at each site. The study was conducted at only ten basics schools and drew a total sample of 155 respondents.
- The inadequacy of information from the head teachers on school attendance limited the potential of the study.
- The study targeted basic schools. All the ten schools      Grade 7 classes and previous examination results but only 5 had Grade 9 classes of      they could give previous examination results. The information was based on a small sample of schools; therefore it may not sufficiently represent the views of all basic schools about the school feeding programme and school performance. Therefore, generalization of the findings should be done with caution.

## THEORETICAL PERSPECTIVE

This study was guided by the Basic Need Theory (sometimes known as Maslows' Hierarchical of Needs) "developed by Maslow Abraham (1908-70), in which all motives are derived from a hierarchical system of needs, from the 'basic' physiological needs through security and love needs to aesthetic needs and needs for self-actualization," (The Longman Encyclopaedia, 1989:482). People who lack food are unable

to express for higher needs, (The New Encyclopaedia Britannica Vol-7, 2005). According to this theory, there are certain minimum requirements that are essential to a decent standard of living. These are known as physiological needs. They include food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as love.

When this theory is applied to the study, the argument is that, when pupils are served with meals at school, they attend and stay in school and improve the attention span by relieving short-term hunger. Therefore, the provision of food through the School Feeding Programme by the World Food Programme (WFP) in conjunction with the Ministry of Education (MOE) can be considered to address the basic needs requirement hoping, therefore, to enhance school enrolment, attendance and performance. It can be a springbok to the attainment of education levels that would drive them ascend to the apex of the pyramid which is self-actualization. The School Feeding Programme could here be considered to be a stepping ladder pupils can use to achieve what is normally expected in a conducive learning process. This theory also indicates that no matter how long the ladder is, each pupil has to start with the lowest step. What it means therefore, in order to rise to the other needs up the stair of the ladder in the hierarchy, the basic requirements such as food have to be met first. researcher therefore, applied this theory to attempt to explain the impact of the programme on the school enrolment, attendance and performance.

## OPERATIONAL DEFINITIONS

Attendance – refers to the appearance or availability of a pupil in the classroom (lessons) for a long period of time, for example, one month without unjustified absence.

Baseline – data collected at the beginning of a School Feeding Programme that can be compared with similar data collected later and to be used to evaluate the effect and impact of School Feeding (SFP).

Basic school – refers to an institution of learning offering education to learners from Grade 1 to 9 in the Zambian educational system. Basic schools are divided into three components: Lower Basic, (Grade 1-4), Middle Basic (Grade 5-7) and Upper Basic (Grade 8 and 9).

Blended foods – foods containing different foods mixed together to improve their nutritional value and this, usually is to meet micro-nutrients (minerals and vitamins). These are food elements needed by the body in small units or amount, if not taken especially by the growing children, the resulting condition is micro-nutrient deficiency.

Dropouts – termed as discontinuation in a system influenced by either individual ability or external forces. In relation to this document is taken to refer to the number of enrolled pupils who decide or forced to stop school due to multiple environment factors at home, school and other external issues that may lead to a given pupil stop school temporarily or permanently.

Enrolment – this refers to the first entry in grade one, pupils received from non school feeding to schools with feeding programme, drop outs coming back school after being attracted by school feeding and also those coming to Grade 8 from other schools.

Hunger – refers to the physiological desire or need for food substance in solid or liquid that promote nutrition of the body and its absence may result in disability or even death. But in this context, hunger is taken as the insecure of the individual families to provide a 3 meal to a school going child per day, which may determine the will to attend or not attend.

Impact – The outcome of the effect of the School Feeding Programme. Positive and negative, primary and secondary long term effects produced by a developed interventions, directly or indirect, 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.

Large class – refers to single class that have more than 45 pupils, learning in one room at the same time under one teacher.

On-site feeding – food or meals eaten in school. This is to increase enrolment and regular attendance of school age children and to prevent short-term hunger and so improve attention spans and learn better.

Performance – refers to how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Is the ability to study and remember facts and being able to communicate the knowledge verbally or down on paper.

Ration – the amount and types of food specified per person per      and it is assumed to meet the basic daily food requirement.

School feeding – the distribution of food to basic day – school children. It is an intervention that can prevent short-term hunger and improve enrolment, attendance, performance and, often nutritional status and health.

Take –home rations– amount of food given to pupils to take home. This provides an income transfer to the families of primary school children thus acting as an incentive for them to enrol and keep their children in school.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter presents the review of literature related to the School Feeding Programme with special emphasis on the enrolment, attendance, and performance. The review is presented according to the sub themes; school feeding and enrolment, school feeding and attendance, school feeding and



performance, factors enhancing school enrolment, attendance and performance and also factors inhibiting school enrolment, attendance and performance.

The incidence of low enrolment, attendance and performance has been identified as a serious and growing problem in the world, especially in the poorer nations, (UNDP, 2003). For 40 years, the WFP has provided nutritious meals to school children in poor countries around the world. Working with national governments, local authorities and Non-governmental Organisations (NGOs), WFP use food to encourage children to school where enrolment, attendance and performance ratios had been low (WFP, 2002). Therefore, some studies undertaken on this topic will be reviewed below.

#### School Feeding Programme and enrolment

Access to basic education has improved in a large number of countries, but children from low income families have benefited much less than those from high income families. A study conducted by UNICEF in 2003 revealed that nearly 120 million primary school-age children, mainly in low income countries were not in school in 2003; 53% of whom were girls. The children of the poorest families were least likely to have access to primary education, with girls more likely than boys to be kept at home. Children from families living on poverty incomes, often start work at the age when their better-off-counterparts are beginning to read. One in six children between the ages of 5 and 14 (about 211million children) were doing some form of work in 2000, of these, about 186 million children were engaged in forms of child labour, (ILO, 2003).

An analysis from WFP's Food for Education Programme which provided food to 21.7 million children in 74 countries in 2005 shows a 14 per cent yearly increase in school enrolment for both boys and girls in 4,175 WFP-assisted schools in 32 Sub-Saharan African countries (Gelli, 2006). Furthermore, the UN 2008 global monitoring report revealed that providing children with take-home rations in addition to school meals was accompanied by a sustained increase in enrolment in these 32 countries and apparently was particularly beneficial for girls in the higher primary school grades (WFP, 2006).

A study that was conducted in a small school outside Quetta, a remote, desert

Area in Pakistan in 1994, tried to address the issue of low enrolment amongst girl pupils. When the WFP offered basic food items such as, sack of rice to families in exchange for the schooling of their children especially girls, parents' response was overwhelming and enrolment of girls doubled. The demand was so high that the school had even to hold classes outdoors, (WFP Annual Report, 2000).

Equally, similar projects have also been carried out in Benin which were also initiated by WFP inspired by the results of the programme in Pakistan. Two village                      were selected where girls' enrolment was lower than 30%. After WFP began giving food as an incentive to the parents, the number of girls who started classes shot up, in one case by 280% of girls                      enrolled for the first time, (WFP, 1998).

The SFP in Bangladesh, which has operated since 2002 in chronically food-insecure areas, has been evaluated and shown to be effective. A mid-morning snack of fortified wheat biscuits were provided to one million children and school enrolment was boosted by 14.2 per cent.

Another study was done in Burkina Faso in rural schools by Lamber in four provinces of the Sahel region. School gross enrolment in the Sahel region was the lowest in the country (48.8% Vs 72.5%) with high gender disparity, especially at the beginning of School Feeding Programme in 2003. It started with 234 schools and 30,000 pupils. 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 of enrolment also increased from 21.8% to 48.8% over the same period, the attendance rate remained the lowest in the country (Lambers, 2009).

It was reported that the northern part of Ghana had the lowest school enrolment, Gross Enrolment Ratio of 65% in 1998. The study conducted at the same place revealed that school feeding had an impact on school enrolment; there was an immediate increase in enrolment of about 2%. The average number of children enrolled in primary schools has increased from 52 to 219. In 1999, 55,624 children were enrolled in 423 primary schools and received hot lunch, (USAID/CRS, 2010).

Other studies have so far been done that gave similar results, like those conducted in countries such as Cameroon, Guinea Bissau, Namibia and Angola where a daily snack of blended flour would help to alleviate the short term hunger of school children and improved school enrolment.

In Zambia a study was conducted at Ntipa village, Isoka District, by USAID, UNICEF and SIDA in 1999, where villagers were asked to do 'Ranking of Problems' out of 9 major problems. The nine problems were; health, education, inadequate food, clothing, water, bedding, discrimination, money and shelter.

The villagers identified inadequate food supply as the biggest and most acute problem which they claimed contributed negatively to the school enrolment.

Another study conducted in Zambia showed that the enrolment of children in basic schools increased from 11.1 per cent of the total enrolment in 2002 to 20.1 per cent in 2004. The success, thus far, is the result of concerted efforts by various players in the sector, among which school feeding is an integral part, (WFP, 2006). Therefore, these studies are in line with the specific objective number one of this research with respect to the provision of food either at school or to their families.

#### School Feeding Programme and school attendance

In poor countries around the world, children are prevented from attending school. Instead they must take of the family vegetable plot, care for young siblings or fetch firewood and water. The United Nations UN World Food Programme (WFP, 2000) indicated that, out of 300 million poor and chronically hungry children in the world, 130 million of them do not attend school. In addition, roughly about 150 million children of primary school age begin school but drop out before completing four years of education, (WFP, 2000).

There are a number of studies that have established a link between school feeding and attendance. The Campbell review on school feeding, is most comprehensive and rigorous review of impact evaluations to date. It comprises 18 studies, 9 from lower income countries and 9 from higher income countries. Amongst the 18 studies, 7 used randomised controlled before and after studies and 2

interrupted time series (Its). In low income countries, children who were fed at school attended school more frequently than the children in control group, (Kristiansen et al 2007).

Another study was conducted by Cornejo in Chile to find out the attendance level. This targeted disadvantaged pupils in primary education and school feeding was found to be more cost effective than others in reducing absenteeism and dropouts, (Cornejo, B et al 2003). According to the study conducted in Northern Ghana by the USAID, School Feeding Programme had a tremendous impact on educational development. Practical effects include a pupil retention, perfect school attendance, proven academic achievement, and girl child retention (USAID, 2010).

It is reported that the northern part of Ghana had the lowest attendance rates of pupils of school going age in the country. The possibility that a child enrolled would complete was barely 50% compared to a national average of over 74%. Since 1997 through USAID, resources had targeted the northern regions in a bid to increase enrolment and attendance especially girls. Each child in a programme school was entitled to a hot lunch a day and the girls who were able to make a monthly attendance of 85% or more were given a take home ration. In terms of attendance, the average attendance rate in ESP schools during EY97 was 56%. This had increased to an average of 89% as of then. So far, 274,200 children in 1,096 primary schools attend school and receive hot lunch every day (USAID/CRS, 2010).

According to Nkata, free primary education was introduced in 1994, in Malawi, with the aim of providing quality education for all children in the country. This increased attendance and access to primary education; however there was still a big challenge to achieve the desired quality education. Hunger was

one of the many external factors that affected quality education leading to absenteeism, high dropout and high repetition rates due to poor attendance. When food is scarce in the country, parents or guardians often decide to take their children out of school to help out around the home as the guardians search for food. Recognising the importance of school feeding and its contribution to quality education, in 1999 the Ministry of Education with its collaborating partners introduced SFP to provide breakfast meals at primary schools. This then, alleviated short term hunger and increased enrolment, attendance and led to better learning and more girls attending school (Nkata, 2010).

Studies conducted in Zambia by the Ministry of education found out that the Government had made significant inroads in expanding school places for disadvantaged children. In 2000, it estimated that there were 560,000 out-of-school children in the age bracket of 7 to 13. This represented 29 per cent of the whole population. By 2004, the number had decreased to just over 290,000, representing 13.7 per cent of the population. Another study showed that school feeding activities were increasing access and attendance while simultaneously improving health, nutrition and learning. By transferring income in the form of school feeding activities could stimulate regular attendance and prevent dropping out (MOE and MCDSS, 2007).

There is also evidence that school meals may have small physical psychological and social benefits for disadvantaged children. Kristiansen et al (2007) note that other reviews of educational outcomes of school feeding programme's reported mixed results. Overall they indicate that school feeding increases attendance, particularly in rural low-income schools in developing countries.

## School Feeding Programme and Performance

A study conducted by a health team has shown that malnutrition(nutrient deficiency) produces damage to the central nervous system, adversely affecting a child's ability to read, write, do simple sums and think clearly and logically (MOH,1998). The 40 per cent of WFP-assisted programmes provided micronutrient supplementation to children most commonlyto correct Vitamin A, iodine or iron deficiency known as to impair cognitive function and school achievement (WFP, 2006). Taras (2005) reviews research on micronutrient supplementation finding iron theory appears to improve cognitive performance. Programmes delivering food with micronutrient fortification, such as biscuit spread and soup, also have potential to increase pupils concentration span and learning capacity by reducing short hunger in the classroom and helping alleviate general under nutrition.

Other studies carried out in Bangladesh revealed that addition to increased enrolment and completion rates, improvements in achievement tests are achieved by children receiving fortified biscuits. Participating children in Grade 5 scored 15.7 percentages point overall above non-participating children (Ahamed, AU 2004).

Studies conducted by Tyerman (1968) indicated that poor school attendance by pupils affected their school performance and might have a significant impact on their academic achievement. Reid (1982) also felt that poor attendance by pupils negatively affected their results. This was also confirmed by some studies that were carried out in areas indicated in the subsequent paragraphs.

Mill cited in (Douglas, 1964) conducted a study among children in North Carolina and in England which demonstrated that hunger stricken homes led to a progressive deterioration in children's school performance.

Two Jamaican studies also showed that providing breakfast to students at school improved their cognitive function, particularly in undernourished children. Yet another study that was done in Togo's Djassemé community, suggested that school feeding improved pupils' ability to pay attention in class. This study was also integrated with health and nutrition education, parasite treatment, health screening and water and sanitation. Furthermore, Wiseman, (1964) and Campbell, (1952) in their surveys concluded that intelligent children who found themselves in poor stricken homes where food is not available adequately at all times were likely to perform poorly in school.

Zambia is one of the world's poorest countries and ranked 165<sup>th</sup> out of 177 on the Human development index. A Zambia Vulnerability Assessment Committee survey found that around 100,000 people in 7 flooded-affected districts would require food assistance (Madeley, 2002). Among the poor, there is often not enough food at home. School meal is a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons.

Hunger stunts the lives of people and the prosperity of nations. FAO studies suggest that hunger costs developing countries like Zambia huge amount of money. Without adequate food, people cannot lead healthy active life. Hunger dulls intellects and thwarts productivity, keeping people and communities from realising their potential. Hunger and micro-nutrients deficiencies are estimated to decrease



children's learning capacity by up to 10 per cent. For poor families in developing countries, hunger-related illness adds to household costs and increases the burden of care for healthy family members, (Madeley, 2002).

#### Other factors enhancing school enrolment, attendance and performance

Some studies have revealed other factors that may enhance school enrolment, attendance and performance apart from school feeding programme. In a study that was done by UN, primary school enrolment rose from 647 m to 688 m world wide between 1990 and 2005, increasing by 36% in Sub-Saharan Africa and 22% in South and West Asia. As a result, the number of out-of school children declined with the pace of this decrease particularly marked after 2002 (UN,2008).

A study conducted in Myanmar by UNICEF revealed that less than 30% of rural children who enrol in primary schools in Myanmar complete five years of education and nearly 40% of all children enrol. Two initiatives- The All Children In School (ACIS) project and the UNICEF-assisted Continuous Assessment and Progression System (CAPS) project aim to bring more children into primary schools and increase their chances of matriculating. In the ACIS project, Parent-Teachers Associations (PTAs) work with schools to identify out of school children in the community and set annual targets for enrolment and retention of these children. As incentives to enrolment, the project provides schools and PTAs with teaching and learning aids. It also encouraged PTAs to find ways to exempt poor families from paying school fees. During the 1995/1996 academic year 70% of all ACIS schools met targets for increased enrolment and retention. Between 1994/1995 and 1995/1996, enrolment increased from 65 to 77 per cent, retention

rates from 82 to 89 per cent, pass rates from 82 to 85 per cent and net enrolment from 78 to 84 per cent, (UNICEF, 1997).

Another study showed that fourteen countries have abolished tuition fees for primary school since 2000. Evidence suggests that this measure encourages enrolment of the children. In several countries where girls' enrolment has increased sharply since 1999, governments have taken special measures to increase their participation: Improving school infrastructure, encouraging the recruitment of female teachers and making learning materials free. A number of countries in Latin America have introduced programmes transferring money to marginalized households that enrol their children.

To promote children's right to education, the Eastern and Southern African region is helping government expand and upgrade primary education, incorporating innovative approaches responsive to local needs. New approaches encourage community participation in school planning and management and promote a stronger role for parents in their children's education. In addition to providing funds and training, UNICEF helps governments to design innovative teaching methods and up date text books. For example in Uganda, government provides basic learning material and recruit teachers locally. These efforts complement the government's education reforms which include offering free tuition to families sending up to four children to school (UNICEF, 1997).

Other studies carried out by the UNICEF showed that UNICEF among other organisations, assisted governments in setting up several programmes that will benefit school aged children especially girls. For

example, Senegal created incentives for girls to attend school including the distribution of free uniforms. Burkina Faso and Mali made plans to locate schools near communities so that girls can stay close to home. Benin, Burkina Faso, Chad and Guinea began setting up non-formal education centres to target girls who either have never been to school or have dropped out (UNICEF, 1997).

Studies showed that several programmes carried out in            aimed to raise girls' self-esteem which is crucial to their success. In 1995/96, Guinea removed gender stereotypes from primary school text books and other teaching materials. Benin trained teachers to adopt more positive attitudes and behaviour towards girls and set up a girls' peer support network. Ghana gave special attention to girls' education in a 1996 action plan to implement the free compulsory universal basic education project. The project aims to upgrade teaching and evaluation of pupils and redress imbalances enrolments that exist between girls and boys and in 1996; a gender sensitive curriculum was developed.

#### Factors inhibiting school enrolment, attendance and performance

Despite overall enrolment increases, sub national disparities in school participation persist between regions, provinces or state and between urban and rural areas. Crowded and dilapidated classrooms, too few textbooks and insufficient instructional time are widespread in many developing countries and fragile states. Pupil-teacher ratios have increased in Sub-Saharan Africa and in South and West Asia since 1999 (UN, 2008). These factors combine to force many children especially girls to drop out early.

Byrne (1975) found that overcrowding due to limited space led to inattention, poor discipline and lecture methods instead of pupil centred integrated work. Other studies conducted by Maxson, (1975)

and Croll, (1985) showed that when pupils were exposed to overcrowded classes; only the very able and motivated children tend to learn the taught material.

A study conducted in Kibera (CSO, 2003) showed that poverty is the biggest slum in Nairobi, parents had been unable to enrol their children because many simply could not afford to. What they had must cover rent and food, water and health care, they found it hard to find money for their children's schooling. Jimenez (1987) Milimo et al (2000) and Ng'andu et al (2000) in their study in Mali and Zambia respectively found out that a number of factors that hindered a larger numbers of children from attending school among which poverty was mentioned as a major problem in various households. Another research conducted in 2004 by Sibanda in Petauke District, showed that most children stopped school due to lack of good clothes. Another study (EFA, 2002) revealed that apart from poverty and the need for children's help at home and at work, the main reason for this debilitating drop- out rates is the poor quality of the education provided.

Ng'andu et al (1999: 37) argued that one of the important factors in determining primary school enrolment in Zambia especially in rural areas is the proximity of the school to primary school age going population.

#### Summary of the reviewed Literature

Various studies on the school feeding programme have been done in many countries especially in less developing nations such as Zambia. Some of the studies took a general approach, while others have

focused on specific areas. A number of studies have shown the link between lack or inadequate food intake and hunger by pupils and their enrolment, attendance and performance.

In the reviewed literature, school feeding had assumed an important role in solving the issue of low enrolment, poor attendance and performance. The literature has shown a link between school feeding and the three variables. A number of studies show an increase in school enrolment, attendance and performance after school feeding started and yet high enrolment and attendance rates do not necessarily translate into high rates of achievement for children. In general, it is difficult to assess the causal impact of school feeding programme on learning outcomes because of many other factors.

### CHAPTER THREE

## RESEARCH METHODOLOGY

This chapter deals with the description of the methods applied in carrying out the research study. It is organised under the following sections; research design, population, sample size, sampling procedure, research instruments, data collection and data analysis. It also offers justification for the methods used. Research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analysed, (Chilisa and Preece, 2005).

### Research Design

A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the search purpose, (White, C. J 2005). It is also said to be a plan of any scientific research from the first to the last step, meaning that it is a programme designed to guide the research in collecting, analysing, interpreting observed facts and specifies which of the various types of research approach to be adopted, (Moore and McCabe, 1989).

The study employed both the qualitative and quantitative research designs. Qualitative is a form of research that involves description. The reasons for using this method was that the respondents were describing their everyday experiences relating to school feeding programme and it relies on a research strategy that is flexible and interactive. Quantitative research methodologies are those dealing with data that are principally numerical. In quantitative research there is no place for subjectivity. It is associated with accuracy, stability and consistency. These approaches to research are complementary hence, they were combined to maximize the strengths and minimize the limitation of each.

## Population

A population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying (Kombo and Tromp, 2006). In this study, Population refers to the larger group from which the sample is taken or to people that conformed to the eligibility criterion and were accessible to the researcher as a subjects for the study. The population of the study was made up of all basic schools benefiting from the school feeding programme in Mongu District.

## Sample size

A sample is a part of the population from which information is to be gathered. In this study the sample comprised 155 respondents from ten (10) basic schools. From each school; 1 head teacher, 4 teachers, 6 pupils (3 boys, 3 girls), 4 parents were selected to participate in the research. In addition, 3 education officers and 2 World Food Programme officers formed part of the sample.

## Sex of the participants in the study

The table on the next page presents the distribution of gender in the study sample.

Table 1: Gender distribution in the study

| Sex    | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 63        | 41         |
| Female | 92        | 59         |
| TOTAL  | 155       | 100        |

The gender distribution in the study was 63 male, representing (41%); 92 female representing (59%). Desirably, the study had aimed at having an equal representation of male and female, but the findings indicated disparity between male and female, in all the schools that were sampled in the study.

### Sampling Procedure

This refers to the part of the study that indicates how respondents were selected to be part of the sample. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the entire group (Kombo and Tromp, 2006).

Ten schools, 40 teachers and 60 pupils were selected using the simple random sampling technique. Further, purposive sampling was used to select 10 head teachers, 40 parents, 5 teachers and 3 from education (Senior Education Standards Officer, Education Standards Officer and Programme Focal Person) and 2 officers from World Food Programme sub-office. These were picked by the virtue of their positions.



The ten schools that formed the sample were selected by obtaining the list of basic schools benefited from school feeding programme. Every 8<sup>th</sup> school was then picked to be part of the sample. Class registers from the three classes (lower, middle and upper basic) were used to select pupils. Every 12<sup>th</sup> pupil on the register was chosen. Teachers were picked on the basis of easy reach. This was because it was difficult at times to get teachers because of different sessions. Advantages of simple random sampling are that the samples yields research data that can be generalised to a larger population. It is a procedure in which all the individuals in the define population have an equal and independent chance of being selected as a member of the sample.

#### Research instruments

Research instruments are tools used to gather information and these include the following: Observations, questionnaires, interview guides and focus group discussions, (Kombo and Tromp, 2006). The researcher focused on the last three instruments.

Data were collected by using Questionnaires, Focus Group Discussions and Interview Guide. Questionnaires were administered to head teachers and Focus group discussions were conducted with pupils. Interviews were conducted with parents, education officers and World Food Programme officers to supplement information gathered by questionnaires and seek clarification on emerging issues.

Questionnaires: The questionnaire is a quantitative data collection method. It had open and closed questions or statements to which respondents reacted upon. Closed-ended questions were used where

the answer categories were discrete, distinct and relatively few in number. It was easier for the respondents to answer because respondents had only to choose a category. Also chances for irrelevant answers were limited to the minimum, because appropriate answer categories were provided. Open-ended questions were used for complex questions that could not be answered in a few simple categories but required more detail and discussions. The respondents made r                      they wished in their own words. They allowed the respondents to answer adequately, with the amount of detail they prefer, and to qualify and clarify their answers.

Interviews: These were questions asked orally and interviews were based on the use of interview guides. They were flexible; this was because they consisted of both open and closed-ended questions. The interviewer could probe for more specific answers    nd could repeat a question when the response indicated that the respondent misunderstood the question.

Focus Group Discussions: This is a form of group in which there are several participants in addition to the facilitator whereby the emphasis is on the questioning of a tightly defined topic and interaction within the group for the joined construction of a meaning (Bryman, 2001). This research used ten groups from ten different selected schools. Each focus group                      d of six (6) individuals (three boys and three girls) who shared certain characteristics, which were relevant for the study. Focus group discussions enabled the researcher to gain a larger amount of information in a shortest period of time. The participants were able to bring to the fore issues in relation to a topic that they deem to be important, be able to argue by challenging each other's views and it further offers the researcher the opportunity to study the ways in which individuals collectively make sense of a phenomenon and

construct meaning around it. This instrument was particularly utilised because it was economical on time and focused on a particular issue.

### Data Collection Procedure

Data collection refers to gathering specific information for the research problem and aimed at proving or refuting some facts. It involved administering a questionnaire, interviews and focus group discussions. The process is preceded by adequate preparation in terms of developing a question, instruction guidelines, making appointments for interview. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes.

The questionnaire was the main research instrument used to collect both quantitative and qualitative data from head teachers and teachers. There were two sets of questionnaires administered; one set for head teachers and another set for teachers. A total number of 50 questionnaires were administered. This resulted in 100% response rate. Focus group discussions were conducted with pupils; a group of six from each school comprising 3 boys and 3 girls. Interview guides were used on parents, education officers and WFP officers. The respondents were requested to answer certain questions. The researcher noted down the answers given. The researcher used semi structured interview questions which enabled the researcher to ask broad questions in any order considered appropriate. Questions also gave the respondents room to answer freely and amplify the responses. The respondents were interviewed in their work places and homes.

### Data Analysis

Data analysis refers to examining what has been collected in the field and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2006).

Both quantitative and qualitative methods were used in analysing data allowing easy processing and interpretation. Quantitative data were analysed manually. The analysis involved frequencies and percentage of particular responses which were presented using tables and graphs. The qualitative data were analysed manually too. From the information recorded, researcher identified major themes and sub-themes and critically analysed various expressions with a view to gaining deeper insights into the subject matter.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

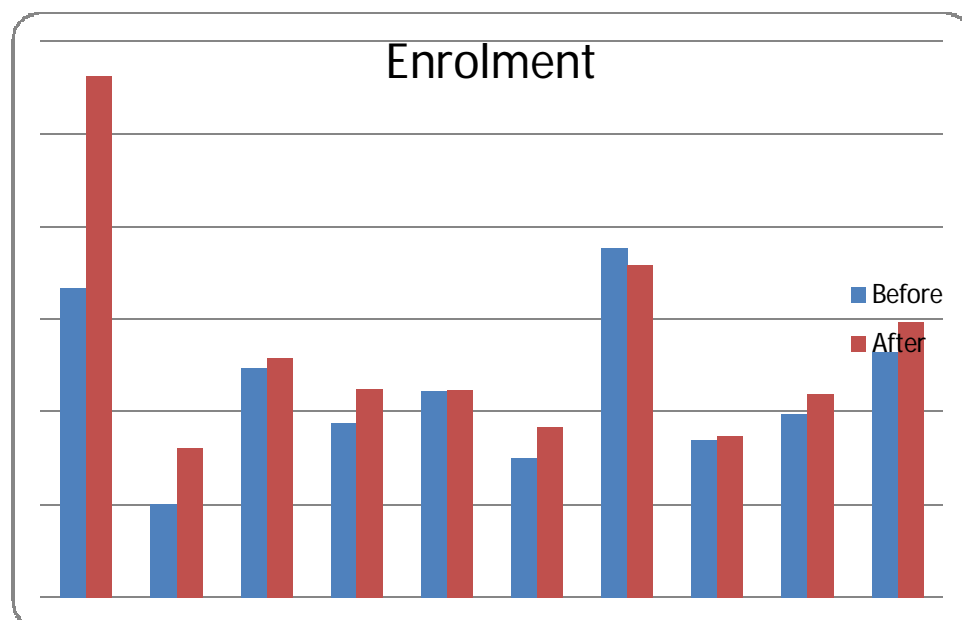
## Introduction

This chapter presents the findings of the study on the impact of School Feeding Programme on school enrolment, attendance and performance. The presentation of the findings addresses the three research questions and these are based on the levels of school enrolment before and after the commencement of the programme, the effects of school feeding programme on performance and the factors responsible for the attendance of pupils in school. The purpose of the study was to find out whether or not school feeding programme had enhanced the school enrolment, attendance and performance in selected basic schools in Mongu District.

### Levels of school enrolment before and after the commencement of school feeding programme

The first research question was on the levels of school enrolment before and after school feeding programme. All the respondents were asked to describe the levels of school enrolment before and after the programme started. The responses were as follows:

Figure 1: Shows the levels of enrolment, before and after the school feeding programme



Source: School enrolment registers

By 2010, School A had increased enrolment from 670 to 940 representing (40.4%) increment; School B, 203 to 323 representing (37.1%); School C, 495 to 517 representing (4.2%); School D, 375 to 450 representing (16.6%), School E from 444 to 447 representing (0.67%); School F 301 to 369 representing (18.4%); whereas School G had decreased from 754 to 720 representing (4.2%) drop, School H, 341 to 348 representing (2%) increment; School I, 395 to 439 representing (10%) increment; and School J, 530 to 595 representing (10.9%).

Out of 10 head teachers, 9 stated that the enrolment had increased after the commencement of school feeding programme while 1 stated the decrease in the school enrolment. When asked to give reasons

for their responses, the head teachers from the schools whose enrolment had increased stated that school feeding had motivated the majority of parents to enrol their children. "Parents enrol because they know that their children will have meals while at school instead of staying home hungry," stated one head teacher. The head teacher from the school which recorded decrease in school enrolment attributed this to parents' negative attitude toward education. The head teacher said that, "there is negative attitude of parents and the community at large towards the education of their children." The head teacher explained further that some families had engage their children in economic activities in order to earn their living.

Out of 40 teachers, 36 stated an increase in school enrolment while 4 stated decrease after the commencement of school feeding programme. Those who indicated an increase in school enrolment attributed the increase to the school feeding programme. "As teachers, we used to appeal to the parents to enrol their children but since the introduction of school feeding programme, parents enrol their children without being persuaded by the school authority," stated one teacher. Teachers who recorded decrease in enrolment attributed the decrease to poverty. They stated that parents had been unable to enrol their children because many simply could not afford to. It was hard for parents to find money to buy food and for their children's schooling.

There were 10 focus group discussions, 9 groups said that the enrolment had increased while 1 group showed decrease in school enrolment after the commencement of the programme. School feeding was mentioned as a reason for increase in enrolment. One focus group disclosed that some fail to enrol because of lack of support due to poverty.

Most of the parents interviewed disclosed that due to poverty levels in communities, they were encouraged to enrol their children where pupils were supplied with food. Some of the Parents revealed free primary education as one of the reasons for the increase in enrolment. They had this to say, "We were hindered to enrol our children because of school fees and other requirements such as school uniform, but since the introduction of free primary education, we are encouraged to enrol them." Equally, other parents expressed reasons for the increase in enrolment, and said that other than food, parents wanted their children to be able to know how to read and write, advance in education and be able to support themselves in future. The other finding in this study was that some parents did not want to enrol their children because of long distances to school. Parents said that they would not want to risk their young children as they go to school since they have to pass through thick bushes. They said that they preferred not to enrol than risking their children.

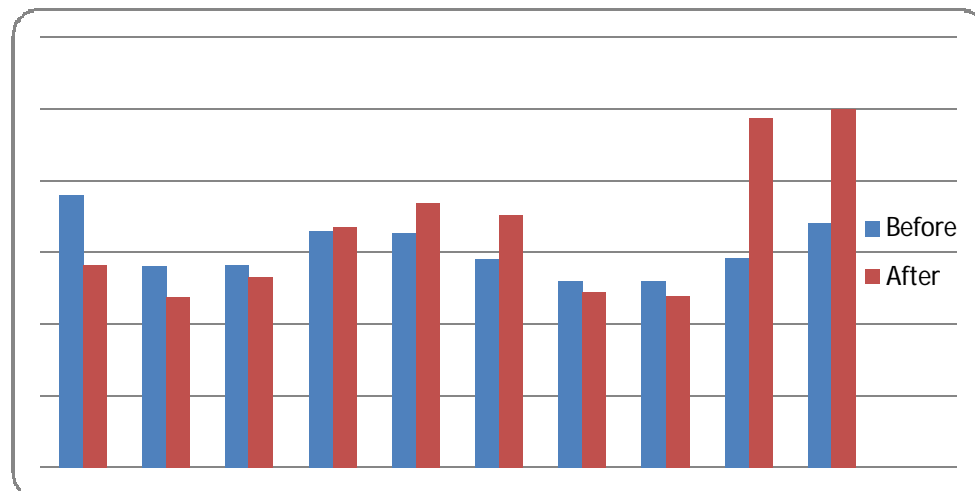
Both the Education Officers and World Food Programme Officers in the interviews also disclosed that there was an increase in the school enrolment especially in selected schools. The officers were of the view that with that kind of enrolment, Zambia would hence achieve the Education for All (EFA) goals. They also attributed the increase to the school feeding programme.

#### The effects of school feeding programme on performance

The second research question was on the effects of school feeding programme on school performance and the responses are shown in figure 2 on the next page.



Figure 2: Grade 7 Examination results before and after school feeding



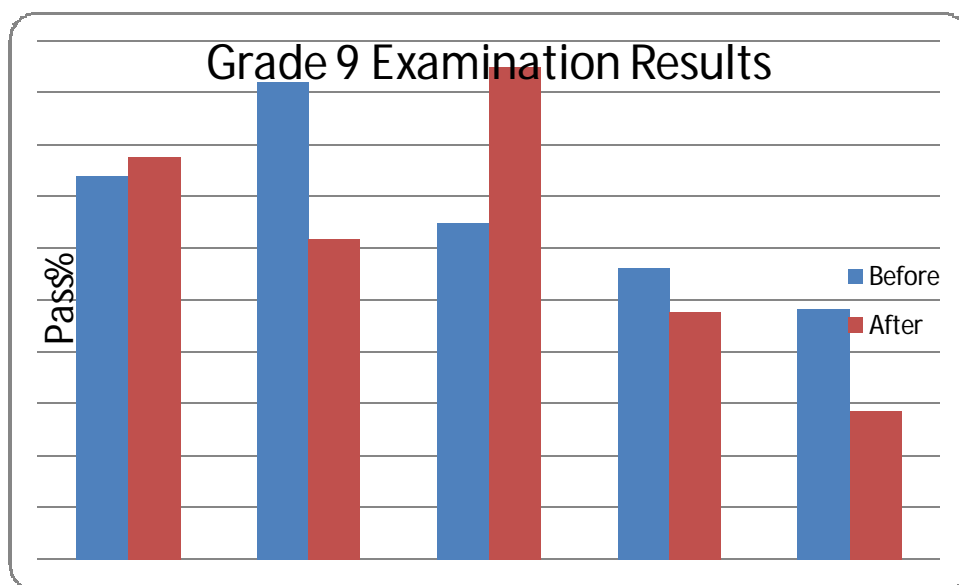
Source: Grade 7 examination results

The study revealed that although there had been an improvement in school enrolment and attendance, little has been achieved in terms of performance. Out of 10 schools; 5 had the performance increased by an average increment of 47.9% while 5 recorded low performance rate averaging 30.6% in Grade 7 examination results.

All the 10 schools had Grade 7 examination results, but only 5 had Grade 9 examination results. The rest had just introduced their first enrolment of grade 8 classes, as such, of the 10 targeted Basic

schools, only 5 had grade 9 classes of which they could give previous examination results. The Grade 9 examination results are shown in figure 3.

Figure 3



Source: Grade 9 examination results

The above graph shows that schools C and G had their performance increased by 1.9% and 15% respectively while schools E, H and I had a decrease in their performance of 5%, 5% and 9.9% respectively.

The head teachers were asked to describe the school performance since the programme started. Using Grade 7 and 9 examination results, 5 head teachers showed that performance increased after the programme started while other 5 head teachers recorded decrease in performance. The study found out that 5 head teachers from schools whose performance had increased indicated availability of school feeding as a reason for the increase in performance. "Pupils were able to concentrate after having the

school meals and those were able to attend regularly,” stated one head teacher. Availability of teaching and learning materials was also stated by the head teachers as one of the reasons for increase in performance in some of the schools.

Furthermore, some head teachers from the schools that experienced low performance rate showed that over enrolment due to school feeding programme led to over crowded classes which were difficult to control. For example, School A, a class had average pupils of 110. Long distances were also pointed out as a reason for low performance.

Teachers were also asked to describe the performance of pupils in class since the programme started.

Using the end of term tests and continuous assessment sheets, 16 out of 40 teachers indicated that the performance had increased since the school feeding started while 24 teachers indicated that school performance had decreased since the programme started. Teachers recorded the availability of teaching and learning materials as one of the reasons for increase in performance in some of the schools. Some teachers recorded that small class size was the reason for the improvement in performance.

Teachers from schools with low performance recorded shortage of teachers. They disclosed that schools which had only few teachers instead of the required number yielded poor performance. They further stated that few teachers available in the school were over loaded that eventually led to their ineffectiveness. Some teachers indicated long distances to school. One teacher stated that most pupils came late, and found part of the lesson covered; as a result it made some of the children not to do well. Most teachers revealed lack of teaching and learning materials as one of the factors that affected the performance of pupils. Teachers further mentioned that the state of some of the school infrastructure

was not conducive to a positive learning environment. The study found out that the teachers had begun to handle bigger classes. Further, the majority of teachers indicated that it had become difficult for them to give individual attention to pupils. Some teachers handling grade one classes revealed that with the increase in enrolment, it had become very difficult to use the Primary Reading Programme (PRP). This methodology requires intensive preparations for individual groups. Some teachers recorded initiation ceremonies as another reason; they said that time spent in seclusion was valuable time spent away from school lessons.

During the group discussions, pupils in all groups had varying comments according to schools. Using experience, that is, end of term test results and through announcements of previous examination results by the school authority, some pupils disclosed that the performance was low and some mentioned that there was an improvement in the school performance. Pupils mentioned of school feeding as a factor for the improvement in school performance. Groups from school D, E, F, I and J said that they started attending school on the daily basis because they were of having meals; as a result they never missed lessons.

Some pupils reported that school feeding attracted more pupils to enrol, hence, an over enrolment. In relation to inadequate classroom, groups from schools A and I observed that there was also a shortage of furniture in schools. They disclosed that three or pupils were sharing a two seater desk. Sometimes they learnt while sitted on the floor and writing using their laps as desk tops through their thighs. The pupils further revealed that their teachers were not able to mark most of the exercise books due to the larger numbers. In their view, they would not know how they were coping with school work if teachers were not able to check and correct their work. Most pupils from school B, C, G H

mentioned that they came from far away places and they walked to school so that by the time they reached school they were tired and could not concentrate on their learning.

When some parents were interviewed with regard to the levels of school performance, they also said that the performance was low since the programme started. Some disclosed that the performance had improved. "We monitor the progress of our children by checking in their exercise books, through school reports and through interaction with teachers and school authorities," said some parents. It was also revealed during the interviews with parents that pupils ate at school, hence concentrated when being taught; teachers worked extra hard and also pupils were encouraged to work hard too. The majority of parents complained that some teachers were continuously absent from duty, therefore, brought the performance of the pupils down. "Their performance would be poor since they would be missing lessons, when pupils attend two to three times without proper learning due to the absence of the teacher, they too would decide to stay away."

Interviews with the World Food Programme officers revealed that in terms of enrolment and attendance the intended goals were highly achieved but it was difficult to assess the causal impact of these programmes on learning outcomes since there were more factors such as poverty, shortage of teachers and distances to school.

During the interviews with the Education Officers, they disclosed that the introduction of school feeding had brought overcrowded classes which created other problems such as pupils sharing a few text books,

limited space and furniture. They also disclosed that selected schools were poorly staffed, resulting in teachers being overworked by over-crowded classes and double sessions.

#### Enrolment, number of classrooms and teachers in relation to school performance

Head teachers were asked to comment on the relationship between the numbers of classrooms and the number of teachers. They responded that in most schools enrolment had increased but the number of classrooms had not increased proportionately. Therefore, the available number of classrooms fell below the increase in numbers and this in turn had made the average class size to keep on rising. Furthermore, the pupil-teacher ratio was not proportional. The enrolment, number of classrooms and teachers for all 10 schools are shown in Table 2 below.

Table 2: Enrolment, no. Of classrooms and teachers per School - 2010

| School | Enrolment | No. Of classrooms | No. Of teachers |    |    |
|--------|-----------|-------------------|-----------------|----|----|
|        |           |                   | M               | F  | T  |
| A      | 1,125     | 6                 | 3               | 10 | 13 |
| B      | 323       | 5                 | 3               | 10 | 13 |
| C      | 517       | 11                | 5               | 16 | 21 |
| D      | 450       | 9                 | 2               | 6  | 8  |
| E      | 447       | 5                 | 4               | 12 | 16 |
| F      | 389       | 5                 | 2               | 8  | 10 |
| G      | 720       | 12                | 6               | 23 | 29 |
| H      | 348       | 5                 | 4               | 6  | 10 |

|   |     |   |   |   |    |
|---|-----|---|---|---|----|
| I | 439 | 5 | 1 | 8 | 9  |
| J | 595 | 8 | 3 | 8 | 11 |

Source: School enrolment registers; School records; St eturns records

The study also found out that in all the 10 schools, teachers had different loads; some had crowded classes, for example, School A: Teacher 1 had 196 pupils, Teacher 2 had 176, Teacher 3 had 110 and Teacher 4 had 95. Some had normal size of pupils in class, for example, School C: Teacher 1 had 30 pupils, Teacher 2 had 36, Teacher 3 had 29 and Teacher 4 had 33. Some had double classes, for example, School I: Teacher 1 had 58/67; Teacher 4 had 50/68.

#### Factors responsible for the attendance of pupils in school

The information on school attendance was drawn from school attendance book and the findings are as stated: Of the 10 sampled head teachers of the targeted schools, 8 revealed that the attendance had increased since the commencement of the programme while 2 revealed that, the attendance had decreased.

Using class registers, teachers were asked to indicate as to whether pupils attended school regularly or not. Out of 40 teachers, 23 indicated that pupils attended school regularly while 17 stated that the school attendance was irregular.

Head teachers of schools which showed increase in attendance indicated that pupils attended school because of school feeding programme. They indicated that children who were hungry never used to attend school regularly but after the introduction of school feeding, they started attending regularly.

Some teachers disclosed that some pupils attended school because of external support; pupils were given financial and material assistance by non governmental organisations such as World Vision, Caritas and Campaign for Female Education (Camfed).

During the focus group discussions, 6 groups revealed they attended regularly because they were encouraged by food supplement received as they reported to school daily. The Education Officers in the interviews intimated that enough rations were delivered in schools per term as soon as schools opened to avoid break in feeding that might cause absenteeism among the pupils. The interviews with the education officers revealed that the most vulnerable pupils were able to go to school.

Some of the parents interviewed mentioned that pupils were encouraged by their parents to attend school regularly. Some parents, revealed the declaration of free primary education as a factor for attending. They explained further that children were allowed to attend school without paying school fees and those without school uniforms were also free to attend.

In order to find out other factors responsible for school attendance apart from school feeding, the World Food Programme officers were asked if they had any intervention programmes with the Ministry



of Education. They revealed that they had tree planting programme to avoid deforestation since school feeding required the use of firewood when food was being prepared. They also disclosed that they promoted and incorporated public health; complementary activities such as de-worming, HIV and AIDS education and malaria prevention. Furthermore, they revealed that UNICEF, USAID and other assorted donors co-sponsored the programme and mainly responsible for providing the non- food components including water and sanitation facilities, vegetable gardens and HIV and AIDS life skills. Besides, UNICEF actively supports most of Assistant Basic Education, school feeding in regular schools with cooking and feeding utensils and drilling of boreholes.

The majority of the respondents disclosed long distances to school as a factor for not attending school. Head teachers, teachers and parents pointed out that some of the pupils covered distances of more than 6 km everyday and because of that they sometimes                      away from school. Some stated poverty as a factor; most of them did not have uniform so they wore their own clothes which not appealing, and as some were torn, they were ashamed of going to school.

Head teachers and teachers disclosed that whenever there was a break in the feeding cycle which took about a week and above, most pupils would decide to stay away from school, which ultimately affected their attendance and subsequently their performance in school work. Further, they mentioned of the nomadic life as one of the factors for poor attendance.

Most of the groups told the researcher that house chores prevented them from attending school regularly. They were faced with too many chores that they were less likely to attend school. Pupils lamented that children living with family members who ill never used go to school.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### Introduction

This chapter discusses the findings of the study as outlined in the previous chapter. The discussions of the findings are according to the three objectives of study. These are: to determine the levels of enrolment before and after the commencement of school feeding, to investigate the effects of school feeding programme on performance and to identify factors responsible for the attendance of in school.

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#### Levels of enrolment before and after the School Feeding Programme

In line with objective number one, that is, to determine the levels of enrolment before and after the commencement of the programme, majority of the respondents showed an increase in school enrolment while minority recorded decrease in school enrolment. However, various factors have been identified as contributing to disparities in school enrolment. Schools which recorded an increase in enrolment attributed the increase to the School Feeding as a major factor in enrolment among other factors. It was mentioned that due to high poverty level in the community, school feeding encouraged parents to enrol their children where pupils were served with food. This was supported by the focus group discussions with pupils, which revealed that many children at lower level opted to be enrolled in schools where food was given.

This implies that, food given to pupils at school encouraged those not in schools to be in school, it also helped those who came to school on empty stomach to have something to eat. It therefore, enables even those coming from poor families to enrol as they were assured of a meal. The Basic need theory emphasises that there are certain minimum requirements that are essential to a decent standard of living such as food. People who lack food are unable to express for higher needs. At school level, the propositions of the Basic Need theory can be observed in the       ers of children enrolled in schools. School feeding programme had even prompted parents in       district to enrol pre school children just as 'listeners' in some schools so that they had access to meals. This was similar to that of a small school outside Quetta in Pakistan where the donor tried to address the issue of low enrolment amongst the girls. The World Food Programme offered school feeding and basic food items such as sack of rice to families in Pakistan in exchange for schooling of their children especially girls (WFP, 2003). It was observed that parents' response was overwhelming and enrolment of girls doubled. Parents of Pakistan were willing to enrol their children after they were given basic food items.

Free primary education was another factor that attracted some parents to enrol their children. The Zambian government realised that many children were not accessing basic education. The statistics, for example, showed that in 2001, only 152,032 were enrolled in school out of the population   342,305 (MoE 2003). Thus, in order to increase enrolment, the       ment decided to introduce free education for children at lower basic schools. The free education policy was designed to bring back to school all the children who dropped out and all those who previously had no access to education especially the vulnerable and children in difficult circumstances. This was in line with   2002 Global Monitoring Report which stated that fourteen countries had abolished tuition fees for primary school since 2000. Evidence

suggests that this measure encouraged enrolment of the most disadvantaged children because no child would be excluded from school for not having school uniform or tuition fees.

As much as free primary education is said to have contributed to the increase in school enrolment, little had been achieved in terms of free primary education and enrolment. The policy has been in existence since 2000 but the cry of low school enrolment continued in most parts of the country till after 2003 when school feeding programme came on the scene. Which programme then played an active role in school enrolment, free primary education policy or school feeding programme?

Furthermore, the study found out that some parents expressed diverse reasons for the increase in enrolment; they stated that other than food, they want their children to be able to read and write. Many parents wanted to give their children a good start in life, better perhaps than themselves had, and believed that the skills learnt at school were valuable. Generally, the study found that parents were of the view that children had a right to education. International evidence also indicates that education was considered as fundamental human right. According to Bishop (1989), schooling was one of several important contributors to the skills of an individual and human capital.

With regard to the decrease in school enrolment, this attributed to various reasons such as long distances. Some respondents considered the distance between the home and the school as determining factor to the decrease in enrolment. It was noted that the shorter the distance to school the larger the number of pupils to enrol in that particular school. Ng'andu et.al (1999: 37) argued that "one of the important factors in determining primary school enrolm in Zambia especially in rural areas was the

proximity of the school to primary school age going population.” Distance was regarded as important since young children and girls, in particular, would not risk meeting physical hazards on their way to and from school if the school was far. From the concern made about the factor of distance to school, one could also deduce that it could be one of the reasons                      who in normal circumstances would have completed basic schools according to age. This could partly mean that parents enrolled their children in school late in order for them to reach that age whereby they would manage to walk a long distance to school on their own without risk.

Poverty was yet another reason for parents not to enrol their children. Schools in poverty stricken areas had problems in school attendance. Families on the margins of survival had to weigh this investment against the labour foregone or opportunities lost when children attended school. Additionally, some of the households were being hindered from sending their        ldren to school because of the PTA project fees demanded by some schools. If parents had to pay a        e for their children’s enrolment in addition to other costs such as clothing, books and pens or pencils, this made education expensive for poor families. This finding was in the same line with Sikwibele, (2003) and Kelly, (1991) who stated that poor enrolments in schools could be attributed to a number of reasons which included poverty in        number of households. Not surprisingly, poor parents see schooling in such conditions as a waste of time because it was perceived as non-profitable.

Furthermore, the negative attitude of parents was also pointed out as one of the reasons for not sending children to school. This finding is similar to that of Aspinwall (1999) who mentioned that parents cannot afford to send their children to school since their attitude did not favour enrolments. It was because of this that the largest number of children was not in school. This situation could be explained

by the fact that most parents were not educated and those few who had passed through formal education, could have ended up to standard 2, grade 7 and 9 and then resorted to fishing, mat making a charcoal burning. Once they engaged themselves in these activities they felt education was useless and that they were able to sustain themselves. Therefore,                      was viewed as a sheer waste of time since they could make quick money. As a result, even the children were looking at the way the parents made money. Because of the negative attitude towards education, even the provision of school feeding programme was of less value to them.

#### The effects of School Feeding Programme on academic performance

The second objective was to investigate the effects of school feeding programme on performance.

Respondents from schools which recorded an improvement in performance attributed the increase to the school feeding, good learning environment, availability of teaching                      learning materials. The findings revealed that school feeding was one of the reasons for the improvement in performance. It is useful to note that pupils themselves were hungry and malnourished making it extremely difficult to get the best of educational opportunities, for they never                      to attend school as required of them. With the introduction of the high energy, protein supplements (HEPS) in schools, children were encouraged to attend school regularly, as a result their performance improved. School feeding was reviewed as a safety net for poor families and also help to keep children in school and concentrate better on their lessons. Without adequate food, children cannot lead healthy, active lives. This finding is similar in some ways to Madeley, John (2002) who found that hunger dul                      intellects and thwarts productivity, keeping people and communities from realising their potential. Hunger and micro-nutrients deficiencies are estimated to decrease children's learning capacity by up to 10 per cent. In contrast, two Jamaican studies showed that providing breakfast to students at school improved their cognitive function,

particularly in undernourished children. Another study was done in Togo Djaseme community, suggested that school feeding improved pupils' ability class.

Good learning environment was one of the reasons that to the increase in school performance. According to the findings, availability of teaching and learning materials and other school facilities, small class size and teaching team work among other things constituted 'good learning environment'.

The availability of teaching and learning materials in the school promoted independent learning among pupils but the absence or shortage of these materials in some schools, exposed pupils to rote learning. Teachers found teaching very easy and interesting when they had adequate teaching materials in that lesson preparation became easy thus, yielded good performance. Quality education required the availability and use of text books and other educational materials. Teaching and learning materials enabled pupils to acquire and apply knowledge to learn at their own pace and to assess their own progress. Also they help in deeper understanding of a lesson by the pupil in that they make the lesson attractive to them thereby arresting their attention and thus, motivating them to learn. From this finding, one can conclude that it was not only school ing programme that enhanced school performance but also other factors such as availability of teaching and learning materials.

Small class size was yet another reason. Teachers from schools; D, E, and F said the classes were relatively smaller, and that it was easier to control the pupils. Teachers were able to attend to each and every child in the classroom hence was manageable for and assessment which was not possible

for a big class. The implication of the findings suggests that small classes have an advantage over large classes in promoting good performance. This concurs with the findings of writers such as Pugh (1968) and McKenna (1975) who found that small classes were superior in promoting many beneficial activities within the class during the teaching and learning session. Furthermore, cognitive activities as listening, outlining, generalizing and analysing which occur more frequently in small classes than in large ones were done. Along the same line, Applegate (1968) found that there was more pupil participation in smaller groups of pupils than in larger groups. This suggests that the smaller the group size the greater the opportunity for substantiate teacher-pupil interactions especially through monitoring and feedback. It was also easy for pupils to receive immediate feedback on their in-class responses. There was overwhelming evidence from both head teachers and teachers at school D, E, and F that was an increase in school enrolments and yet class sizes were normal. This suggests that, either the increase in enrolments were minimal that one could not notice or these schools had enough classrooms to cater for the increased enrolments.

According to the Zambian education system, there is no subject specialisation at Basic school level, especially grades 1-7, therefore, each teacher has his or her own class teaching all the subjects offered at that particular school regardless of subject knowledge. This may lead to poor performance because some teachers lack competence. For this reason, some schools came up with the initiative which they called 'combined teacher effort'. In this approach, all teachers at a particular school combined effort to teach examination classes based on subjects they were good at, despite the classes not being theirs. This was found to yield positive results as far as performance was concerned.



School feeding plays a vital role in encouraging pupils to attend school regularly, but coming to school is one thing and learning is another. Pupils may be served with meals but no sooner they entered into classroom than they were exposed to rote learning. The non-availability of teaching and learning aids had a negative impact on the performance of both teachers and pupils. The lack of the materials in form of text books meant that teachers had to write or draw on the board. This was one of the reasons why teachers did not cover their syllabus since the whole process was slow and tedious. Pupils said that they were sharing books in some cases in a ratio of 1 to 4. Some books were not available in some schools in specific subjects notably in English and Mathematics.      laboratory apparatus to conduct experiment in order for pupils to see the reality of science. Subjects like Geography, Social Studies and History also required the use of maps for pupils to understand the location of certain places in the world. When these are taught in abstract, it encourages rote learning thereby making the education outcomes less quality. Again if pupils are exposed to crowded classes with inadequate text books and furniture, learning would never yield good results. Under such conditions, only the very able and motivated children tend to learn the taught material. School feeding and other factors are complimentary, hence, they should be combined to maximize the strengths and minimize the limitations of each.

Respondents who recorded low rates in school performance attributed this to over enrolment among other reasons. The findings revealed that over enrolment in some schools had contributed to the low performance. For example school A, Teacher 1 had 196 pupils, Teacher 2 had 176 pupils, Teacher 3 had 110 pupils and Teacher 4 had 95 pupils. As far as effect of having large classes affected teachers, they indicated mainly how they were hindered in their teaching and in the methods they used. They stated that there were no facilities for dividing the children to create more space since there were only limited classes catering for all the grades. Having too many pupils in the class made the teachers' work slower

and they found it difficult to attend to individual pupils during a lesson. As a result of having too many pupils in each class, teachers and the pupil mentioned the fact that it was not possible to correct all the work done by the pupils. In the worst of cases teachers marked only sampled books from the pupils and thereby disadvantaging the rest of the pupils. The thing that the teachers resorted to doing, as reported, was to give the pupils a few questions per subject so that there would be less marking.

The pupils brought out the number of interesting aspects in as far as having large classes were concerned. They revealed some aspects of the overcrowding. In discussions some pupils said that having large classes was not good and had a negative effect on their learning.

It was observed that, some teachers were subjected to overcrowded classes and this suggested hindrance from teaching effectively. Along the same line, Byrne (1975) found that overcrowding due to limited space led to inattention, poor discipline and lecture methods instead of pupil centred integrated work. In addition, Maxson, (1975); Croll, (1985) commented on the same that, under such conditions, only the very able and motivated children tended to learn the taught material. School feeding had impacted positively in terms of enrolment. Enrolment had increased in most of the schools visited. The increase brought over enrolment which created other problems such as overcrowded classes which led to inadequate furniture, teaching and learning materials including text books and teacher-pupil ratio not proportional. It is clear from this analysis that some effects cause other effects. Little had been achieved by the school feeding programme in terms of improving school performance because of other factors. It could be possible that the increased enrolment, for example, school A was not attributed to the school feeding programme but the location of the school itself. School A was situated in the township where population was higher than that of rural areas.

School furniture was perceived by respondents to be central to a child's learning. A child who is comfortably seated on a chair or desk in a classroom would concentrate during lessons better than one who is either standing or sitting on the floor. Most schools revealed that        had inadequate furniture due to overcrowded classes and to the government's infrequent supply of furniture. The findings disclosed that one desk which in normal circumstances could be occupied by two pupils, three or four of them had to share such a desk. Some of them lamented that they could not write properly because they were squeezed in and that it was as good as sitting on the floor hence lacked concentration.

There were other reasons that contributed to low performance which were not connected to the school feeding programme such as lack of infrastructure. Upper Basic schools as revealed by this research were opened without serious consideration of school infrastructure. Rapid expansion of the system by its nature affected all other factors. It meant that the resources could not meet the demand for education. In most of these upgraded schools, as the school admin        try to find a way of accommodating the newly introduced Grade 8/9 classes. In most cases, this had been done at the expense of lower grades, some of whom were forced to come in the afternoon in order to create room for other classes. Hence, time for learning was reduced and performance was affected negatively.

Furthermore, it was revealed that some schools did not have proper        so much that teachers were forced to commute, for example, 22 kilometres away from school or made to stay in small grass thatched houses provided by Parent, Teacher Association (PTA). This scenario demoralised them as far as their teaching 'profession' was concerned and teaching standards were compromised hence, poor performance.

Although the EFA (2003) final report on education in Zambia recorded that there had been visible investment in improving the infrastructure of primary schools and supplying of furniture, this was still a problem since not all schools had benefited. Most of the schools were still using temporal structures and in a deplorable state.

Shortage of teachers was another factor. Most schools were critically hit by shortage of teachers. This has been so due to several reasons; these included too few teachers to satisfy the staff requirements of all schools in the country so much that a school that is supposed to have thirteen teachers as per establishment had only seven to handle all the classes. This shortage of teachers was worsened by the Ministry of Education's failure to recruit teachers. The government took time to employ teachers who graduated from colleges. Staffing also had been worsened by lack of social facilities that made some teachers refuse to teach in some of these schools. A school which had only few teachers instead of the required number yielded poor performance because the few teachers available in the school were overloaded and were expected to perform other responsibilities that eventually led to their ineffectiveness.

Teachers should not only be adequate but also be well qualified for the subjects they teach. In a situation whereby primary trained teachers were assigned to teach at upper basic had a negative effect on pupils' performance. The study revealed the complaint of some teachers in relation to many changes taking place in education system but no in-service training to enable them to be up to date with what was prevailing on the ground. For example, education system in 1980s and early 90s was

offering Primary Teachers Course (PTC), which was based on Audio lingual methods; teacher centred approach, this meant that pupils were considered to be empty vessels which needed to be filled in. In 1992, the system changed to Zambia Basic Education Course (ZBEC) based on Communicative skills; pupil centred approach and around 2000, again changed to Zambia Teachers Course (ZATEC); one year in college and one year school based. This meant that an innocent child was taught by not fully trained teacher for the whole year, hence compromising quality education that led to poor performance. Even if pupils received meals at school, but the teacher was not competent enough to deliver what was supposed to be delivered to the pupils effectively, the end result was total failure in terms of school performance.

The study revealed that many Zambian children especially from rural area walked great distances to go to school and when they finally arrived they were hungry and restless. They found it difficult to concentrate. Consequently some pupils withdrew; others were frequently absent, reducing their learning capacity. Distance affected them in that they reached school tired and concentration on their studies was affected. This lack of concentration manifested itself in their poor performance in the national examinations.

Water and sanitation play an important role in the school especially for the girl child. It was revealed that some schools had no water as well as sanitation and most girls sometimes felt insecure to be in such a place and decided to stay away. When pupils are persistently absent from school, academic performance is affected negatively. If they decide to attend, pupils were faced with a lot of manual work; constructing toilets and fetching water for teachers at the expense of learning. This led to poor work performance or impaired academic progression on the part of the pupils.

In another development, while school G was a beneficiary of the school feeding programme, had enough classrooms equipped with furniture and enough teachers, enrolment decreased from 754 to 720 representing 4.2 per cent drop. At the same school the performance of Grade 7 declined while for Grade 9 improved by 15 per cent. This suggests that Basic Need theory by Maslow did not apply in terms of school performance. Even if pupils received their basic need that was food, which was meant to encourage school enrolment and improve pupils' learning could not work at this school due to other factors such as distance to school. Pupils could think of going to school and have meals but because of long journey to be covered, they decided to have some days in a week when to attend and when not to attend for them to rest. This affected pupils negatively on their school performance.

It was established that most pupils walked long distances. The finding was consistent with the works of Kelly (1999), who pointed out that "the time pupils arrive at school, they are too tired to concentrate on school work, and girls are less able than boys to negotiate physical hazards, like swollen rivers or dangerous escarpment paths which they may encounter on the way to school". On the other hand, Grade 9 examination results showed improvement in school performance. This could be that pupils at upper basic (Grades 8 and 9) were older and stronger enough to travel long distances than pupils at lower and middle basic. They never missed lessons unnecessarily, hence, improved school performance.

Factors responsible for the attendance of pupils in school

In line with objective number three, that is, to identify factors responsible for the school attendance. Respondents were asked to identify factors responsible for the attendance of pupils in school. Responses from the respondents are as stated:

The study found that School Feeding Programme encouraged most children who previously stayed away from school during the period of hunger to attend school regularly. During the interviews with parents, it was found out that many children at lower level opted to attend schools where food was given. Children provided with meals in school attended classes more regularly and were less likely to drop out.

Further, the study revealed the reason for attending school regularly was in line with the declaration of free education from Grades 1-7. It was free in the sense that the government abolished primary school tuition fees. Additionally, no child would be excluded from school on the ground of not having school uniform. It was evident that the government had the policy that allowed equal access to primary education for boys and girls but due to the aforesaid retention rate was different in some schools.

External support was identified as one of the factors for school attendance. Organisations such as World Vision, Caritas and Camfed (Organisation Campaigning for Female Education) offered financial and material support for school going children. Such support encouraged pupils to attend, as to what degree this was may not be ascertained. Other school-based programmes to promote pupils' health are de-worming, malaria prevention, HIV and AIDS education. This was supported by the study that was done in Togo Djaseme community where school feeding was also integrated with health and

nutrition education, parasite treatment, health screen and water and sanitation. These had been linked to increased attendance rates in primary school, although the evidence that they had positive impact on learning outcomes was limited.

Another factor mentioned for attendance was the availability of water and sanitation facilities in some of the schools. Some organisations such as World Vision provided boreholes in schools and nearby villages. Providing water closer to homes increased girls free time and boosts their school attendance. Project evaluations and research had found a 15% increase in school attendance in Bangladesh, when water was available within a fifteen minutes walk compared to half an hour or more. Similarly a study in Tanzania showed a 12% increase in school attendance when water was available within fifteen minutes walk instead of walking a long distance.

Although already listed factors responsible for the attendance of pupils could be valid, there could be different factors motivating the children to attend school. Factors like desire to perform well, in continuous assessment, end of term tests and in the final examination results. Sometimes it could be that children had taken school as a place of refuge from harsh treatment being experienced at home. Issues such as house chores in certain homes may not give chance to the child to relax and socialise with others, therefore, such a one would like to have long hours at school. It could be possible that pupils attend school regularly not because of school feeding but for other reasons. The issue at hand was that school feeding was considered as a solution to all the problems of school enrolment, attendance and performance but it was not the only solution. Maslow, well known for his needs theory once remarked: "if the only tool you have is a hammer, you tend to see every problem as a nail."



The study found out that besides factors for attending school regularly, there were other factors responsible for not attending school regularly. Poverty was one of the factors for not attending school regularly. In Zambia, despite the government's announcement that no child would be excluded from school on the grounds of not having a uniform (MoE, 1996), most children especially in rural areas where this was applicable, drop out of school due to lack of good clothes. A research conducted in 2004 in Petauke District, showed that most children stopped school due to lack of good clothes. Children said they felt ashamed of their clothes which were torn. The researcher suggested that if such children were given good clothes or uniforms they would go back to school.

Though primary education was free, the drop out rate was still high because most children from less privileged homes were engaged in fishing, doing piece works like clearing the fields, and also looking after their young siblings as their parents search for resources. Most of the families had to engage themselves in economic activities in order to earn their living and to find money to pay PTA fees and school fees for their children in upper basic. It showed that most children dropped out of school when they were in Grade 8. This was because at this level they were required to pay fees and buy uniform of which their parents could not afford.

Initiation ceremonies were also mentioned as a factor for not attending school regularly. Puberty was an important stage in the life of both girls and boys in Zambian traditional societies because it marked the transition from childhood to adulthood. During that time, the initiate was secluded for a period of time depending on the practices of that particular tribe. UNICEF (1995) point out that the search in the Hai region in Tanzania found that girls often left school when they started to see themselves as more developed than fellow classmates and they became ashamed. Later, girls involved themselves in sexual

relations resulting in early unwanted pregnancies. In the case of boys, they involved themselves in other acts like: gambling, beer drinking, smoking, later stopped schooling. . These ceremonies had negative effects on the school going children. The time spent in seclusion was valuable time spent away from school lessons.

Another factor was that of long distances. 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 reason. To save the lives of their children, parents were forced to remove them from school. This is similar to what Murphy noted in 1995 that, rural communities in Zambia are remote by distance itself, by access through poor or non-existent roads. Where there is a will, there is a way. The issue of parents withdrawing their children from school because of the distance was seen as lack of knowledge regard to the importance of education. The rural population still had little value for western education. Chiputa (2001:13) states that, "children from poverty stricken families especially in rural areas are inhibited by attitudes that school was not an important part of traditional life and communities accept that many children work or help instead of attending school." Furthermore, Snelson (1970) mentioned that "for a long time schools were regarded as places to go to when there was nothing more pressing to be attended to in the tribal economy hence attendance was highly irregular." Pupils lacked motivation from their parents were supposed to play an important role in encouraging them to come to school being major stakeholders in education. As a researcher, parents were supposed to educate their children about the benefits of formal education such as employment opportunities and knowledge acquisition about wider communities in the world.

Sickness was one of the factors that prevented pupils attending school. It was revealed that when pupils were sick, it was not possible for them to attend. Besides, children living with family members, who were ill, never used to go to school regularly. Girls were likely to be withdrawn from school to care for sick parents or guardians and younger siblings. The study also disclosed that children who were faced with too many domestic chores were less likely to attend school frequently. UNICEF (2007) revealed that household chores, such as fetching water from long distances kept many girls out of school. Those who managed to go to school never had time to do their homework because of chores which they needed to do at home.

The study gathered from parents that nomadic way of life was another reason that affected regular attendance of pupils. The seasonal movement of people attend to their fields disadvantaged school going children, some as they shifted they went with their children denied them chance to attend school till the farming period was over. With the current insignificant rewards of education in terms of employment, some parents were not moved by keeping away their children from school, though conclusively was getting down as most families were no more making these seasonal movements.

The pupils gave a lot of factors why they were absent school. One of the factors was that of teacher absenteeism. They observed that if a teacher was absent they would also not go to school since they knew the teacher would not be there. The absence of teachers from class due to poor conditions of service was seen to promote absenteeism among pupils too. Poor working conditions, including low salaries resulted in high rates of turnover and absenteeism as some teachers engaged themselves in other activities to earn extra income at the expense of the learner. When pupils attend two to three times without proper learning due to the absence of the teacher, them too, would decide to stay away especially in rural areas. The large number of female teachers in some of the schools had a double effect

on attendance; positively and negatively. On the positive side, women are naturally friendly thereby may attract more children to attend school, especially girl child for they act as role models. On the negative side, by the nature of being female, demand of them not just as a teacher but also as a mother, wife and care giver. When the child or husband falls sick, a teacher decides to take the child or the husband to the hospital instead of teaching.

Therefore, the provision of food through school feeding programme can be considered to address the basic need requirements to enhance school enrolment, attendance and performance. At school level, the school feeding programme could here be considered be a stepping ladder pupils can use to achieve what is normally expected in a conducive learning process. The Basic Need theory indicates that no matter how long the ladder is, each pupil has to start with the lowest step. In order to rise to the other needs up the stair of the ladder in the hierarchy, the basic requirements of which food is have to be met first. What it implies therefore, is that, there are primary needs; minimum requirements that are essential and have to be met in order to enhance school enrolment, attendance and performance.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

This chapter provides an overview of the main themes and findings in relation to the impact of school feeding programme on school enrolment, attendance and performance. It also presents recommendations and the suggestion for further research.

#### Conclusion

The purpose of the study was to find out if school feeding programme had enhanced the school enrolment, attendance and performance in selected basic schools in Mongu District. The Ministry of Education has put in place various mechanisms in order to enhance school enrolment, attendance and performance, the study revealed that, despite the recorded positive results accredited to these mechanisms, school feeding programme has through out this been found capable to address to the issue of low enrolment and attendance though little has been achieved in terms of performance.

There was an increase in school enrolment and attendance in most selected basic schools after the commencement of the school feeding programme. Other factors were: Free primary education, parental encouragement, external support, availability of water and sanitation.

For the few schools that recorded a decrease in school enrolment and attendance, factors at play were attributed to the poverty, long distance, nomadic life, sicknesses, household chores, negative attitude towards education and initiation ceremonies. School Feeding had impacted positively on the three variables; the increase in enrolment, encouraged pupils to attend and stay in school, prevent drop-outs and stabilise the attendance, brought back to school the children who had left due to hunger, improved the attention span and ultimately the learning capacity of pupils by relieving short-term hunger, provided a significant contribution to the nutrient intakes of basic school children through provision of nutritious meal at school and improvement on general health and learning standards for pupils.

It was noted that the school feeding programme did not have significant impact in some schools because of other factors such as over enrolment, shortage of teachers, lack of teaching and learning materials, long distances to school, initiation ceremonies, inadequate infrastructure and furniture, lack of water and sanitation facilities. The few schools, whose performance improved, attributed this to school feeding programme, small class size, availability of teaching and learning materials.

However, despite the impressive or positive impact that the school feeding had on school enrolment, attendance and performance, negative impact were captured to affect the objective of this study. School feeding brought increase in enrolment which led to over crowded classes which brought other problems such as limited space, inadequate furniture, pupil-teacher ratio high, inadequate teaching and learning materials and this suggested hindrance from teaching effectively hence, poor performance.

All in all, school feeding provided a vital safety net for children, provided a nutritious food at school was a simple but an effective way to improve school enrolment, attendance and performance and helped poor children to break out of poverty. The World Food Programme in partnership with the Ministry of education took a holistic view to solving problem of children who were both hungry and needed education. This study agrees with the Basic Need theory on which it was based. It has shown that primary needs or certain minimum requirements such as food are essential to enhance school enrolment, attendance and performance.

## Recommendations

Based on the findings of the study, a number of recommendations are suggested for the government, Ministry of education and other stakeholders.

- The government and the Ministry of Education should expand and rehabilitate schools in order to cater for increased school enrolment.
- WFP to explore expanding the school feeding programme include other inputs by networking and partnering with organisations/institutions that give cash and/or other materials.
- The government to design social protection programmes should put measures to sustain the programme in case the donor may not sustain the programme when needed or food aid is phased out.
- The government should revamp production units in schools so that schools can have extra resources and part of this to be consumed as a school and sell some to meet other school needs.

- The government and non-governmental organisations to assist parents through provision of farm input or increase grants for them to start small income generating activities 'IGA'.

#### Suggestion for further research

Because of the wide nature of the topic; 'the impact of school feeding programme on school enrolment, attendance and performance, it was not possible to examine all its various angles in a single study. The following is the suggested area for further research:

A comparative study of school enrolment, attendance and performance of basic schools with school feeding programme and those basic schools without school Feeding Programme.



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## APPENDIX A: QUESTIONNAIRE FOR HEADTEACHERS

The impact of School Feeding Programme on school enrolment, attendance and performance in some selected schools in Mongu District, Western Province.

Dear Respondent,

You have been picked in a sample to help in the 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 possible.

Please answer questions as objectively as possible following the instructions.

Please give only one response per question by ticking [✓] or writing in the 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.

Thanking you in anticipation for your cooperation.

## APPENDIX A: QUESTIONNAIRE FOR HEADTEACHERS

1. Sex [    ]

i. Male [    ]

ii. Female [    ]

2. Name of School .....

3. Grade of School .....

4. Number of pupils .....

5. Number of classrooms .....

6. Number of teachers

i. Male [    ]

ii. Female [    ]

7. Location of School

i .Urban [    ]

ii .Peri urban [    ]

iii. Rural [    ]

8. Is there any user fee charged on pupils?

i. Yes [    ]

ii. No [    ]

9. If yes, for what purpose? .....

.....

i. How much? Specify .....

10. Are pupils required to wear uniforms?

i. Yes [    ]

ii. No [    ]

11. If yes, what happens to those who cannot afford?

.....

.....

12. When did the School Feeding Programme (SFP) start?

.....

13. Why was your school chosen? .....

.....

14. How would you describe the enrolment of pupils since the start of the School Feeding programme?

i. Increased [    ]

ii. Static [    ]

iii. Decreased      [    ]

15. What could be the reason for your answer in question 14?

.....  
.....

16. a. How would you describe the attendance of pupils since the commencement of the SFP?

i. Increased            [    ]

ii. Static                [    ]

iii. Decreased        [    ]

B. Give reasons for your answer

.....  
.....

17. a. How would you describe the performance of pupils from the time the programme started?

i. Increased      [    ]

ii. Static            [    ]

iii. Decreased    [    ]

b. Give reasons for your answer.....

18. What factors affect the school enrolment?

.....

19. What are the main factors affecting the attendance of pupils?

.....  
.....

20. What factors can affect the performance of pupil?

.....  
.....

21. Are all the pupils benefiting from the SFP?

i. Yes [    ]

ii. No [    ]

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

.....

23. How often does the school receive food?

i. Monthly [    ]

ii. Per term [    ]

iii. Yearly [    ]

iv. Other, specify .....

24. What time is the school meal served?

i. Before classes start [    ]

ii Mid morning [    ]

iii. Break time [    ]

iv. When knocking off [    ]

25. Are pupils provided with take home rations?

i. Yes [    ]

ii. No [    ]

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

27. Has there been any break in feeding?

i. Yes [     ]

ii. No [     ]

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

.....

29. What was the effect on the pupils? .....

.....

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

i. Yes [     ]

ii. No [     ]

If yes, specify.....

31. Could you kindly provide the data in the tables below?

SCHOOL ENROLMENT

|           | SEX | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------|-----|------|------|------|------|------|------|
| Enrolment | B   |      |      |      |      |      |      |
|           | G   |      |      |      |      |      |      |

PERFORM  
ANCE:  
EXAMINA

TION RESULTS

| GRADE      | SEX | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------|-----|------|------|------|------|------|------|
| Grade 7    | B   |      |      |      |      |      |      |
|            | G   |      |      |      |      |      |      |
| Grade 9    | B   |      |      |      |      |      |      |
|            | G   |      |      |      |      |      |      |
|            | SEX | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Attendance | B   |      |      |      |      |      |      |

#### APPENDIX A: QUESTIONNAIRE FOR TEACHERS

The impact of School Feeding Programme on school enrolment, attendance and performance in some selected schools in Mongu District, Western Province.

Dear Respondent,



You have been picked in a sample to help in the 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 possible.

Please answer questions as objectively as possible following the instructions.

Please give only one response per question by ticking [v] or writing in the 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.

Thanking you in anticipation for your cooperation.

## APPENDIX B: QUESTIONNAIRE FOR TEACHERS

1. Sex

i. Female [    ]

ii. Male [    ]

2. Name of School.....

3. Grade of School.....

4. Location of School

i. Urban [    ]

ii. Peri Urban [    ]

iii. Rural [    ]

5. When did the School Feeding Programme (SFP) start?

.....

6. Why was your school chosen? .....

.....

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

i. Increased [    ]

ii. Static [    ]

iii. Decreased [    ]

8. What could be the reason for your response in question 7?

.....

.....

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

.....

i. Boys .....

ii. Girls .....

10. Do all pupils attend school regularly?

i. Yes [    ]

ii. No [    ]

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

.....

b. If No, what do you think could be the reason for not attending school regularly? .....

.....

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

i. Increased [    ]

ii. Static [    ]

iii. Decreased [    ]

13. Give reasons for your .....

.....

14. What factors can affect the performance of pupils? .....

.....

15. Are all the pupils benefiting from the SFP?

i. Yes [    ]

ii. No [    ]

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

.....

17. How frequent does the school receive food?

i. Monthly [    ]

ii. Per term [    ]

iii. Yearly [    ]

iv. Other, specify .....

18. What time is the school meal served?

i. Before classes start [    ]

ii. Break time [    ]

iii. Mid morning [    ]

iv. When knocking off [    ]

19. Are pupils provided with take home rations?

i. Yes [    ]

ii. No [    ]

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

21. Has there been any break in feeding?

i. Yes [    ]

ii. No [    ]

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

.....

23. What was the effect on the pupils? .....

.....

.....

24. Apart from School Feeding Programme, is there any other external support programme

running in the School?

i. Yes [     ]

ii. No [     ]

25. If yes, specify.....

## APPENDIX C: FOCUS GROUP DISCUSSIONS WITH PUPILS

1. Why are pupils given food at school?
2. What time is the school meal served?
3. Describe the level of enrolment before and after school feeding programme
4. What are the factors responsible for the school enrolment?
5. What are the factors responsible for the attendance of pupils?
6. How would you describe the performance of pupils since the programme started?
7. What are the effects of school feeding programme on school performance?
8. What benefits do you think the programme has brought to the welfare of pupils?

#### APPENDIX D: INTERVIEW GUIDE FOR PARENTS

1. As a parent, are you aware of the School Feeding Programme?

.....

2. Why do you think pupils are given food at school?

.....

.....

4. How would you describe the enrolment of pupils since the programme started?

.....

5. Give reasons for your answer

.....

.....

6. Do all your school age children attend school?

.....

7. a. If yes, what motivate them to attend?

.....  
.....

b. If no, what prevent them from attending school?

.....  
.....

8. a. How is the performance of pupils since the programme started?

.....  
.....

b. Give reasons for your answer.....

.....

9. What are the effects of school feeding programme on the school performance?

.....  
.....

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

.....  
.....

APPENDIX E: INTERVIEW GUIDE FOR EDUCATION OFFICERS, MONGU DISTRICT OFFICE.



1. When did the School Feeding Programme start in the District?  
.....  
.....
2. Who initiated it and why?  
.....  
.....
3. What criteria were used to select the schools? .....
4. What are the intended goals of the programme? .....
5. How often do you deliver rations in schools? .....
- 6a. 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 factors affect the performance of pupils in schools?  
.....  
.....
9. a. Apart from SFP do you receive any other external support?

b. If yes, specify.....

10. In your own opinion, how do you view the SFP? .....

.....

#### APPENDIX F: INTERVIEW GUIDE FOR WFP OFFICERS MONGU SUB-OFFICE

1. When did the School Feeding Programme start in Western Province?

.....  
.....

2. Why was the programme initiated?

.....  
.....

3. What are the objectives of the SFP? .....

.....

4. What criteria do you use to select the area of your operation?

.....  
.....

5. How many schools are you dealing with at the moment?

.....  
.....

6. How often do you deliver rations in schools?

.....  
.....

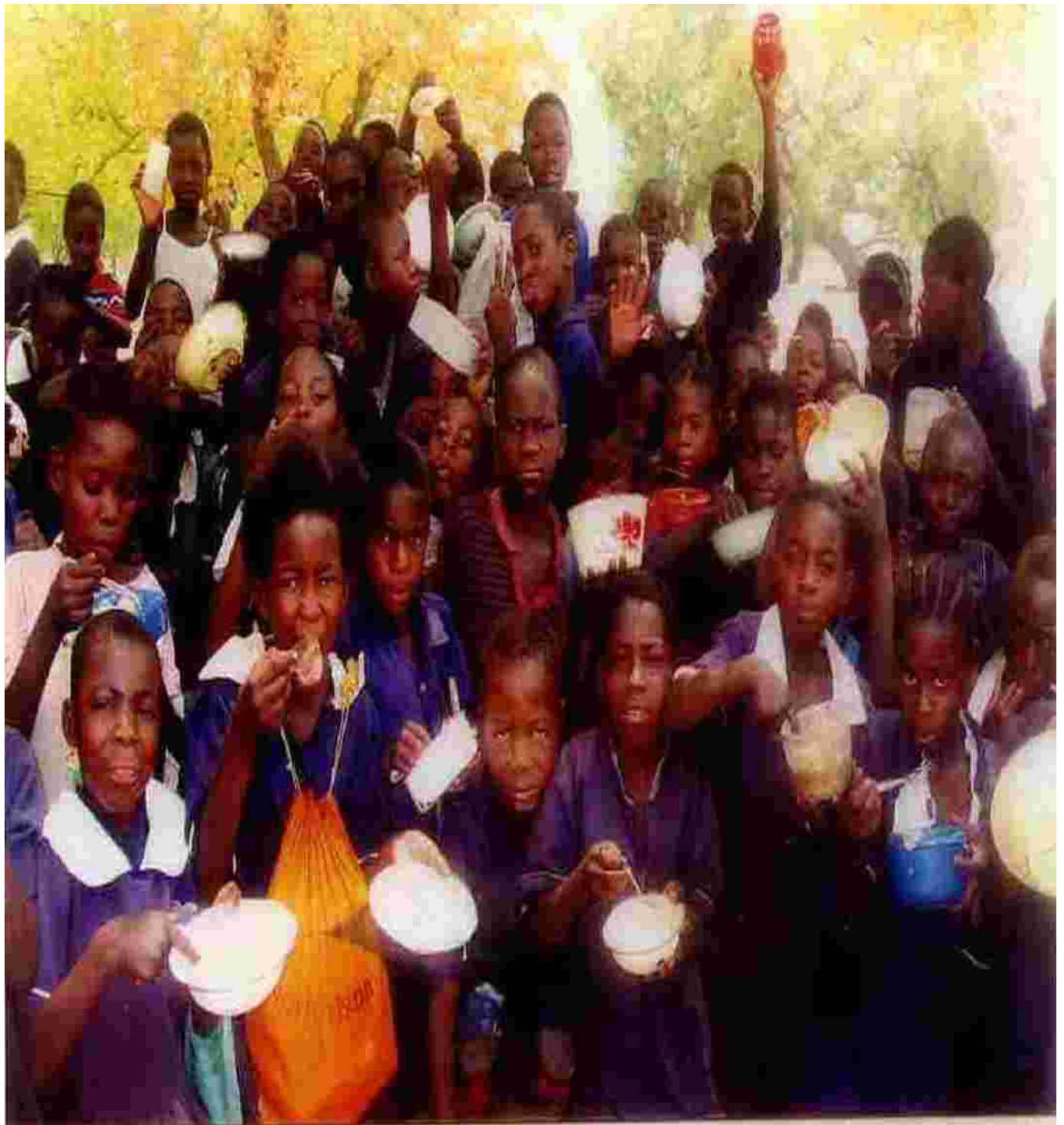
7. a. Apart from SFP, is there any other intervention programme you do with the Ministry of Education? .....

- b. If yes, specify.....
8. Have you managed to achieve your objectives?
9. If yes, how? .....
10. If no, why? .....  
 .....

#### APPENDIX G : Study area ( Mongu District)

Study area and other 17 most drought-prone districts in Zambia:





School Feeding Programme: Grade8 and 9 pupils enjoying their meal



External support: Pupils are given school bags among other things by some organisations such as World Vision, Caritas, Camfed.



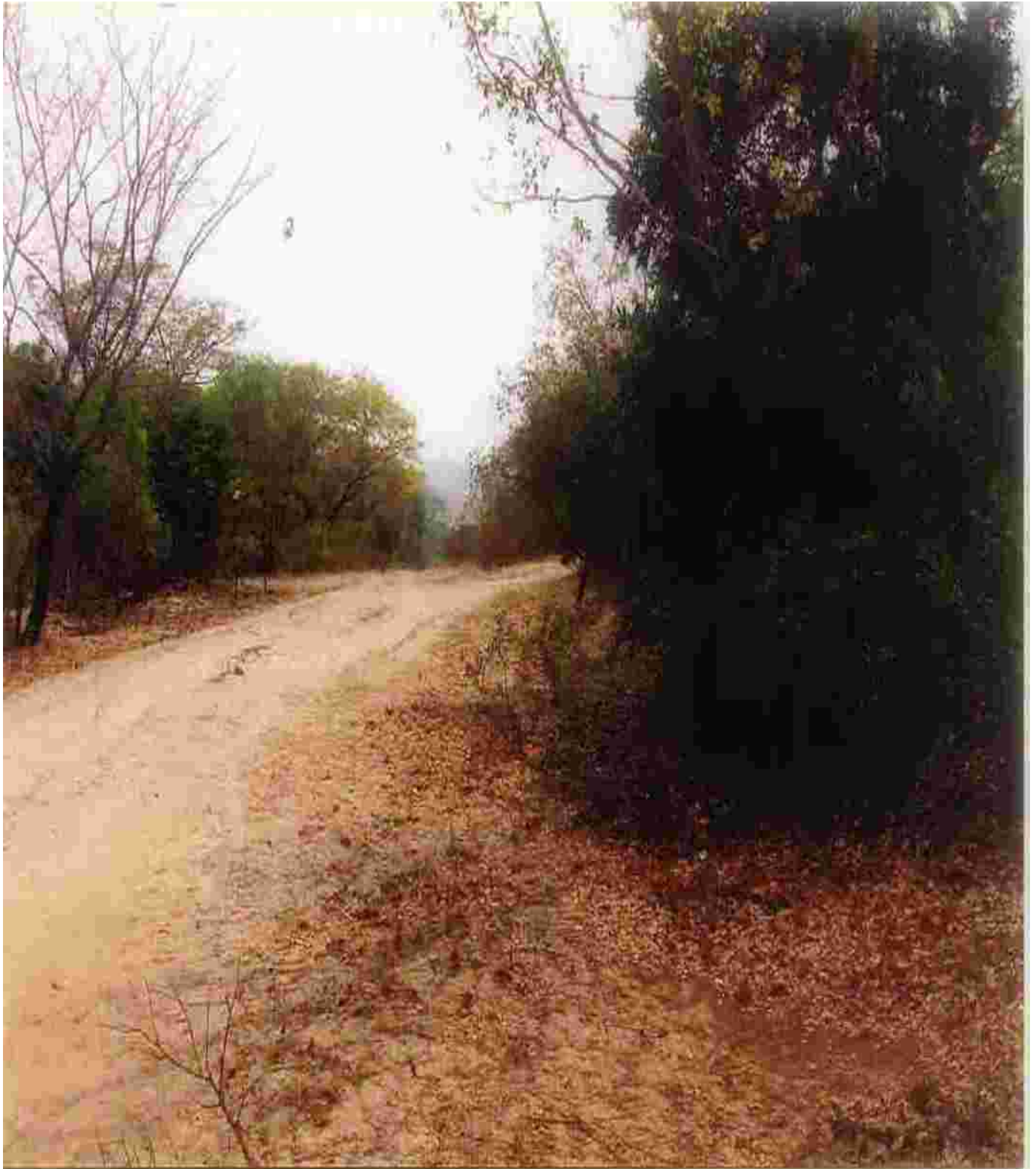
Good Learning Environment: School



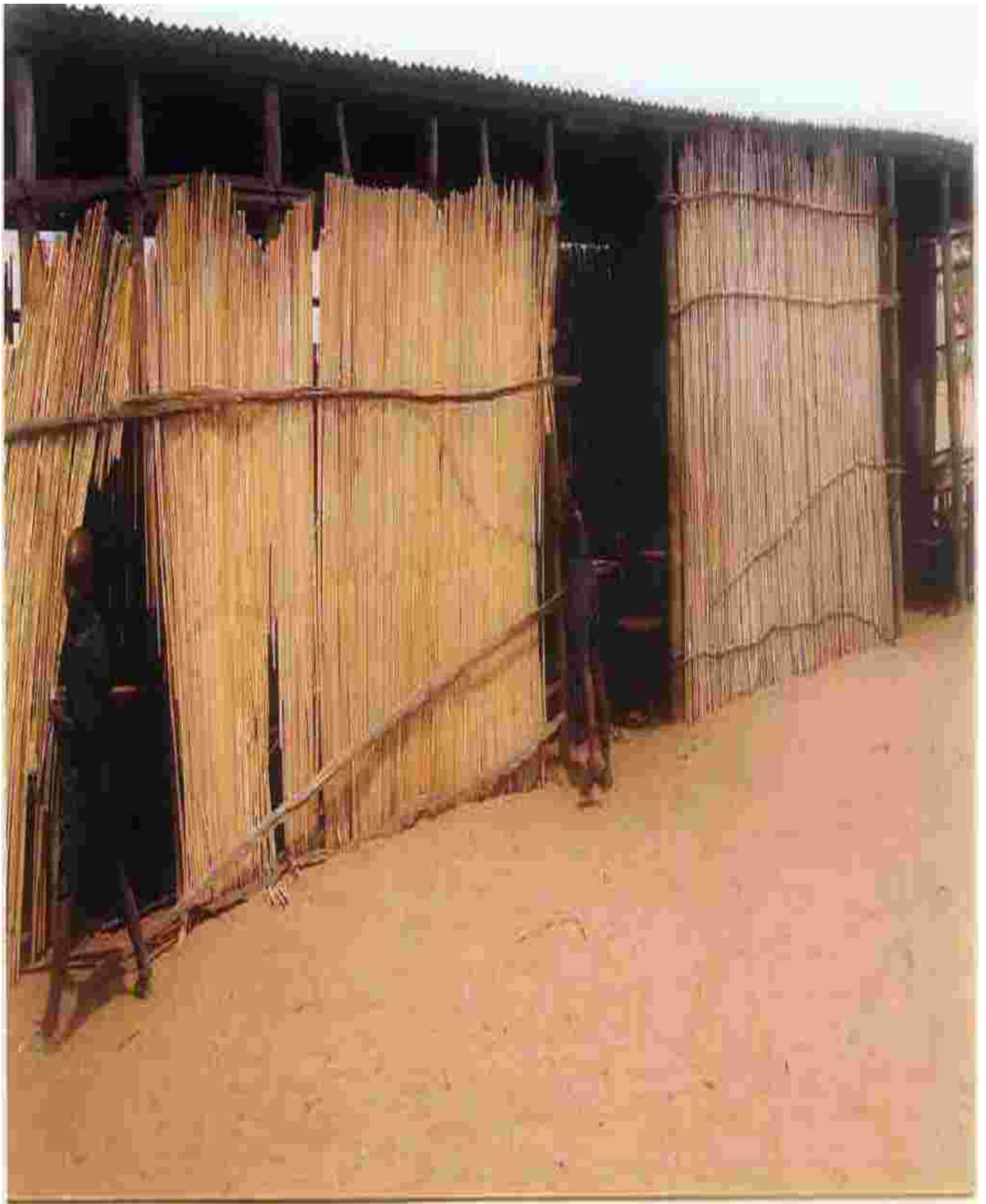


## APPENDIX I: Factors inhibiting school enrolment, attendance and performance

Long distance to school



Poor infrastructure: Classroom



Poor infrastructure: Teacher's house

